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# An analysis of techniques used in teacher selection by school administrators

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SCHOOL OF EDUCATION

Thesis

AN ANALYSIS OF TECHNIQUES USED IN TEACHER SELECTION  
BY SCHOOL ADMINISTRATORS

Submitted by

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(A.B., Rutgers, 1942)

In Partial Fulfillment of Requirements for  
the Degree of Master of Education

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TABLE OF CONTENTS

CHAPTER	Page
I. THE PROBLEM AND METHOD.....	1
Statement of Problem.....	1
A common problem.....	1
No two identical methods.....	3
The Method.....	3
Analysis and evaluation.....	3
Period of time covered.....	3
Treatment of subject material.....	3
Selection, a difficult problem.....	3
Nine major selection factors.....	4
II. REVIEWS AND SUMMARIES OF PERTINENT MATERIAL AS IT AFFECTS TEACHER SELECTION.....	5
Seeking the Candidate.....	5
Introduction.....	5
When, where, and how.....	5
Where to look.....	6
Interrelation of factors.....	7
Position of state governments.....	7
Standards to be set by administrators.....	8
Attempts to attract the candidate.....	9
Failure to attract.....	9
Teacher qualification.....	10
Sex.....	11
Summation of two authors' views.....	12
Local versus non-local candidates.....	13
Recent statistics on residence factor.....	13
Married women versus single women teachers.....	14
Competency of married women teachers.....	14
Experienced versus non-experienced teachers.....	15
Practice teaching as a substitute for experience.....	16
The Application Blank.....	17
Introduction.....	17
Kind and number of items appearing.....	17

CHAPTER	Page
II.	
Table of percentage frequencies of items on application blanks.....	17
Frequency of items in a recent survey.....	18
Typical items on present-day application blanks.....	19
The photograph.....	20
Predictive value of the photograph.....	20
Range of items.....	21
Health.....	21
Irrelevant items.....	21
References.....	22
Rating scales for objectifying references.....	22
Who should give references.....	23
National Survey findings.....	23
Education of the teacher.....	24
Introduction.....	24
Educational qualifications.....	25
Comparison and summation of qualification statistics..	25
Educational requirements for business teachers.....	25
Secondary-education requirement.....	26
Rankings given to subjects taught in teacher-training institutions.....	26
Practice teaching.....	27
Predictive value of practice teaching.....	28
Conclusions of Bach.....	30
Comparison of two studies.....	30
Practice teaching as an experience substitute.....	31
The Interview.....	31
Introduction.....	31
Suggestions for interviewing.....	32
Dangers to be avoided in the interview.....	32
How to conduct an interview.....	33
Who is to interview the applicant.....	33
Suggested method for evaluation.....	34
Number of interviews.....	35
Investigation of the Candidate.....	35
Introduction.....	35
Who should conduct this investigation.....	36
Recommendations.....	36
Investigation through examination.....	37
Criticism of the examination.....	37
Examinations are only one phase of selection.....	38
Predictive values as to teaching success.....	38
Positive values of the examination.....	39

CHAPTER	Page
II.	
Recommendation for its use.....	39
Items to be included in examinations.....	40
Summary of this factor.....	40
Teacher Observation in Practice Teaching and Present Position.....	41
Introduction.....	41
Where to observe and by whom.....	41
A danger to be avoided.....	41
A suggestion.....	42
Certification.....	43
Introduction.....	43
General summary of existing laws in 1940.....	43
Number of states certifying in 1928.....	44
Massachusetts certification law.....	44
Ineffectiveness of this law.....	45
Evaluation of a Teacher for Tenure Purposes.....	45
Introduction.....	45
Rating scales as a means of evaluation.....	46
Summarization of Tiegs' book.....	47
Failure of score cards and rating scales.....	47
Acceptability as a factor of evaluation.....	48
Another criticism of rating scales.....	49
Factors to be evaluated.....	49
Approaches to evaluation.....	50
Evaluation as teacher improvement.....	51
New approach in teacher evaluation.....	52
Use of the Strong Vocational Interest Blank.....	53
Comparison of evaluation factors and qualities.....	54
Difficulty of measurement in evaluation.....	55
Responsibility for final selection.....	56
Introduction.....	56
Six different approaches.....	56
Superintendent to nominate, the board to appoint....	57
Principal's role in selection.....	58
A novel plan of selection.....	58
III. SUMMARIES OF FINDINGS AND RECOMMENDATIONS.....	60
Form of the Summary.....	60
A check-list proposal.....	60
Use of check list.....	60

