6-1958

Survey of Existing and Proposed Methods of Teacher Recruitment and Selection and their Effect on the Current Teacher Shortage

David E. Day

The College at Brockport

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A SURVEY OF EXISTING AND PROPOSED METHODS
OF TEACHER RECRUITMENT AND SELECTION AND THEIR EFFECT ON THE CURRENT TEACHER SHOR

by

David E. Day

Submitted in June 1958, for partial fulfillment for the degree of Master of Science in Education.

Greece Central School District No. 1, it was possible for the author to attend a conference on teacher selection at Teachers College, Columbia University, which proved to be of immeasurable value. Appreciation is also extended to the faculty and staff of Greece Central School District No. 1 for their effort in cooperating with the author and patience and understanding in answering queries directly related to the construction of many areas of this paper.

Approved by:

May 28, 1958

[Signature]

(Advisor)

[Signature]

(Acting Director of Graduate Studies)
ACKNOWLEDGMENTS

If it had not been for the cooperation and efforts of many people, this paper could never have been written. Special appreciation is extended to Dr. Howard Kiefer of the faculty of State University Teachers College, Brockport, New York, for his more than generous nature as to time and guidance.

As a result of Mr. Milton V. Pullen and the Board of Education, Greece Central School District No. 1, it was possible for the author to attend a conference on teacher selection at Teachers College, Columbia University, which proved to be of immeasurable value. Appreciation is also extended to the faculty and staff of Greece Central School District No. 1 for their effort in cooperating with the author and patience and understanding in answering queries directly related to the construction of many areas of this paper.
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Introduction

This paper is intended to touch briefly on a few of the major points currently affecting teacher recruitment and selection. Chapter I will deal with recruitment. This will be directed not only at getting people from the teacher training schools to the staffs of the public schools, but also with the problem of getting more young people attracted to preparation for teaching. Chapter II will be concerned with the problem of selection—Who should select? What is the basic criteria for selection? How should the selection program be organized? and briefly, What is how being done in some school districts in New York State? Observations and suggested studies as related to our basic problems shall make up Chapter III.

The prime purpose in conducting such a study is twofold. The paper is directed to those administrators who feel that they would like a bit more evidence of the growing need for a well organized program of recruitment and selection, and to form a basic structure for a developmental program based on supply and demand. It is also an attempt at a critical analysis of some of the areas of recruitment and selection which appear to need strengthening.
There are several factors that help in part to explain the teacher shortage universally felt throughout the nation. Today, our educational system enjoys a particularly unique position in that everyone seems to be concerned about the effectiveness of instruction, the debatable lack of scholars, the shortage of well qualified teachers in all areas, the tremendous growth factor in all communities leading to expanded building programs and higher taxes on the already heavily taxed populace, and the inability of the teaching profession to encourage students to enter the profession.

If we are in the dire educational situation some people would lead us to believe, it perhaps can be blamed in some part on the very extensive change that has taken place in our society since 1940. History will reveal that we have continually grown in technology, beginning with the invention of the wheel, through time and space to the Industrial Revolution when man started making such tremendous demands on the technological know-how of his fellow man, to today when it appears that man would not be able to survive if it were not for his ability to split the atom, bombard the moon, and conjure up such weapons that could destroy whole races.

Very recently "Sputnik" led to the inauguration of a crash program designed to again insure our position of leader in this very highly scientific world. Other factors have been contributing to this feeling
of personality. Industry no longer depends on trial and error in arriving at formulas, best products and personnel, but are employing ever increasing numbers of electronic computers which is indicative of our strides toward perfectionism. The ever repeated phrase "the shrinking world", has in reality been one of the greatest factors in our extended technological society.

All of the factors previously mentioned indicated a need for diplomacy at every level of government, finance, industry, foreign relations, et al. We have been able in the past to look across the seas at the activities of the rest of the world in a not too important manner, encouraging but remaining aloof, biased perhaps, but neutral in actions. Perhaps it would be folly for us to assume that this could continue to exist. We pride ourselves on being the leader of the free nations of the world and as such, we must set the example, lead the way, and this is done primarily through diplomacy. Diplomacy is not an inborn trait or a result of environment, but a learned response, an educated attitude, a cultivated plan of action which has, as its roots, the public school.

Our schools must be held responsible for a great share of the attitudes our young people take on most controversial subjects. This cannot be a useful entity unless the attitudes are educationally sound, based on facts and not propaganda or opinion, used discriminatingly and void of most biases. Our schools, and more exactly our teachers, must
be held responsible for this. Without excellently trained, intelligent, loyal teachers, this program cannot be realized.

Because of the competitive nature of obtaining and holding most positions of employment in today's society, it is of the utmost importance that the schools develop to their utmost the abilities, the capacities of every child so that he will be better prepared to cope with this competitive situation. This cannot be done by a simple process of making aware what society demands, but, by presenting, in a wholesome situation, those materials needed. Every person cannot motivate every other person toward a specific goal, and thus every teacher cannot motivate every child to do his best for the reasons mentioned. However, a school system that has the very best professional staff that can be found, with the in-service program needed by most staffs, is in a much better position of realizing these goals than the system that employs anyone who is certified and interested in obtaining a position of employment.

A few points have been made indicating the need for good teachers and perhaps more of them. An effort will now be made to show that there is a need for a well established recruitment and selection program. This study will approach such topics as present recruiting procedures, evaluation of such, statistics indicating that in some schools, in New York State at least, the whole procedure of teacher selection is handled
in an offhand manner, without any specific program or goal. Special significance shall be attached to the method or policy of the board of education of the school district, the administrative procedures of a school system, and their influence on obtaining the best teachers. Perhaps the singly most important phase of teacher selection is the interview. Study will be made on the types, methods, value and evaluation of the interview.
Chapter I

Why is it necessary to be concerned about the recruitment of teachers? Recently several persons have undertaken statistical surveys on the needs of the state and nation in regard to teachers for the public schools. Statistics seem to indicate that if all of those graduated from teacher training institutions were to accept positions as teachers, we would still have a critical shortage. This implies that there is a need for a more intensified effort in recruiting young people to teaching. The following statistics indicate this. 1

Comparison of the Demand for Public School Teachers, with the Output of Newly Trained Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>Demand for public school teachers</th>
<th>Output of colleges in area</th>
<th>Output expressed as percentage of demand*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953</td>
<td>8740</td>
<td>8812</td>
<td>101%</td>
</tr>
<tr>
<td>1954</td>
<td>8130</td>
<td>7946</td>
<td>98%</td>
</tr>
<tr>
<td>1955</td>
<td>8110</td>
<td>7300</td>
<td>90%</td>
</tr>
</tbody>
</table>

* This gives the percentage of the demand that could have been met if all of those prepared had taken positions in the public schools of the area.

Sources: Demand for New teachers according to method of "How Many Public School Teachers Does New York State Need?" 4th edition. Output of new teachers from National Teachers Supply and Demand Studies.

The shortage of teachers is so acute that in thinking of recruitment we must not limit our program to one of getting people to a par-

1. Conger, Louis H., Demand and Supply of Teachers in the Upstate New York Public Schools, Report VIII, The State Education Department, June 1953, p.49
ticular system. If there comes a time when the supply of teachers becomes adequate, we, then, can concert our effort to promotion of our individual systems. At this date, however, we should be concerned with the promotion of young people from the high school classrooms to the teachers colleges. Teachers are not being lost to industry, but, from teaching, because of attitudes. Perhaps if this were to change, the promotion of the teaching idea would take seed.

If teachers were able to encourage enough young people to enter the teaching profession, eventually we would be able to meet the demand for teachers by new graduates. The elementary schools seem to the the ones that are going to be and are presently hard pressed in finding teachers.

Projection of Elementary Teachers to be Prepared At New York State Teachers Colleges and Comparison with Demand for Elementary Teachers in Upstate Public Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Year</th>
<th>Number</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951-52</td>
<td>1396</td>
<td>1952-53</td>
<td>3430</td>
<td>41%</td>
</tr>
<tr>
<td>1952-53</td>
<td>1623</td>
<td>1953-54</td>
<td>3610</td>
<td>45%</td>
</tr>
<tr>
<td>1953-54</td>
<td>1575</td>
<td>1954-55</td>
<td>2990</td>
<td>53%</td>
</tr>
<tr>
<td>1954-55</td>
<td>1233</td>
<td>1955-56</td>
<td>2990</td>
<td>43%</td>
</tr>
<tr>
<td>1955-56</td>
<td>1422</td>
<td>1956-57</td>
<td>3390</td>
<td>42%</td>
</tr>
<tr>
<td>1956-57</td>
<td>1518</td>
<td>1957-58</td>
<td>3710</td>
<td>41%</td>
</tr>
<tr>
<td>1957-58</td>
<td>1714</td>
<td>1958-59</td>
<td>3610</td>
<td>47%</td>
</tr>
</tbody>
</table>

Sources: Output figures for 1952-55 from reports collected for National Teacher Supply and Demand Study; figures for 1956-58 estimated from enrollments with graduates of 1954 as the base. Demand figures based on 88% K-6 demand.

The present growth pattern seems to indicate a pressing need for a more progressive recruitment program. The annual birth rate of the

1. Congo, op. cit., p. 49.
United States has risen sharply since the end of World War II and continues to grow in each succeeding year. There also has been an upward trend in the amount of education wanted and needed by the nation in the past ten years. The number of people born has increased from nearly three million in 1945 to over four million in 1954. This is an increase of over one million in those ten years. In the past half century, there has been a tremendous increase in the percentage of young people attending high school and college. There has been an increase of 69% in high school enrollments since 1900 and an increase of 26% in our college population during the same period. These figures become even more forbidding when we realize that the population of these groups has increased by less than half during the same period. These figures support the argument that teachers are needed and especially so when we consider that there is a vast number of our population of young people to be educated that are not included in either of these two groups.

By the year 1960 our elementary schools can expect an increase of 28% over the number of pupils attending in 1954. Our secondary schools can expect to increase their enrollments by 71% in 1970, from 1954.

We might dismiss quickly all of the above-mentioned facts and figures as over-alarming by stating that our colleges need to turn out more teachers, high schools need to encourage more teachers, except that statistics indicate that it would take half of all college graduates over

2. Ibid, p.12.
the next ten years to meet the demand for new teachers. This, in light, of the ever-expanding technological society, expanded salaries of industries, and need for competent scientists may make us feel fairly sure that unless something is done about recruiting of young people to teaching, bettering the professional standards of teaching, and the attitude of the public toward teachers, we will not even come close to staffing our schools and colleges with the necessary number of qualified people.

What then should be done about this dilemma? How are we going to maintain the educational standards society expects of us? These and many more questions on the staffing, rating, and progression of our educational systems cannot be answered forthwith. These are questions that will be answered through trial and error, using ingenious devices temporarily, and arranging for the populace to be kept abreast of the ever-changing needs of our culture. It will be attempted in this paper, however, to collect a few of the ideas stated by some of the foremost educational and lay leaders of the American society who have and are attempting to solve the teacher shortage.

We should now have a full realization of the need to recruit more people to the teaching profession. This is not going to be an easy task for there are many obstacles that must be surmounted before young people will join our profession eagerly.

1. Ibid. p. 22.
In a recent article dealing with the problem of getting young people interested in teaching, a teacher said, "I am appalled to discover that I have not known a student who stood forth and asked to be counted as one who hoped someday to become a teacher."1 This very well may point up the first and foremost problem that must be resolved before we are going to find ourselves on the black side of the ledger in terms of number of teachers and positions to be filled. We may assume from this quote that it will be necessary to start our recruitment with the teacher by trying desperately to eliminate the apathetic attitude on the part of the teachers that seems to be so much in evidence.

We, as teachers, are constantly guiding young people toward those goals we are fairly sure they are capable of reaching. At the same time we neglect to enthuse our students about teaching.2 This may be in some part the direct result of not having the prestige and status comparable to that enjoyed by other professions. A study of incomes as related to years of experience will show that the median for teacher salaries is far below that of other persons with a comparable educational background.3 The teacher's job must be so defined as to challenge or attract talented young people.4

Research has been conducted on the status of the American teacher in society, as compared to other professions, and it has been found that

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2. Ibid., p.138.
the teacher is nothing more or less than a "keeper of classes" is the direct result of the attitude in regard to teaching that we have imparted to our students. ¹ We may have neglected our standards and as a result placed ourselves in such a position that society does not want to look to us for leadership in our respective communities. "The American people must be awakened to the fact that teachers work with their most precious resource, our children." ² This reawakening, it appears, should start in the classroom.

Perhaps teachers are not guilty of causing all of the unfavorable public opinion that seems to persist. The teacher has never been portrayed as the glamorous, aesthetic, romantic individual our movies, stage plays, and more recently our television, has made of the lawyer, doctor and missionary, to mention a few. The stereotyped individual that we most often picture the teacher as being, such as the emaciated, unkempt, hairbrained, unorganized person, is for the most part a ridiculous parody. ³ An example of the attitude toward teachers as persons may, in part, illustrate the nature of the situation. A cartoon may be described in which a young lad, accompanied by a girl of his age, is following a female teacher and her male companion away from school. The boy says, "I never thought of her as a woman - always as a teacher."¹¹

¹ Education Digest, op. cit., p.15.  
² Ibid, p.15.  
³ Willard Elsbree and Edmund Reuter, Jr., Staff Personnel in the Public Schools, p.25.  
Also, another part of this apathetic attitude on the part of the teaching staff may be a direct result of the administrative and supervisory practices of the school districts.

The best recruitment program possible will, in part, depend on the length of stay of the teachers hired and the reasons, if they were to leave. If we have high salaries, small classes and wonderful new buildings, we are not going to be insured of a foremost professional staff unless our administrative and board policies are aimed at improving the status of the teacher.\(^1\) It would appear that it would be necessary to make each teacher feel that he is an important a part of the total educational program as any of the administrators or supervisors. There should be an opportunity for experimentation, revision, and provision for protection in order to motivate new ideas and to effect curriculum changes. This area will be expanded upon in Chapter II in the area of Board Policies as a factor in selection.\(^2\)

The attitude of the teacher has been mentioned several times in describing some of the conditions that would be detrimental to a system of recruiting. This attitude, it is felt, may be the key to the whole problem. If an in-service program is developed so that it always has a positive approach to the problems of education in the respective district, if it envelops and involves all of the teachers in each area, the attitudes should be strengthened. It appears that if your staff has a good attitude, it will be a loyal staff and as a result will do much in

\(^1\) See Chapter II, p. 39.
\(^2\) Ibid
selling the system to others who might be inclined to want to become a member of the professional staff. It will also increase the vociferous nature of the administration when talking with other administrators, who, in turn, could pass this on to others.

Perhaps it may appear at this point that the problems of the teacher have been overemphasized and that all of these points thus far mentioned are significant of nothing. However, if we stop to consider that there has been a 90,000 teacher turnover throughout the United States each year, do these problems remain so insignificant? Of this 90,000 approximately 75,000 drop out of teaching. Of this 75,000, 33% drop out because of marriage or family reasons, 15% retire, 18% move to other states and perhaps take up teaching again, 14% move to other employment and 21% leave because of miscellaneous reasons. We lose about 82% of the 90,000 turnover each year. Anything that can be done to keep any part of this group as active teachers is going to help our shortage.

An attempt will now be made to show why teachers leave the profession in New York State. As each geographical area of the United States has its reasons for placing one study or another in its curriculum, so each area need be concerned with the reasons why the teachers are leaving that area. In a recent year approximately 2,754 teachers who did not retire or die left teaching in New York State, exclusive of New York City. If these teachers leave for preventable

1. Education Digest, op. cit., p.17.
reasons, the supply of teachers can be improved by undertaking the ounce of prevention which is said to be worth a pound of cure.¹

Reasons, Other than Retirement, Teachers Gave for Leaving Teaching in New York State Public Schools²

<table>
<thead>
<tr>
<th>Reasons for Leaving</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnancy</td>
<td>245</td>
<td>32.2</td>
</tr>
<tr>
<td>Married and moved to another state</td>
<td>120</td>
<td>15.7</td>
</tr>
<tr>
<td>Home and children considered a full-time job</td>
<td>62</td>
<td>8.1</td>
</tr>
<tr>
<td>Marriage</td>
<td>46</td>
<td>6.0</td>
</tr>
<tr>
<td>Decision to have children</td>
<td>16</td>
<td>2.1</td>
</tr>
<tr>
<td>Inadequate salary</td>
<td>42</td>
<td>5.5</td>
</tr>
<tr>
<td>Not retained by the school for the following year</td>
<td>27</td>
<td>3.6</td>
</tr>
<tr>
<td>Dissatisfaction with administration</td>
<td>26</td>
<td>3.4</td>
</tr>
<tr>
<td>No position open in geographic area where job was sought</td>
<td>34</td>
<td>4.5</td>
</tr>
<tr>
<td>Position in education more desirable because of opportunity and interest</td>
<td>8</td>
<td>1.0</td>
</tr>
<tr>
<td>Ill health</td>
<td>23</td>
<td>3.0</td>
</tr>
<tr>
<td>Dissatisfaction with the teaching situation</td>
<td>14</td>
<td>1.8</td>
</tr>
<tr>
<td>To continue education in field of education</td>
<td>8</td>
<td>1.0</td>
</tr>
<tr>
<td>Moved to a more convenient location</td>
<td>15</td>
<td>2.0</td>
</tr>
<tr>
<td>Certification difficulty</td>
<td>13</td>
<td>1.7</td>
</tr>
<tr>
<td>Felt there was more opportunity in another field of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Felt unsuited to teaching</td>
<td>9</td>
<td>1.2</td>
</tr>
<tr>
<td>Desire to try a new field of work</td>
<td>6</td>
<td>0.8</td>
</tr>
<tr>
<td>Desire to travel</td>
<td>7</td>
<td>0.9</td>
</tr>
<tr>
<td>Disliked community where teaching</td>
<td>5</td>
<td>0.7</td>
</tr>
<tr>
<td>Lack of discipline or respect on the part of pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To study for another profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overloaded schedule or too heavy a teaching load</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age and certification difficulty</td>
<td>5</td>
<td>0.7</td>
</tr>
</tbody>
</table>

¹ Edmund H. Crane and James D. Erviti, op. cit., p. 5.
² Ibid, p. 17.
Continued from Page 14.