CHAPTER		Page
III.	A general conclusion.....	60
	One specific conclusion.....	61
	A second specific conclusion.....	62
	The Check List.....	62
	Seeking the candidate.....	62
	The application blank.....	63
	Education.....	64
	The interview.....	65
	Investigation of the candidate.....	67
	Observation of the teacher in practice teaching and in present position.....	68
	Certification.....	68
	Evaluation of a teacher for tenure purposes.....	69
	Responsibility for final selection.....	70

## CHAPTER I

### THE PROBLEM AND METHOD

#### Statement of Problem

Proper teacher selection is a problem that faces all school administrators and school boards, and one that has not been eliminated despite the wide research that has been done in this field during the past fifty years.

We assume, almost without exception, that a sound educational system is based on well-educated and efficient teachers. Without this type of personnel all efforts in education are futile and our educational goals are never within reach. How are we to obtain these highly skilled professionals? Who is to select these teachers. What factors shall be considered in determining the efficient teacher? How shall their efforts be evaluated? For what goals are these teachers to be trained? These are only a few of the questions that arise in minds of those administrators who have a sincere interest in establishing a school system that is backboned by the best teacher personnel available.

It is a much pleasanter task to hire competent instructors than it is to "fire" the incompetent. The use of circumspection when teachers are employed will save the school, and particularly the school officials, from embarrassment which usually results in dismissing incompetent personnel (particularly so, if it is local personnel).



Still more competent teachers should be employed because they are more self-reliant than the incompetent. They do not need so much direction and supervision from the administrators and supervisory personnel. They send or bring fewer disciplinary problems to the principal and superintendent; they get along better with parents, pupils, and their own colleagues. Under a competent staff a school system largely runs itself. No greater professional joy can come to a school administrator than that induced by working with an intelligent, energetic, and loyal teaching corps.

This paper attempts to analyze selected references on the factors to be considered in obtaining the most widely accepted and most efficient teaching personnel. Selection will serve as the main theme but many other factors will be included because of their close alignment with the selection factor. As was stated by Deffenbaugh and Zeigel:<sup>1/</sup>

"Teacher selection is a problem of great importance not only because of the fact that large numbers of teachers must be employed annually, but also, because of the responsibility resting upon school executives for selecting teachers wisely. Teacher selection is a difficult task because of the large number of applicants and because of our present inability to measure objectively the factors correlating highly with teaching success."

If it were found that each school system had methods of selection that were identical in all respects and these methods were effective and accurate in predicting teacher success, then this paper never would

<sup>1/</sup>W.S. Deffenbaugh and William H. Zeigel, Jr., Selection and Appointment of Teachers, Bulletin, 1932, Number 17, National Survey of Secondary Education, Monograph Number 12, United States Office of Education, Washington, D. C.

have been written. Unfortunately, such is not the case. No two methods of selection are identical. Some selection factors are common in all procedures. Many other factors appear in one system and disappear in others. Keeping this in mind the writer presents the problem as follows: What factors are to be considered the most effective in proper teacher selection?

#### The Method

Through the analysis and evaluation of material reviewed in books, bulletins, journals, and other periodicals many factors of selection were studied for possible use in this paper. One hundred and ten reading selections were reviewed for this study, but many of these were discarded because of poor coverage or duplication.

A fair treatment of the subject matter was attempted through the review of selections covering a span of years from 1915-1952. As is not uncommon, many of the earlier writings prove to be as valuable, if not more so, than many of the later dissertations. In fact, a great number of the articles and books reviewed that were written between 1940-1952 were simply resumes of earlier authors' works.

In Chapter II will be found summaries, conclusions, and quotations, from the writings and research of thirty-four different authors. From these the present writer selected the factors which seem to be predominant in the selection procedures for obtaining the most acceptable and most efficient teachers. Chapter III will consist of a series of conclusions by the author, and a check-list which may be used by

administrators to check their methods of selection with the most commonly accepted procedures as obtained from this study.

The writer has arranged the material included in Chapter II according to topical headings that consist of the following nine major factors of selection:

1. Seeking the candidate
2. The application blank
3. Education of the teacher
4. The interview
5. Investigation of the candidate
6. Teacher observation in present employment and practice teaching
7. Certification
8. Evaluation of teacher
9. Responsibility for final selection

The reviews will be presented as they affect the topic under consideration at that time. In some instances a complete review of a book or periodical will be given on one topic, and in other cases only the section of the review that affects the topic will be included.

## CHAPTER II

### REVIEWS AND SUMMARIES OF PERTINENT MATERIAL AS IT AFFECTS TEACHER SELECTION

#### 1. Seeking the Candidate

The introduction of this factor.-- During the depression years of the "thirties" the problems confronting the administrators in the selection of teachers were not identical with those of today. Nor were they the same in the early 1900's as present school systems face. The supply and demand of teachers has tended to fluctuate with the changes of our economic structure and this factor influences the selection of new teachers. Furthermore, as the concept of our democracy evolve, change must occur within our educational framework; and it follows that the requirements expected of teachers must be under constant revision to meet the challenges presented.

The literature which is to be reviewed and evaluated in this chapter clearly illustrates this to be true. Such items as: methods of evaluation, married women teachers, experience versus non-experience, male versus femal teachers, and many others are subject to the economic and political changes in our country. ~~Of these many items the writer has selected as a beginning to this paper, the methods used in seeking candidates for teaching positions.~~

When, and how.-- One of the finest studies done on the subject of

teacher selection is that of Ward G. Reeder <sup>1/</sup>. He has this to say about the problem of seeking the candidate:

1. Select early, in January or February, when vacancies are known, or at any time that is convenient.
2. Keep in mind that the best candidates are not always in the list of applications.
3. Visit other schools.
4. Keep a file of all applicants
5. Obtain available lists from teachers' colleges.

To illustrate the second assumption the writer quotes Reeder as follows: "The best teachers available are not always represented in a list of applications; if the services of the best teachers are procured the position must often seek them, not they the position."<sup>2/</sup>

Where to look.-- The National Survey in 1931 <sup>3/</sup> arranged in rank order, as found to be in practice in schools throughout the country, the items used to determine where to find the qualified teacher. The order is as follows:

1. Application
2. Placement bureaus of higher educational institutions
3. Private teachers' agencies
4. City teacher-training schools
5. Visits to other schools
6. Visits to higher institutions
7. Visits to observe practice teaching
8. State teachers' association
9. State appointment bureaus
10. Lists of candidates from higher institutions

In other materials reviewed by the writer it was found that all or some of these methods were included. Therefore, it is felt that this

<sup>1/</sup> Ward G. Reeder, Fundamentals of Public School Administration, Macmillan Company, New York, 1930, p. 61.

<sup>2/</sup> Op. cit., p. 60

<sup>3/</sup> William S. Deffenbaugh and William H. Zeigel, op. cit., p. 40

Ward Reeder  
Schools  
1931

listing should be sufficient for the purposes of this paper. Notice, that despite the abuse that has been heaped upon it, (Taken up in detail in a later section of the chapter) the "application" headed the list and remains in that position at present.

Interrelation of factors.-- It is exceedingly difficult to isolate any one of the factors in teacher selection as they are all closely related. Seeking the candidate is aligned with the investigation of the applicant, the application blank, the personal interview, keeping the candidate informed, and general environment. None of these selection factors exist by themselves alone or can be so isolated in the over-all selection process.

Position of state governments.-- "The state now commonly exercises this prerogative; and by setting standards higher and higher it has steadily risen in importance as a determinant of teacher selection."<sup>1/</sup>

The above-mentioned quotation is taken from the most recent book *Review* that contains a chapter on teacher selection methods. The material of the chapter is most satisfactory and will be used as a reference in quite a few instances elsewhere in this paper. In the aforementioned quotation one would gather that because of widespread adoption of state certification laws the problems of seeking candidates by local boards has been reduced somewhat. If the state has certification laws and strong ones, then the superintendents may have access to the available

<sup>1/</sup> Leonard V. Koos, James M. Hughes, Percival W. Huston, William C. Reavis, "Selecting Teachers" Administering the Secondary School, American Book Company, New York, 1940, p. 327.

teacher supply from the state education department. If a teacher is required to be certified prior to employment, then at least the problem of proper pre-service training is taken out of the hands of the school administrators.