<table>
<thead>
<tr>
<th>Reasons for Leaving</th>
<th>Female</th>
<th></th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Called to active duty in Armed Forces</td>
<td>4</td>
<td>2.0</td>
<td>4</td>
</tr>
<tr>
<td>The desired type of position was not available</td>
<td>4</td>
<td>2.0</td>
<td>4</td>
</tr>
<tr>
<td>Moved out of state</td>
<td>4</td>
<td>0.5</td>
<td>4</td>
</tr>
<tr>
<td>Position with less responsibility</td>
<td>3</td>
<td>0.4</td>
<td>2</td>
</tr>
<tr>
<td>Parents' pressure</td>
<td>2</td>
<td>0.3</td>
<td>2</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>16</td>
<td>2.1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>762</td>
<td>100.0</td>
<td>201</td>
</tr>
</tbody>
</table>

In looking over these figures, we find that of the number of women contacted, 32% left teaching because of pregnancy and 15.7% left for marriage or moved to another state. It might appear that a school system would have no control over birth; however, some persons feel that it can be forestalled by making the job appear more rewarding, by increasing salaries, and allowing for a flexible time schedule or a program of employing half-time teachers.¹

It seems almost obvious that the biggest reason for men leaving teaching is because of inadequate salaries. Perhaps it is time that some school boards realized that most of these men are competent individuals who are able to find positions of employment, other than teaching, that will be much more rewarding financially.² Although state law forbids increasing men's salaries over women's, perhaps a way could be found for supplementing income of the men who are trying to support families on inadequate teaching incomes.

¹ Crane and Erviti, op. cit., p. 20.
² Outlined in a discussion at Teachers College, Columbia at a conference on teacher selection, November 1957.
What can be done to improve teacher shortage, and what has been done in some areas? We have at this point discussed in part some of the reasons why people leave teaching and why young people are not interested in becoming teachers. There have been some ideas forwarded by some educators and lay persons that may appear to have merit in resolving some of the dilemma.

It might appear that the teacher shortage is one which could be corrected by raising teacher's salaries, prestige and working conditions. There have been people who believe that these are only factors in an over-all program that would be of a very complex nature. Some of these ideas will be mentioned with the purpose of stimulating the reader's interest so that he may be able to use them as a jumping off spot for a program aimed at his own school district.

At the 40th Annual Convention, National Association of Secondary School Principals, held in 1956, a presentation was made on methods of teacher recruitment. A summary of a few of the points covered are as follows:

1. Enlist the help of the laity or the program may be doomed.¹ This may reiterate what has already been mentioned in that it seems necessary to get the backing of the populace or all efforts will fall on deaf ears.

2. A plan for Sheboygan, Wisconsin.² Senior students who were interested in any way in teaching as a career, were selected

². Ibid.
to teach periodically for one-half day as incentive. This program was geared much the same way as many schools presently operate in regard to business education, retail selling, and vocational education. It was noted that only competent students were selected so as not to ruin the program.

3. The Kansas State Program: This program is centered upon the selection of better teaching candidates by:
   (a) placing emphasis on the satisfaction of teaching.
   (b) creation of a public demand for more competent teachers.
   (c) Providing for scholarship and other aid to students interested in becoming teachers.
   (d) Encouraging college freshmen, who are in a liberal arts program, to enter teaching.

Many lay and professional groups united in an effort to insure success.

4. In Oregon, The Future Teachers of America Organization was organized and supported by the State Teachers Organization as a method of inducing young competent high school students to teaching.²

2. Ibid, p. 296.
5. The following is a partial list of suggestions made by thirty-three college sophomores on recruitment at the secondary school level:

(a) Teachers and administrators must work at recruitment and "talk up" the profession.

(b) Certification requirements and standards for admittance to teacher training institutions should be raised.

(c) A formal study of teaching should be made early in the secondary school program.

(d) An effort should be made to get more "satisfied" teachers in the classroom.

(e) A greater use by schools of student teachers.

(f) Consideration of an above average personality as a part of the basis for consideration to training and teaching.

(g) Above average scholastic ability as a part of the basis for consideration for training and teaching.

It is sometimes very difficult for teachers, when moving from one geographical area to another, to find employment. This problem has been approached by the Finger Lakes School Men's Association of Central New York State. This group of school systems have incorporated a rather

2. Information received by letter from Mr. Vernon Hyatt, Supervising Principal, Seneca-Gorham-Potter Central School District No. 1, Gorham, New York.
unique method of making people aware of the area in a direct effort to help in the recruitment of teachers. It will be discussed in detail in a following paragraph.

It is sometimes necessary for teachers, when they are moving, to send letters of inquiry to every school district in an area in order to secure leads on positions open. This is a terrific burden on the teacher and the letters may sometimes be treated in an offhand manner because of the seemingly obvious form. It has even happened that people have sent duplicate letters to administrators in the same system. If there were somewhere a teacher could go, other than an agency, for information on school districts throughout the nation or state, perhaps we would not lose some people who would be an asset to teaching.

The Finger Lakes School Men's Association, previously mentioned, is made up of twenty-one school systems in the central area of New York State, who have the unfortunate position of being just a bit too far away to be easily recognized. These districts banded together in a cooperative recruitment program in an effort to encourage more people to teach in any one of the systems. They have published a brochure that includes a picture of one school from each district, a listing of the school population, staff size, population of the community in which it is located, and the person to whom all letters should be addressed. In addition the brochure gives a short resume of the total geographic area, listing recreational activities, living facilities, schools or colleges

1. Personal experience from working in the position of Coordinator of Teacher Selection in a central school district for a period of one year.
that offer opportunity for graduate study, and an indication of the cost of living.

The brochure is 14 pages in length, printed, and costs each school system approximately $30 per year to publish. One person coordinates the activities of the whole group even though each school lists a person to whom a candidate could write. The program is now covering the northeast section of the United States. Not all of the teachers for these schools are secured through this program and it was indicated that the program is too new to determine its effectiveness as yet.

Some things that may be noted in regard to the program just outlined are that it is an attempt on the part of some school districts to get together to help each other solve the teacher shortage, a positive approach to the matter of communications, and the earnest desire of all involved to get better teachers for their respective schools.

To summarize, it might be said that in order to alleviate the teacher shortage, a re-evaluation of present practices should be inaugurated post haste. In the Fall of 1957, a survey of thirty-three school systems of New York State was conducted for the express purpose of trying to determine what the current attitude was toward recruitment and selection.

Questions were stated in such a manner as to determine if the systems were considering recruitment and selection important enough to employ one or more persons on a full time basis to coordinate, manage

1. A copy of the survey will be found on page 54 of the Appendix. A summary of questions and answers will be found on page 54 of the Appendix.
and expedite the process. A screening of procedures was also approached to see if there existed any correlation between size of system and the program employed. The following is a resume of the findings:

The systems ranged in size from 41,000 pupils to 1,400 pupils. They had a professional staff ranging from 1910 to 75, and had from 3 to 51 school buildings. Thirty-three systems answered the questionnaire, and it was found that of this group 30% had one person who was in charge of personnel, 30% delegated the responsibility to one or more persons, and 40% of the answering group left the personnel business entirely up to the superintendent (and his secretary). It must be noted that of the 30% who have personnel in the hands of one person, only four (4) systems employ professionally trained people, the remainder being made up of secretaries and clerks. These figures may still seem insignificant but when we consider that this group would in one measure or another be responsible for the hiring of approximately 1900 teachers each year, do they remain so? It may also be significant to note that this group would be responsible for the personnel problems of 9632 employees having many complex problems such as certification each year. It perhaps wouldn’t be noteworthy unless we realized that these secretaries and clerks did not work full time on personnel but had it as one part of their job.

Of the systems in which the superintendent controlled the hiring, recruiting, etc., it is interesting to see that these were not small one school systems but ranged in size from 13,892 students to 1,910 students and employed from 654 professional employees to 93 employees. This would consume a great share of any one person’s time and if an added
chore, would necessitate the taking of time for some other phase of education, that would seem just as important. It would appear (as will be noted later) that this would tend to breed an offhand approach to the business of securing a teaching staff which is just the germ we are trying to eliminate.

In order to facilitate a study of the actual recruiting procedures, several categories have been created typifying the procedures used. The following is a composite of those categories and explanation of each:

There were 12 systems that contacted teacher placement agencies as a part of or the whole of their recruiting program. This involves sending a list of the school's needs to the agency and waiting for them to recommend candidates to the school.