Influence of local areas.-- Another conclusion to be reached from reading Koos, et al., <sup>1/</sup> is that one primary advantage of teacher certification is that it removes the task of seeking and employing teachers from political, pecuniary, and personal influences in the local area. All research done on teacher selection factors is cognizant of this evil and is aware that it will exist no matter what measures are taken to prevent it. At least certification reduces to a lesser degree this danger.

Standards to be set by administrators.-- Must this factor of seeking the candidate begin at the desk of the superintendent, the principal, or the school board? It might be said that "the cart has been put before the horse." In industry personnel managers expect the colleges and universities to train professional personnel to meet the standards established by the industry. This can be said of the education profession, but not to the degree that it should be. If the school administrators are looking for certain qualifications in their new teachers then these standard qualifications should be made known to the candidate and the teacher-training institution where the teacher is being prepared.

A very interesting report on this subject appeared in Fourth

1/ Ibid., p. 328.

Yearbook of the John Dewey Society 1940.<sup>1/</sup> Most of the pertinent information is quoted here so that the content is not lost.

1. "Insofar as is consistent with the total welfare of all, an individual should have freedom for intelligent choice of his own occupation. X

2. Society has not only the right, but also the duty to set up qualifications which must be met by entrants into its occupations in order that the total welfare of all may be served.

3. If the number of qualified applicants is less than the number needed by society, then society must modify the incentives in order to increase entrants into the profession."<sup>2/</sup>

Attempts to attract the candidate.-- Billings suggests the following measures for attracting personnel to the teaching profession:

1. Increase salaries.
2. Increase public esteem.
3. Direct by guidance.
4. Allow married women to return after their children are old enough to take care of themselves.
5. Reduce size of classes.
6. Make better pre-service selection.
7. Institute state-wide plans for recruitment of students.
8. Induce youngsters in secondary schools to become interested.
9. Keep adequate records on intellectual and mental ability.
10. Maintain better placement service.

Failure to attract.-- The aforementioned writing is an attempt to

<sup>1/</sup> Neal Billings, "Selection and Guidance in Teacher Education," Teachers For Democracy, Fourth Yearbook of the John Dewey Society, D. Appleton Century Inc. N. Y. & London, 1940 p. 186

<sup>2/</sup> Neal Billings, op. cit., p. 190



explain the failure of school administrators in teacher-training institutions to select properly the right type of student and suggests that if this fault were remedied, a great deal of the problem in final selection of teachers would be removed from the shoulders of the school boards and superintendents. Also it points out that perhaps standards have not been established that are satisfactory to applicants or entrants to the teaching profession.

Teacher qualification.-- Another problem closely related to the foregoing is: Does the administrator know the qualifications of a good teacher? What does he expect to find in that teacher? Is the teacher informed as to what is expected of him in this position? Can you expect graduates from teacher-training institutions and other colleges to be able to satisfy requirements if the knowledge of such qualifications is not made available to them? The educational system and its administrators must make known the requirements and goals expected to be achieved.

"Although the problem of predicting teaching success is far from solved, superintendents and principals of schools should keep in mind that the selection of teachers is one of the most important functions of school executives. The superintendent who is cognizant of this fact should attempt to obtain as much reliable information as possible about both the inexperienced and experienced teachers who are being considered for positions. He should be in cooperation with principals and supervisors weigh all the evidence and nominate those persons who possess every qualification that he and his principals and supervisors think essential."

The key word in the material quoted above is "qualification." It is recognized that the superintendent, the principals, and supervisors

are to establish these qualifications. It is also recognized that teacher-training institutions should be aware of these requirements. Therefore, the writer concludes that in order for school administrators to seek candidates successfully the candidate must have had made known to him during his general and professional education programs the qualifications he must acquire. This will simplify the task of final selection.

Sex.-- Is this factor to be a determinant in selecting the teacher? The obvious answer to this question would appear to be a "no". Yet, research shows that this sometimes such is not the case.