Twenty-four systems contacted college placement bureaus indicating their needs and relied on the placement bureau to send acceptable candidates to the system.

Only three systems indicated that they rely largely on personal contact with the placement bureaus of teacher training institutions and the interviewing of candidates at the college before inviting them to the system.

Written applications were considered an expedient way of securing candidates by eight systems. Some of these systems did some personal contacting, however, only after their needs were not filled by letter applicants.

Eight systems employed the staff to spread the word about the needs of the district to their colleagues in an effort to fill the vacancies.
This was in every case one method of a multi-method system.

Three schools indicated that they send a yearly revised and prepared brochure or pamphlet to placement bureaus of colleges and universities, agencies, etc. listing the needs of the district, the type of district, location, size, community it is located in and any other pertinent information deemed valuable to the prospective applicant. This, too, was considered only a part of an extensive program of recruitment.

One system indicated that they had no real system of recruitment; one was in the process of revising their system; one indicated that they kept in touch with the state department for leads on teachers and one system sent a qualification list to the applicant listing just what was expected of the person academically, professionally and physically.

In all but two systems, it was indicated that there was no real system of recruitment and processing but that it was a changeable procedure that was augmented whenever it was deemed necessary or whenever a new "quirk" came into view. It must be noted that in one system with a professional staff of 654, the only indicated method of recruitment was through letters of inquiry sent to the superintendent's office.

All of the schools contacted indicated that they receive a great share of the data needed on candidates and people on their professional staff through the use of forms, data sheets, etc. This may or may not be indicative of a need for revisement; however, it was also noted that secretaries were responsible for interpreting the information sent in and noting it in the proper places with the responsible people. This again was only one part of the secretaries' duties.
Therefore, from the information presented, it might indicate that a need for a review of our aims and objectives of recruiting, methods of recruiting, and methods of communication should be undertaken with utmost speed. Study of the approximate number of dollars spent in recruitment of one successful candidate might also help to show an ineffective system, especially if compared to a similar study of industry and the professional people they employ. Perhaps it would not be unwise to have a state-wide workshop with competent consultants to give the initiative for such a revision as suggested above.
Chapter II

Selection

Why is the selection of a teacher so important? Although this question seems quite elementary in nature, it perhaps would be wise to study the reasons. This could conceivably give added impetus to those administrators who feel that they are doing an adequate job of teacher selection when in reality they may be taking a very offhand, haphazard approach to the selection of staff members.

It, perhaps, can go without saying that public education is the keystone to democracy, especially in the United States.\(^1\) Therefore, education should be the work of experts and only experts can be chosen by a comprehensive system of selection. A school system is no better than the teachers it employs.\(^2\)

Without a comprehensive selection program, it would be difficult to see what was being bought; it could be possible to buy a "pig in a poke". In education, as in present day technological business and industry, there is no substitute for brains and personality.\(^3\) These, among others, are qualities that should be searched for in each teacher candidate. Therefore, it might appear that teachers should be hired to fill a definite spot, not for just a grade, and should have specific qualifications before being considered.\(^4\) When replacements are necessary, the occasion should be considered as an opportunity to secure skills and

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3. Ibid.
and abilities the group lacks. In doing this, insurance is being added to the possibility that the program will be the best.

A comparison with business and industry should reveal the importance they place on personnel. Each day it is possible to read a newspaper and find advertisements pertaining to interviews being conducted by industry in their search for talent. Representatives from various industries travel the nation over looking for young men qualified in specific fields whose talent would augment their program. People in industry realize fully that the value of their product is directly related to the competence of the people they employ. Even in baseball, teams use a large portion of their budgets in scouting programs, observing, talking with coaches, and watching candidates play before they consider a person for a contract. It might be wise, then, to get a line in the budget that would in some small part help to insure better selection practices.

In summarization, the selection of teachers is so important that it should be the result of screening several applicants by as many people on the staff as would result in the most comprehensive judgment.

"The best means of improving a school system is to improve the teacher. One of the most effective means of improving the teaching core is by wise selection. It is the axiom that the teacher will find the greatest satisfaction in her work when she is lost in it and she is never lost in it unless she is very much interested in it, qualified for it and appreciated by those in authority."}

2. Staff Relations in School Administration, op. cit., p.32.
4. Ervin E. Lewis, Personnel Problems of the Teaching Staff, p.115.
As a person in charge of teacher selection, what approach would you take in finding desirable candidates for teaching positions? How would you look on married women teachers? local candidates? out of state residents? non-certified personnel? This is but a partial list of the problems that any person or group of persons must face everytime a vacancy is filled on their teaching staff. An attempt will now be made to show, through research, how these and other problems are being met by school administrations throughout the nation.

In order to insure the continuity of the staff or to fill a gap that may be present in the existing staff per personality, education, background, sex, or any other, the job must first by analyzed. Each job has specific requirements and these must be outlined in detail before a search of available candidates is made. Perhaps the importance of this can be pointed up by stating:

"If the vacancy to be filled is a classroom teaching job, it is important to inquire whether or not the appointee will be asked to assume guidance responsibilities, to participate in curriculum improvement responsibilities, to work closely with the PTA, to provide leadership for a school-community project, or whether his functions will be limited almost exclusively to classroom activities."1

In short, perhaps an attempt should be made to make it possible for every child to receive individual guidance away from the guidance counselors. In order to do this we must provide for individual differences on the teaching staffs.2

1. "Staff Relations in School Administration", op.cit., p.32.
2. Stated by Howard V. Funk, Associate, Teachers College, Columbia University, former superintendent of schools, Bronxville, New York, Selection Conference, Columbia University.
After the position has been evaluated and a "type" of person has been arrived at, then a search can be inaugurated to find suitable persons. A check of the results of the survey taken of some New York State School Districts\(^1\) revealed that almost without exception the schools approached placement offices of teacher training institutions, agencies, entertained applications, interviewed applicants, and selected someone to fill the position. Although it is not the purpose of this paper to prove the inadequacy of the procedures used by these systems, it should be noted that there was little indication of the collection of objective evidence as a major part of selection. It is felt by some administrators that before a candidate is interviewed or asked to visit the system, great effort should be made to collect evidence of this person's professional growth and competence.\(^2\) A few sources for the collection of this evidence will be highlighted as follows:

In order to insure uniformity of thought, we shall think of objective evidence as anything that can be learned about the candidate without observation or interview. Therefore, it might be possible to assume that much objective evidence may be collected through the use of the aforementioned procedures, and this we believe is true. The use of the application blank or information sheet, if worded correctly, can serve as a nucleus of information on candidates experiences.\(^3\) Another source of objective information may be the school and college records. This

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1. Results outlined on page 29 Chapter I; a copy of the survey is located on page 54 of the Appendix.
2. The results of a show-of-hands survey conducted at the Selection Conference, Columbia University.
3. Examples on pages 56-7 of Appendix.
would seem to indicate the person's degree of scholasticism which could be an important part of selection. A simple survey of the courses taken while at college would reveal how widely the student had spread himself in an effort to gain cultural breadth. Further objective evidence could be obtained through the scrutinization of the confidential folders on students, collection of references by people closely related to the training and experience of candidates and selection examinations.

There has been a great deal of controversy on the effectiveness of teacher examinations and an attempt to prove the worth will not be approached here within. Instead one attempt that has proven to be an effective program of testing candidates will be discussed briefly.

The Newton, Massachusetts Public Schools have, as so many other school systems, grown very large in the past few years. In growing, they found that they were faced with a great problem in selecting teachers for the system. They felt that they needed a method of screening applicants and also to provide some objective measurement of the candidate's ability in regard to his philosophy. Thus, a project was started to present each candidate with a teaching situation and asking them to react to it. Because of the impossible nature of being able to observe each candidate's teaching, it was felt that something could be done with pictures that would, after extensive evaluation, suffice.

2. Ibid.
Two hundred sixteen slides were taken of learning situations, both in school and on field trips. These slides were shown to a representative group of teachers who registered their responses to each of the situations by answering prepared questions.

A correlation was made between responses and types of teachers and norms were subsequently made. By types of teachers, it is meant excellent, average and ones who were having a considerable amount of trouble. The best slides, as indicated by responses, were selected and as a result, thirty-two remained. The best and most common responses were put into a test booklet and are used as the criteria for the test.

The results of the test seem to stratify the potential of candidates into the three previously mentioned areas. It must be noted that it is not an ultimate and proven valid measurement. The reliability appears to be high but has not yet been computed. It should also be noted that the test was not used as the only method of selection. Personality, poise, moral characteristics and background, among others, were also used in the selection. In fact, it was noted that people doing poorly on the test might also be considered worthy candidates if their other attributes were good.

To answer the questions on the status of married women teachers, local candidates, out of state candidates and non-certified applicants, we will simply note that all sources located indicated that these were problems to be faced directly and that policy should be determined to
deal with each. It perhaps should be noted that each school district would have to deal with the problem independently as each situation calls for different policy.