"Whether or not one sex will be favored over another in the selection of teachers depends upon the type of position to be filled and upon the views of the employing official regarding the sex of the teacher and educational efficiency." 1/

A close examination of the above statement reveals it might be possible for the administrator to employ discriminatory practices in the final selection. Let's compare this with the conclusions made by H. C. Koch. 2/ In his article on the subject of sex as a factor in final teacher selection, he summarized that:

1. Men have problems in as great a number and variety as do women.
2. The character of the difficulties experienced by each sex is the same.
3. There is no particular advantage in having like sex deal with like sex.

1/ Leo M. Chamberlain, The Teacher and School Organization, Prentice Hall Inc., New York, Chap. VI, 1936, p. 185.

2/ H. C. Koch, "Is there a Difference Between the Problems of Men and Women Teachers?" Educational Research Bulletin (April 14, 1936)

4. Qualities desired in a teacher are much more characteristic of an individual than of a sex.

Summation of two authors' views.-- Both authors agree that sex should not be a determinant in good teacher selection. Yet, the first author would leave the problem squarely in the hands of the administration to legislate as it sees fit and pre-supposes that one sex is more efficient in a given situation than the other. The second author is in opposition to the latter thought and concludes that there should be other more important qualities to consider than the one of sex. It is with the opinion expressed by the second author that this writer agrees.

Male representation in the high school.-- Koos, et al., have some significant conclusions on the factor of sex in teacher selection:<sup>1/</sup>

"The effort to obtain a good representation of men on high school faculties cannot be based on an assumed superiority over women in teaching ability, but must rest on the grounds of the desire to create a natural social situation in the schools."

The above authors also conclude that economic status in a community, state, and county will determine the importance of the sex factor in teacher selection.<sup>2/</sup>

History proves that prior to the depression of the "thirties" women were predominant in teaching positions. During the depression the increase in men in teaching was evident to a marked degree. During the years from 1940-1946 many men left the teaching field for military service and a great number of these did not return; many were killed in the war and others returned to more financially attractive professions.

1/ Op. cit., p. 346.

2/ Ibid., p. 350.

Local versus non-local candidates.-- Should the school administrators look for their candidates within their community, or should they accept those residing in other localities? This is a question of selection that has caused some controversy.

<sup>1/</sup> Reeder makes the summation that teaching qualifications should be the sole criterion for selection. Deffenbaugh and Zeigel <sup>2/</sup> in the National Survey showed some systems having rules giving preference to local candidates; but others having rules giving preference to non-local candidates. Chamberlain <sup>3/</sup> agrees with Reeder in this statement:

"The point to be emphasized is that residence, local or otherwise, should not be a factor of importance in the selection and appointment of teachers unless it affects the quality of the school program."

Recent statistics on the residence factor.-- A study <sup>4/</sup> made by the National Education Association in 1940 in which a questionnaire was sent to 3,615 city school systems with population ranging from 2,500 to over 100,00 residents (Useful replies totaled 1,801 or 49.8 per cent) found: (1) that some 30 per cent of the schools gave equal consideration to local residents and outsiders in regard to local teaching positions. (2) that practices which may prove effective in

<sup>1/</sup> Op. cit., p. 69.

<sup>2/</sup> Op. cit., p. 27.

<sup>3/</sup> Op. cit., p. 183.

<sup>4/</sup> National Education Association, Research Division, Teacher Personnel Procedures: Selection and Appointment, Research Bulletin (November 1940) Volume XX, Number 4, Washington, D. C. p. 30-36.

one area may prove worthless in another.

Summarization of residence factor.-- It would seem safe to assume that, basically, the local versus the non-local factor should not be considered a factor in teacher selection unless all other and more important qualifications be equal. Yet in 1940, this was not the case, as 70% of 1,801 schools gave preference one way or the other. <sup>1/</sup>

*may  
not  
be  
customized*

Married women versus single women teachers.-- This is another selection factor that has given rise to great argument in the past as well as the present. It is a well-known fact that during the depression the number of married women teachers decreased greatly and that during the war years of 1940-46 they returned in great numbers. The reasons for this need no explanation at this point.

Deffenbaugh and Zeigel in the National Survey <sup>2/</sup> found that there had been a tendency up to the time of their study for more and more agitation against employing married women. (Note that this survey was completed prior to the national depression.) The writer feels that the education profession at this time was attempting to interest more men in the teaching field and to create new employment.