Who should do the selecting of candidates? An attempt will be made at this point to show that relationship of the whole staff to the business of teacher selection. The role of the superintendent, principals, supervisors, teachers and perhaps the students will be discussed in order to form the framework for a well balanced selection program.

School systems vary to a great degree in the method of selecting teachers and also in the personnel involved in the selection process.

"Ideally, several persons should participate." This statement may not be true in every respect, and certainly is not based on scientifically collected data, but it is the attitude this paper would like to follow.

If one person were to be responsible for the selection of a total staff, he might be placing the system in jeopardy. What is meant by this is that he might always be looking for one specific type of person and as a result would have a homogeneous staff rather than one made up of persons with all types of background, training and experience. Selection of new teachers should be shared with the whole professional staff. Leading educators have stated that the best way to insure a competent staff is to employ the widest, most thorough selection procedures starting with joint

1. By sources it is meant, all books, pamphlets, articles and personal interviews conducted in an effort to collect data for this study. A complete list of sources may be found in the Bibliography.
2. Staff Relations in School Administration, op. cit., p.35
Principals surely should interview all persons seeking a position within his building. By the same token, it might seem almost obvious that the supervisory staff, and teachers in the building should have an opportunity of at least talking with the candidate and the privilege of stating their opinion about the person.

It is also better for the candidate to have the opportunity of observing the teaching situation, talking with the staff, and perhaps even the students for their impression could give them better insight into the total educational picture and would strengthen their desire to seek employment or to look elsewhere. This could lead to a more loyal staff, happier teachers and a better school.

How should a candidate be selected? Should he be selected on the basis of past experience? If so, how do you select the beginning teacher? Should your staff be called upon to draw opinions? Should you place great strength on the interview? These and many more questions show the importance that should be placed on the selection procedure after preliminary efforts have been made such as those previously mentioned. Each school system uses a different approach and it is not the intent of this paper to try and gain uniformity, but to present some of the methods that may be reliable.

It will be necessary for the reader to assume that the candidates who are going to be considered for a job have already been screened by

3. Ibid, Elsbree.
someone or a group of persons in the district. We are then talking about the very few individuals, one of which is going to be offered a job.

If administrators are going to try to fill their staffs with people from as many geographical and educational backgrounds as is possible, the school system is going to be forced to travel quite extensively to find these candidates. It does not seem feasible that more than one person could make such trips; however, this does not rule out other members of the staff in making recommendations based on the examination of credentials and letters of recommendation. If whoever does travel on recruiting tours should have a fairly good idea of what type of person he wants before interviewing candidates. In any event, it seems that it could be possible for more than one person to have some say in who is going to be selected.

If candidates are either asked or able to visit the school system, then, it, perhaps, would be a good thing for several persons to observe the candidate in order to evaluate his assets in light of the objectives set for the person to fill the spot. Therefore, an attempt to determine definite criteria for selection will not be discussed but three methods of selection will be outlined.

Approach Number One: 3

1. The addition of staff members provides an opportunity to survey the skills and abilities of the staff so that voids can be filled.

1. Staff Relations in School Administration, op. cit., p.35.
2. See Chapter II, p. 27
2. Selection should be a group activity.

3. Single schools should select new personnel after they have been screened by the Central Office.

4. A staff profile should be formulated for use on selection.

5. Caution should be observed when selection upon staffs' recommendation, for if practiced extensively may result in cliques, favoritism, inbreeding, or narrow provincialism.

6. Select from a wide variety of applicants.

Approach Number Two: \(^1\)

1. Does the applicant have personality?
   
   (a) Ability to meet people.
   (b) Neat appearance.

2. Does the person have maturity?
   
   (a) Ability to listen.
   (b) Poise.
   (c) Ability to express himself accurately.
   (d) Possess a quality of intelligence.

3. Does the person have a friendly manner?
   
   (a) a sense of humor.
   (b) Sincerity.

4. Does the person exhibit a flexibility of mind?

5. Does the person appear alert?

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1. Howard V. Funk, op. cit.
6. Does the person have a love and respect for people, especially children?

7. Is the candidate a team player or an individual star?
   If an individual star, could he possibly maintain his individuality while pulling for the whole team?

8. What are the possibilities for growth?
   (a) Is he going to sit down or keep abreast?
   (b) Is he going to further his education?
   (c) Does he possess a forward-looking attitude?

9. What are the qualities of experience?
   (a) Not the system or school but what he did while being there.
   (b) Twenty years of experience or one experience of twenty years.

10. Does the candidate have varied interests away from education?
    (a) Not what they are, but that he has them.
    (b) Cultural breadth.

11. What does he want to know about the system?
    (a) Salary, fringe benefits, vacations.
    (b) Curriculum, administration and supervisory practices.

   Approach Number Three: A committee of classroom teachers could work closely with the principal in interviewing and reviewing records of

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the candidates. Recommendations on one or two applicants could then be forwarded to the principal who would do the final selecting.

The interview should be considered one of the most important aspects of teacher selection, if not the most important. The interview, if conducted correctly, can reveal to a great extent just what type of person the applicant is. It might be necessary for several persons to interview an applicant before the whole picture can be determined, however, and this leads to the question of how the interviewing program should be organized. Who should interview and what should be looked for in the interview?

All sources of research indicated very strongly that the most effective use of the interview was achieved by having more than one person do the interviewing, either separately or jointly.¹ In reality, all during the interview, the administrator is trying to determine how the candidate will fit in the situation. Several different evaluations should secure a composite judgment of the applicant's fitness.² These judgments need not be relegated to only the administrative or supervisory staff, but could very conceivably and effectively be placed in the hands of the teacher.³

There is no definite time that any interview should last. It should last just as long as it takes the interviewer to gain insight into the philosophy, personality and objectives of the candidate.⁴ It should also

¹. A check of the Bibliography will give a fair resume of sources.
². Staff Relations in School Administration, op. cit. p. 43.
³. Ibid.
provide opportunity for the candidate to ask questions about the school system, for he, too, is sizing up the program.

It appears that although who does the interviewing is very important, more important is what is done in the interview. Therefore, two attitudes on interviews will be mentioned forthwith.

A poorly conducted interview can do more harm than good. The following are some items that should be considered when preparing for the interview.¹

Principles of Good Interviews:

1. Mutual understanding of the purposes of the interview.
2. Systemized scheduling of the interview.
3. Limited scope of information sought through the interview.
4. Objective rating of the interview.
5. Immediate follow-up after the interview.

Purpose of the Interview:

1. The interview must be purposeful.
   (a) Some schools consider this so important that they give it staff study.
   (b) Agreement of purpose will help to standardize and validate the interview.
2. Major purpose is to (help) ascertain the strengths and weaknesses of the candidates.
3. Should provide information to the interviewee about the system, school and position.

4. It should develop good public relations.
5. (a) A high respect for the interviewer and system or 
6. (b) An aversion toward the interviewer, the school, and profession.

All interviewers will agree that there are certain things each candidate should possess and certain questions a candidate of high caliber should ask. A summary of some of those are as follows.1

Attributes of a Good Candidate: like one to avoid friction?

1. A good personal attitude. unqualified?

2. Evidence of scholarship. actual selection of candidates given a great deal of study by

3. A professional personal appearance. such as:

4. Sincerity. Each situation is different, as previous.

5. Enthusiasm and vitality: it would be fully for anyone to direct or

6. Commonsense. so, if used, eliminate all of the

7. Character.

8. A professional attitude.

9. Evidence of a temperate attitude.

10. Social attitudes corresponding to the geographical areas are
tion.

Some questions that should be answered during the interview:

1. Is the candidate a negative, neutral or positive type of the
2. Is the candidate frank and sincere?
3. Is the candidate queer (weakish, physically or mentally, in any way)?

1. Taken from group discussion at Selection Conf., Columbia Univ.
Policy as an aid in selection will be discussed.

Perhaps it is safe to say at this point that education is losing some of the great minds of the nation. This may be attributed to two reasons:

(a) The policies of local boards

(b) The administrative procedures used in carrying out policy.¹

For the sake of simplicity, Board Policy will be divided into four categories. Each will be discussed with reference to selection of teachers only.

1. Salary: Usually Boards have salary schedules published so that all applicants can easily see what the range is. However, we are not concerned with this aspect, but with the policy toward credit for experience in other systems or allied fields. Does the policy compete favorably with other systems in the area? For example, is there many systems in the area that allow up to ten years of prior teaching service while your system allows only five years? Is the minimum starting wage on the same level as neighboring districts? Is the maximum able to compete with other districts? These are but a few of the problems administrators are faced with when competing with other school districts for good teachers.