Competency of married woman teachers.-- There is the question of whether married women are more or less effective in teaching than single women. From the readings of the writer, it would seem that they are just as effective.

<sup>1/</sup> Op. cit., p. 31.

<sup>2/</sup> Op. cit., p. 26.

"Some studies show that the married women are just as competent as an unmarried woman when judged by principal's ratings of efficiency, but are absent somewhat more than single women." <sup>1/</sup>

The question was asked of 954 superintendents, "Are married women with equal training and experience as efficient as unmarried?" <sup>2/</sup> The answers were:

Yes	63 per cent
No	18 per cent
Conditional	15 per cent
Married women More effective	<u>4</u> per cent
	100 per cent

In a report by the National Education Association, it was found that only 13.9 per cent of the schools surveyed in 1940 appointed married women without restrictions. <sup>3/</sup> Thus, it would seem that despite the concurrence of opinion that married women teachers are as effective as single, the trend in 1940 indicated that 86.1 per cent of the schools did not hire them at all or did so with restrictions. Yet, there is presented no valid argument as to why they should not be employed.

Experienced versus the non-experienced teacher.-- A last consideration to be made in the first major topic of selection is that of experience. Shall the school board and superintendent select the experienced or the non-experienced teacher. It is clearly forecast what will happen if we select only those with experience; so this selection factor is undertaken with a view toward the inevitable

<sup>1/</sup> Deffenbaugh & Zeigel, op. cit., p. 27.

<sup>2/</sup> "Employing Married Women in the Schools," American Educational Digest, (October 1926) Volume 56, p. 57.

<sup>3/</sup> Op. cit., p. 28.

"middle road". Here again the writer ran into the problem of conflicting theories in the material reviewed.

Koos, et al., <sup>1/</sup> reached the conclusion that it was decidedly unjust to over-load the smaller community with the task of training the non-experienced teacher only to lose him later to the larger city and more pay.

"Plainly the smaller the school, the more severe the administrative problems of teacher selection. Furthermore, if experience and maturity are factors in the teacher's effectiveness, as presumably they are, the pupils of the smaller school are at a disadvantage.

Many authorities advocate that all school systems accept some inexperienced teachers and that it is unfair to impose this burden so largely on the smaller schools, where the load is the heaviest and the supervision is weakest." <sup>2/</sup>

Chamberlain makes the following conclusion regarding the experience factor:

"....two important arguments against hiring only experienced teachers. First, the cream of the experienced personnel in the smaller and less wealthy areas is taken by the larger and wealthier areas. Second, is that the benefit accruing to the larger school system from one to two years teaching experience is often small. Practice does not make perfect unless it is the right kind of practice." <sup>3/</sup>

Practice-teaching as a substitute for experience.-- It is possible that school systems are going to be compelled to hire non-experienced personnel. If so, a longer practice-teaching period will be necessary. This will at least provide some experience for the new teacher.

<sup>1/</sup> Op. cit., p. 340.

<sup>2/</sup> Ibid., p. 342.

<sup>3/</sup> Leo Chamberlain, op. cit., p. 180.

## 2. The Application Blank

Introduction.-- Much controversy has raged through the years over the values attributed to the use of the application blank in teacher selection. Many of these forms are peculiar to local conditions. There are many different varieties of blanks and very few of them are identical in all respects. In this section of the chapter the writer will attempt to illustrate some of the items used on the application, the use made of them, and the results achieved.

Kind and number of items appearing.-- It is remarkable to see the large number and varieties of items appearing on many of the blanks. On some forms there are as many as one hundred items and, on others, as few as fifteen.

Charles Wang, in a study done in 1928 of some 244 application blanks, prepared a percentage-of-frequency table of the different items appearing.