2. Fringe Benefits: As salaries increase and get to a point where they alone do not entice people to join staffs of schools, systems begin to find the necessity of adding benefits aimed directly at the classroom teacher. Is there an established policy regarding

sick leave and does it allow a teacher to accumulate days? Do teachers have an amount of money budgeted to them each year that can be spent in any way they see fit just so long as it adds to their class program? Is there a liberal conference attendance program or are all conferences attended by administrators and/or supervisors? Is an allowance made for graduate study that places teachers in higher income brackets? Does the school provide for payroll savings? Does the school provide for group health and accident insurance? Does the Board allow the operation of a credit union? Does the teacher have any voice in determining policy?

3. Degree of Teacher Democracy: Is the teacher bound to a rigid schedule mandated by the board or administration? Is the teacher's ideas welcomed in decision making or are they considered a commodity? Can the teacher teach or discuss controversial issues in his class? Is the teacher expected to join certain organizations regardless of belief in value of such organizations? Can the teacher select those graduate courses he wants or must they be approved by the administration? Is the teacher able to communicate easily with the administration or must he go through channels or simply wait?

4. Provisions Made for Curriculum Development: The teacher is the one person in the school system who is always in direct contact with curriculum. It might appear obvious that he, then, should have a great deal to say regarding changes to existing curriculum. How many of our schools allow teachers to decide
what should or should not be taught in specific grades? Is it necessary for our teachers to follow rigidly stated courses of study, deviating only with permission? Do we take a forward looking approach to curriculum development and welcome committees composed of teachers who are organized only for curriculum revision? Do we employ consultants to help the teachers hurdle their problems in educating, or do we fill them with stock answers and quotes when faced with a dilemma?

The above-mentioned questions are but a few of those asked by teacher candidates each day. They seem to highlight some of the more important problems directly related to staff morale and choice of candidates. A summarization might be made by stating that in order to have excellent teaching by excellent teachers we need excellent policy directly affecting the classroom teacher.

Chapter II has been directed at a highlighting of some of the problems faced with the actual selection of teachers. It is meant to be a motivating instrument not a solution for existing problems. It has also been the intent to show that in raising selection procedures systems will directly affect the status of the teacher eventually ending in the raising of professional standards and better teachers for our schools.
Chapter III

Conclusions

In this all too short discussion of teacher recruitment and selection, indications have been found that lead one to believe that in order to alleviate the very critical teacher shortage, the apathetic attitude on the part of the teacher and the lay populace toward teaching must be improved. The status of the teacher must be up-graded. Salaries are still too low to attract the best intellects; the public does not accept teaching on an equal basis with other professions; and all too many school systems do not afford the teacher the protection she needs in order to do a competent job. It also seems quite evident that much effort must be expended in drawing up effective recruitment programs. Teachers are not promoting the idea of teaching to the elementary and secondary students, nor are administrators joining forces to promote their areas as good places to work. A few instances have been mentioned where these ideas have or are in the process of being proved effective.

It has also been found that when teachers are selected for a specific job in a specific school system, there is little if any effort made at establishing a criteria for selection. Although most administrators feel selection is very important, relatively few of them plan their approach. Selection provides an opportunity to fill gaps that exist in present staffs, yet how many administrators approach the job in this manner? One phase of the selection procedure that is so very important is the interview and it is felt that the most effective job can be done by using more than one person and making sure that the existing staff has an opportunity to participate. It appears that by raising the stan-
Standards of selection, standards for admittance to teacher training colleges will be raised and the end result will be the up-grading of the whole profession.

Summary of Findings on Recruitment

Checks of surveys that have been made have indicated that the shortage of teachers is indeed very critical. Sources tell that there are approximately 90,000 people leaving teaching each year and effort should be made to correct the situation as a means of alleviating present shortage. Several suggestions have been offered as a means of helping get more people interested in teaching and of keeping present teachers in the profession.

Recruitment should not be only from teachers colleges to schools but from elementary and secondary schools to teacher colleges. If educators were to take as active an interest in the promotion of their professions as they do for others, more young people might select teaching as a career. But, in order to see this effected, boards of education and administrations as well as teachers must first strive to correct the appalling attitude toward teaching.

This attitude seems to be one that has its roots in the present-day non-acceptance of culture in American society. The teacher has for years been struggling for an adequate wage, up-to-date texts, good working conditions, administration backing and protection, modern curriculum developments and a public that accepts the processes of education in a positive rather than a negative manner. Due to these reasons and many more, teachers have perpetrated an attitude directly affecting candidates to the profession. Society has begun to think of the teacher as in-
competent who can be told just what to do in every phase of presenting the learning process.

Various attempts have been made to get young people interested in teaching while still in school. Oregon has a very active Future Teachers of America Organization; Wisconsin employs the help of the laity and others have found it fruitful to find opportunity for high school students to help teachers instruct some pupils. These and many more experiments must be continued and expanded upon in order to help the public feel that education is the bulwark of American society. When this is done, we might find it much easier to encourage students toward teaching.

A survey of why people leave teaching in New York State leads one to believe that through the establishment of policies aimed directly at improving the status of the teacher, this situation can be relieved. Adequate salary for heads of families or prospective heads of families, teaching loads that provide an opportunity to do an effective job with all groups, systems that provide protection for their staff members, and social status equalling other professional groups are but a few of the measures that must have more continuous study in order to improve the teaching lot.

Some systems have been faced with the problem of getting teachers to come to their areas for jobs. Some of these systems are located away from large metropolitan areas, in rural districts that do not have the property, private and industrial, to provide budgets that can stand, among other things, salaries that compete favorably with other districts throughout the state and nation. Some of these districts have found it necessary to augment their teacher search, and in some instances have
even joined hands in a cooperative effort. Such is the case of the Finger Lakes Schoolmen's Association of Central New York State. This group of systems have printed a booklet telling about each participating school district and have seen that it is placed in the hands of responsible people throughout the northeast section of the United States. The group will be quick to admit that this does not insure that each staff will be filled automatically but they are confident that it is a step in the right direction. Perhaps it is time other systems followed this example, instead of competing with each other for available teachers.

Summary of Findings on Selection

The method of selection of teachers is perhaps the one most important job any administrator must perform. Yet, it must be noted, that, of the systems contacted, it was found that little if any concerted effort to determine policy regarding selection was made. In order to upgrade the teaching profession as a whole, it is going to be necessary to select only those people who are genuinely qualified to teach. This can only be done through a well thought out plan of action that ends in choosing only persons who answer the description drawn up by the school system.

Each school system should find teacher selection an opportunity to place on the staff persons who would fill vacancies existent in the present staff. By this, it is meant that they can find teachers who have such characteristics that provide as many backgrounds educationally, culturally, esthetically and socially as is possible to find. It should be noted that each candidate who is given due consideration should also be mentally alert.
Every position in a school system is different from every other in that it requires certain responsibilities characteristic only to it. The sixth grade teacher is going to differ from the fifth grade teacher as is the person to teach the young sixth graders going to have different experiences from the sixth grade teacher who guides the older section. Each job, although appearing alike on the surface, is going to require different characteristics for each teacher. These characteristics should be discovered and listed in such a manner to guide the selection of the person for the specific spots. This should strengthen the total educational program of the system.

The actual selection procedures should be based on as much objective evidence as is available. Quite a bit about an individual's background can be learned from a check of the courses taken. Not in regard to the grades, but the type of course. Most teaching credentials will list experiences other than teaching, hobbies, interests and abilities that can give much insight into the breadth and depth of the individual. A college transcript can also give a fairly good idea of the intellectual capability of the candidate. Application blanks and/or information sheets completed by the candidate can also serve to fill in the missing links of information if they are worded after thorough research and examination.

Subjective evaluation of each candidate is, of course, very necessary. The evaluation of a person through interview, observation of his teaching, requests for letters from former employers, instructors, and supervisors should be made, without exception. A simple telephone call to a mutual acquaintance will often give much insight into the character
and potential of the candidate.

All methods of finding out about the candidate should be exploited with enthusiasm and direction. The type of teacher, ability of administration and aptitude of the school system are going to be reflected in the type of teacher employed. The teaching results are also going to be indicative of the methods used in selecting staff members.

One of the methods of selection that is oftentimes given very little thought is the interview. It appears most logical that the more people that have an opportunity of interviewing the candidate, the more adequate sampling is going to be made. Therefore, it might be suggested that the school officials find it possible for the supervisors, teachers and junior administrators, as well as the principals, be given the opportunity of talking with the candidate. This can be done in many ways. The joint interview, the individual interview, eating lunch together, or having a cup of coffee or cigarette in the lounge, can serve very well to meet these needs. Each person who is going to meet the candidate on purpose should have a good idea of what to look for in the person and therefore it appears that each interview should have much forethought and preparation. As in teaching, many more objectives can be realized through thorough planning than by teaching from the "cuff".

Some school systems have realized the importance of selection in their overall educational program, but too many have not moved away from the horse and buggy approach. No one method is going to serve all systems, but all systems can inaugurate a program of selection based on study and research that will directly affect the whole teaching profession.
If the standards for selection to teach are upgraded, the schools that train teachers are going to, through necessity, raise their admitting standards and teaching as a whole will be upgraded.

As mentioned above, each system is different from the other. However, the overall objectives for education should be very closely allied, and it seems that joint effort to upgrade the selecting procedures could be started immediately. Conferences, workshops, meetings and discussion groups locally and nationally would serve as a good motivating force.

Suggested Studies

In looking very briefly at the present day teacher shortage, its reflection of education and, perhaps, the inept approach being made to correct the situation, plus the methods of selection of teachers and the influence this can have on motivating people to choose teaching as a profession, many interesting things for further study are noted. Perhaps it would be good to study several staffs in various localities in order to determine why they stay in teaching when conditions seem to be so appalling. What are the best and most widely used methods of recruiting teachers throughout the nation? Extensive study of this problem could result in a vast improvement in the caliber of young people attending teachers colleges.

A study of the ratio of moneys spent for buildings and those spent for instructional supplies would be interesting. The relationship between salaried non-professional staff members and professional staff members would lead to some most interesting discussions. In other words, are those responsible for schools placing money where it will do the most for the educational program or are they building small empires as
mandated by school boards, trustees and short-sighted administrators.

How many principals and other persons responsible for selecting staff members interview candidates, and how many merely orientate candidates to the system? How many faculties are actually engaged in the practice of selection? How many school boards have created a policy directly affecting the upgrading of staff members? How many administrators are "keeping on" teachers who are incompetent? These are but a few of the questions that come to mind in doing such a short and incomplete study as has been done.
BIBLIOGRAPHY

Books


Periodicals


Clarke, Alfred H., "Interviews, Conferences and Oral Examinations as Techniques in the Administration of Educational Personnel", *Education*, December 1954, vol. 75, pp. 252-258.


Miscellaneous


A conference for Administrators, Teachers College, Columbia University, New York City, November 1957, dealing with Teacher Selection. Approximately eighty persons responsible for teacher selection from various states in the East and Middle East were present.
APPENDIX A

The following is a copy of a survey sent to 33 school systems in New York State asking for information on recruiting and processing of teacher applicants. The results follow the questionnaire.

QUESTIONS

1. What is the registration of your school system?

2. How many employees are on your professional staff?

3. How many school buildings are there in your system?

4. Briefly outline your recruiting procedures. (setting up contacts with candidates)

5. Briefly describe your procedure for securing all the necessary data you must have from each teacher each year such as, preparation (undergraduate and graduate), certification, individual experience record, etc. (after original contact has been made.)

6. Do you have a person or office that controls teacher personnel?

7. If not, is the job divided between a few delegated persons?

8. If neither, do you, as chief school administrator, take care of this entirely?
Survey of thirty-three school systems in New York State for the express purpose of determining the extent of coordination of effort in teacher recruitment and processing.

<table>
<thead>
<tr>
<th>Enrollment of System</th>
<th>Professional Staff Size</th>
<th>No. of Buildings</th>
<th>Persons Responsible for Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3,400</td>
<td>161</td>
<td>3</td>
<td>1 person/Delegated/Supt/ X</td>
</tr>
<tr>
<td>2. 41,000</td>
<td>1910</td>
<td>51</td>
<td>2 full time X</td>
</tr>
<tr>
<td>3. 2,379</td>
<td>121</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>4. 5,980</td>
<td>311</td>
<td>9</td>
<td>Sec. X</td>
</tr>
<tr>
<td>5. 5,300</td>
<td>255</td>
<td>9</td>
<td>Ass't. Supt. X</td>
</tr>
<tr>
<td>6. 5,983</td>
<td>273</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7. 5,200</td>
<td>240</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8. 2,650</td>
<td>121</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9. 2,800</td>
<td>130</td>
<td>9</td>
<td>Clerk X</td>
</tr>
<tr>
<td>10. 13,892</td>
<td>654</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>11. 2,800</td>
<td>145</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>12. 10,700</td>
<td>558</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>13. 4,000</td>
<td>191</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>14. 4,736</td>
<td>218</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15. 2,600</td>
<td>141</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>16. 6,600</td>
<td>320</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>17. 3,500</td>
<td>145</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>18. 1,400</td>
<td>75</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>19. 2,700</td>
<td>145</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>20. 1,910</td>
<td>93</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>21. 3,119</td>
<td>185</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>22. 6,132</td>
<td>475</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>23. 1,740</td>
<td>87</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>24. 3,600</td>
<td>425</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>25. 9,000</td>
<td>425</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>26. 7,579</td>
<td>385</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>27. 11,600</td>
<td>525</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>28. 2,272</td>
<td>108</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>29. 4,500</td>
<td>225</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>30. 3,100</td>
<td>153</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>31. 3,223</td>
<td>153</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>32. 9,723</td>
<td>592</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>33. 1,638</td>
<td>83</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
**Recruiting Procedures**

1. Placement bureaus of colleges, unsolicited applications.
2. Travel to colleges, interview candidates, combined judgment.
3. Personal contact, teacher's agencies, placement bureaus.
4. Letters of application; when none, contact colleges.
5. Contacts; letter applicants; professional staff aids in recruiting.
6. Contact Colleges; most through letter applicants.
7. Letter applicants; left up to colleges.
8. Contact colleges and agencies.
9. No real system; superintendent and principals.
10. Candidates come to apply.
11. High school principals and coordinators do all work.
12. Several procedures coordinated by one person.
13. Colleges contacted; sup't and principals involved.
14. Send list of vacancies to colleges; candidates apply, interviewed and selected.
15. Applicants write; forms are sent; interviews.
16. Colleges and agencies contacted; interviews are conducted if possible.
17. College contacts; agencies; friends; principals hire.
18. Placement bureaus; agencies; no secret weapon.
19. Bureaus, staff; agencies; unsolicited applications.
20. Principal's job.
21. Brochure, qualification list; contacts at colleges.
22. Colleges, agencies, staff notified.
23. College contacts, agencies, staff, publications.
25. Placement bureaus, agencies, college education departments.
26. Approximately 9 colleges contacted; candidates asked to visit.
27. Colleges; staff contacts; agencies; State Department of Education.
28. Agencies and colleges.
29. Principals visit placement bureaus and solicit.
30. Colleges, agencies, staff, principal and sup't decide.
31. Not well organized; staff, principals and sup't participate.
32. Contact placement bureaus; visits; brochure; key staff participate in selection.
33. Make vacancies known; visits; teachers agencies; District Sup't contacted.

Ways in which Data on Teacher Candidates is Secured

1. Application forms, write for recommendations; credentials; certification requested.
2. Taken at time of employment; supplemented each year.
3. Requested to report to superintendent's office and change.
4. Yearly supplement; recorded in superintendent's office.
5. Application form; personal section.
6. Application form; hire only those qualified in every respect.
7. Application form.
8. Application form; references; permanent record.
9. Application forms; college credentials.
10. Letters bring credentials and other information.
11. Forms; references; interviews.
12.
13. Application form; file on each teacher.
14. Forms; data card.
15. Forms.
16.
17. Personnel Card.
19. Application forms; references; "pot luck" on certification.
20. Application forms.
21. Application forms; data sheet; responsibility of principals.
22. Data cards; college records.
23. Application forms.
24. Placement bureaus; application forms; letters.
25. Application forms.
26. Application forms.
27. Application forms; college credentials.
28. College placement folders.
29. College placement folders; application forms.
30. Application forms; data cards.
31.
32. Forms; continuous follow-up by secretary.
33. Forms filled out on first day of school; re-contact teachers.
Appendix B

The following charts were taken from a special memo dealing with "Teacher Personnel Practices, Urban School Districts, 1955-56", published by the Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., in June 1956. Although the statistics were not quoted in the body of the report, they give added proof to many of the conclusions drawn and areas highlighted.
### Table 1: Number and Percent of School Districts Included in Study, by Population Groups

<table>
<thead>
<tr>
<th>Group number and population range</th>
<th>Distribution of urban school districts according to 1950 Census</th>
<th>Distribution of urban school districts reporting</th>
<th>Percent of urban school districts reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Group I: 500,000 population and over</td>
<td>18</td>
<td>9%</td>
<td>17</td>
</tr>
<tr>
<td>Group II: 100,000 to 499,999</td>
<td>124</td>
<td>3%</td>
<td>103</td>
</tr>
<tr>
<td>Group III: 30,000 to 99,999</td>
<td>414</td>
<td>11%</td>
<td>310</td>
</tr>
<tr>
<td>Group IV: 10,000 to 29,999</td>
<td>1,211</td>
<td>32%</td>
<td>593</td>
</tr>
<tr>
<td>Group V: 5,000 to 9,999</td>
<td>1,222</td>
<td>32%</td>
<td>567</td>
</tr>
<tr>
<td>Group VI: 2,500 to 4,999</td>
<td>854</td>
<td>22%</td>
<td>383</td>
</tr>
<tr>
<td>Total</td>
<td>3,843</td>
<td>100%</td>
<td>1,973</td>
</tr>
</tbody>
</table>

*Less than one-half of 1 percent.*

### Table 2: Extent to Which Board of Education Has Adopted Personnel Policies

<table>
<thead>
<tr>
<th>Policy</th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Group IV</th>
<th>Group V</th>
<th>Group VI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Has your board of education adopted rules and regulations that specifically outline personnel policies relating to teachers?</td>
<td>94%</td>
<td>94%</td>
<td>82%</td>
<td>71%</td>
<td>64%</td>
<td>59%</td>
<td>1,399</td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>6</td>
<td>18</td>
<td>29</td>
<td>36</td>
<td>41</td>
<td>586</td>
</tr>
<tr>
<td>No</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>1,156</td>
</tr>
<tr>
<td>Number of districts reporting</td>
<td>17</td>
<td>101</td>
<td>306</td>
<td>583</td>
<td>358</td>
<td>360</td>
<td>1,945</td>
</tr>
</tbody>
</table>

Provisions made for making rules available to teachers:

- Every teacher is given a copy: 56% | 63% | 77% | 83% | 84% | 80% | 1,063 | 80% |
- Every school principal is given a copy: 44 | 50 | 19 | 9 | 7 | 9 | 166 | 12 |
- The rules are available for reference in the superintendent’s office: 0 | 7 | 4 | 8 | 9 | 11 | 107 | 8

| Number of districts reporting | 16 | 94 | 250 | 407 | 349 | 220 | 1,336 | 100% |

*For population ranges, see Table 1, page 2.*

*Twenty-two of these districts reported Yes for certain policies only.*
### TABLE 3.—EMPLOYMENT OF A DIRECTOR OF TEACHER PERSONNEL

<table>
<thead>
<tr>
<th>Policy</th>
<th>Percent of school districts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I/II/III/IV/V/VI/</td>
<td>Number of districts</td>
</tr>
<tr>
<td></td>
<td>1/2/3/4/5/6/7</td>
<td></td>
</tr>
<tr>
<td>Does your school system employ a director of teacher personnel or other official whose duties relate chiefly to employee personnel administration? Yes</td>
<td>94% 73% 23% 5% 2% 2%</td>
<td>206 11%</td>
</tr>
<tr>
<td>No</td>
<td>6 27 77 95 98 98</td>
<td>1,740 89</td>
</tr>
<tr>
<td>Number of districts reporting</td>
<td>100% 100% 100% 100% 100%</td>
<td>... 100%</td>
</tr>
<tr>
<td></td>
<td>17 101 307 583 560 378</td>
<td>1,946 ...</td>
</tr>
<tr>
<td>a) For population ranges, see Table 1, page 2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 4.—PARTICIPATION OF TEACHERS IN FRaming PERSONNEL POLICIES

<table>
<thead>
<tr>
<th>Practices</th>
<th>Percent of school districts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I/II/III/IV/V/VI/</td>
<td>Number of districts</td>
</tr>
<tr>
<td></td>
<td>1/2/3/4/5/6/7</td>
<td></td>
</tr>
<tr>
<td>What procedures are followed for securing teacher participation in framing personnel policies that relate to the teaching staff? Official cooperation is given in personnel studies made by local associations of teachers</td>
<td>44% 67% 63% 56% 46% 41%</td>
<td>1,021 52%</td>
</tr>
<tr>
<td>Teachers serve on officially constituted committees on personnel problems</td>
<td>65 62 34 45 41 39</td>
<td>890 45</td>
</tr>
<tr>
<td>Questions of personnel policy sometimes are submitted to the whole teaching staff for a vote of opinion</td>
<td>18 19 32 36 41 46</td>
<td>744 34</td>
</tr>
<tr>
<td>Representative advisory council considers personnel problems</td>
<td>35 28 16 18 11 7</td>
<td>309 16</td>
</tr>
<tr>
<td>Total reporting one or more of the above practices</td>
<td>100 92 94 90 86 85</td>
<td>1,752 89</td>
</tr>
<tr>
<td>Number of districts reporting</td>
<td>17 103 310 573 567 383</td>
<td>1,973 ...</td>
</tr>
<tr>
<td>a) For population ranges, see Table 1, page 2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 15. - USUAL PRACTICES IN SELECTING TEACHERS

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percent of school districts</th>
<th>Total Number of Percent districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold personal interviews with applicants</td>
<td>100% 100% 100% 100% 100% 100%</td>
<td>1,968 100%</td>
</tr>
<tr>
<td>Collect information and opinion from persons named as references</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have applicants fill out a formal application blank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require applicants to submit transcripts of college preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require proof of legal certification for position sought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify experience of applicants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe classroom work of applicant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish lists of eligible candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require applicants to submit to a physical examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given by the school physician or other physician approved by board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given by any licensed physician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require applicants to make written examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of districts reporting</td>
<td>17 103 310 593 565 383</td>
<td>1,971</td>
</tr>
</tbody>
</table>

For population ranges, see Table 1, page 2.

Includes following practices: require chest X ray; require health certificate; require birth certificate; require loyalty oath; have applicant write informal letter of application; careful examination of materials from placement bureau; visit home town of applicant; check with persons not given as references; and visit by applicant to school and community.
TABLE 16.—INTERVIEWING APPLICANTS FOR TEACHING POSITIONS

<table>
<thead>
<tr>
<th>Practice</th>
<th>% Districts Reporting</th>
<th>Number of Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who interviews the applicants?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent of schools</td>
<td>0% 34% 82% 96% 95% 95%</td>
<td>1,754 89%</td>
</tr>
<tr>
<td>Principal or other supervisory officer to whom teacher may be responsible</td>
<td>6 66 71 76 59 42</td>
<td>1,231 63</td>
</tr>
<tr>
<td>Members of the board of education</td>
<td>0 1 3 6 14 20</td>
<td>198 10</td>
</tr>
<tr>
<td>An assistant superintendent or personnel officer</td>
<td>29 87 54 17 5 3</td>
<td>405 21</td>
</tr>
<tr>
<td>A committee of school officers designated for the purpose</td>
<td>41 16 6 2 5 4</td>
<td>97 5</td>
</tr>
<tr>
<td>A committee of the school staff, including classroom teachers</td>
<td>47 8 5 6 3 3</td>
<td>94 5</td>
</tr>
<tr>
<td>Number of districts reporting</td>
<td>17 103 310 591 564 382</td>
<td>1,967 ...</td>
</tr>
</tbody>
</table>

1/ For population ranges, see Table 1, page 2.
TABLE 34.—SALARY POLICIES THAT RECOGNIZE QUALITY OF TEACHING SERVICE

<table>
<thead>
<tr>
<th>Policy</th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Group IV</th>
<th>Group V</th>
<th>Group VI</th>
<th>Total</th>
<th>Number of districts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your salary policy recognize quality of teaching service in any of the ways listed below?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increments may be withheld if teacher's services are unsatisfactory</td>
<td>23%</td>
<td>23%</td>
<td>25%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td></td>
<td>1,908</td>
</tr>
<tr>
<td>Salaries above the normal maximum for other teachers may be paid to teachers who render superior service</td>
<td>0%</td>
<td>2%</td>
<td>7%</td>
<td>14%</td>
<td>19%</td>
<td>22%</td>
<td></td>
<td>1,908</td>
</tr>
<tr>
<td>Increments may be lower for teachers below average in quality of service or higher for teachers who render superior service</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td></td>
<td>1,908</td>
</tr>
<tr>
<td>Total reporting one or more of the above practices</td>
<td>29%</td>
<td>23%</td>
<td>32%</td>
<td>34%</td>
<td>36%</td>
<td>40%</td>
<td></td>
<td>1,908</td>
</tr>
<tr>
<td>Number of districts reporting</td>
<td>17%</td>
<td>10%</td>
<td>30%</td>
<td>58%</td>
<td>54%</td>
<td>34%</td>
<td></td>
<td>1,908</td>
</tr>
</tbody>
</table>

a/ For population ranges, see Table 1, page 2.
## TABLE 43—PARTICIPATION BY TEACHERS IN ADMINISTERING PROFESSIONAL GROWTH REQUIREMENTS

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percent of school districts</th>
<th>Number of districts reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
<td>Group II</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Is there a committee that includes classroom teacher members to evaluate evidence of professional growth?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>33%</td>
<td>55%</td>
</tr>
<tr>
<td>No</td>
<td>67%</td>
<td>45%</td>
</tr>
<tr>
<td>Number of districts reporting</td>
<td>6</td>
<td>40</td>
</tr>
</tbody>
</table>

How staff committee is constituted:

- Appointed by school administration: 50% 41% 14% 11% 20% 21% 45 17%
- Appointed by educational association or associations: 0 23 30 39 37 33 90 34
- Appointed by administration and associations: 0 3 45 35 31 33 96 37
- Other practice/:
  - 100% 100% 100% 100% 100% 100% 100% 100%

Number of districts reporting: 2 22 66 100 49 24 263 ...

For population ranges, see Table 1, page 2.
Other practices include: election by faculty, and composed of administration and faculty.