### Percentages of Frequency of Individual Items on 244 Application Blanks <sup>1/</sup>

1. General Information	Per Cent of Frequency
Name	100
Present address	95
Date of application	89
Permanent address	84
Grade or Subject Preferred	75
Position Desired	62
Telephone Number	61

(concluded on next page)

<sup>1/</sup> Charles K. A. Wang, "A Study of Basic Information Utilized in Employing Teachers in the United States," Education (Feb. 1928) Number 48, p. 360



(concluded)

2. Personal Data	Per Cent of Frequency
Age	96
Weight	86
Height	85
Teaching Certificate	79
Marital Status	78
Present Salary	69
Health	69
Religious Affiliation	67
Ability to teach special subjects	52
Acceptable Salary	50
3. Educational Preparation	
Years in Normal School	
College attended	97
H. S. attended	96
Normal School	96
Years in College	76
Years in Normal School	75
College Degree	73
Year graduated from college	70
Years in high school	70
Year graduated from high school	63
Graduate from Special School	59
Degree	59
4. Educational Experience	
Location of schools	85
Months taught	80
Grades or subjects	78
Inclusive data	70
5. General Information	
References	95
Photograph	61

Frequency of items in a recent survey.-- From an independent survey by this writer of 35 application blanks used in schools in Massachusetts, it was found that there was a high correlation in the frequency of items appearing in Wang's table with items appearing in present forms. There were a few exceptions. One of these was Religious Preference. On none of the 35 application blanks surveyed did this item appear. (Legislation

now prohibits the use of such an item.) The photograph appeared on 15 forms with a frequency of 42.6 per cent as compared to 61.0 per cent in the earlier survey of 1928. All items rated in the 80.0-90.0 per cent of frequency in Wang's study had approximately the same high frequency in the writer's survey.

Typical items on present-day applications.-- Included at this point is a listing of items that appeared on a recent application form considered typical of most other present-day applications.<sup>1/</sup>

1. General Information

Name  
 Permanent address  
 Temporary address  
 Date of application  
 Telephone number

2. Personal Data

Age  
 Weight  
 Height  
 Teaching Certificate  
 Marital status  
 Children  
 Present salary  
 Asking salary  
 Ability to teach special subjects  
 Hobbies  
 Play an instrument or sing

3. Educational preparation

High School  
 Graduate from High School  
 College  
 Graduate from college  
 Degree  
 Graduate work  
 Degree

<sup>1/</sup> Application Blank Used in the Dedham School Department, Dedham, Massachusetts, 1953.

## 4. Educational Experience

Practice teaching  
 Location  
 Subject and grade  
 Teaching experience  
 Location  
 Subject and grade  
 Specific professional training  
 Relationship to this position

## 5. General Information

References  
 Photograph

It is of interest to note that the item of health does not appear on the Dedham application although it does on the other 34 forms. The practice-teaching item appeared on 34 of the application blanks. Thus, it would seem that practice teaching is assuming a much more prominent position in the selection process than heretofore.

The photograph.-- This item appears on 20 of the present-day application blanks with a percentage of frequency of 57.1. After telephonic communications with 15 superintendents in school systems that require photographs, the writer was lead to believe that application forms could best serve their function without this item. Many applicants don't bother to submit a photograph, and those who do, submit ones which are not always of a recent sitting.

Predictive value of the photograph.-- In a study by Laird and Hance<sup>1/</sup> the value of a photograph on an application blank was found to be negligible. The photograph factor in teacher selection seems to be

<sup>1/</sup> Donald A. Laird and Helen T. Hance, "Photos in Teacher Selection." The American School Board Journal (June 1923) Volume 64, pp. 48-49.

unjustified. It has no possible value as a means of predicting teaching success. Deffenbaugh and Zeigel reached the same negative conclusion. <sup>1/</sup>

Range of items.-- The writer found in his small survey in Massachusetts that there was a range of 13 to 68 items. The National Survey found range of 11 to 75 items. <sup>2/</sup>

Health item.-- Almost all application blanks reviewed by the writer contained the health item. Either a statement by the applicant regarding his health status was requested or it was required that proof of good health be indicated through a certificate of health.

"Many schools now require that a certificate of health be filed with the superintendent before the appointment is made. The National Education Association reports that for 1494 city systems, physical examinations are required in from 8.9 per cent of the systems from 2,500 to 5,000 population, to 49.4 per cent of the cities of the cities of more than 100,000 population. Approximately 16.5 per cent of the total number of cities reporting require physical examination. <sup>3/</sup>

Irrelevant items.-- Chamberlain found in his work, that in 1,500 cities sampled 88.0 per cent used the formal application. <sup>4/</sup> There was a wide variation in items and many items were irrelevant, such as: color of eyes, religious preference, complexion, parents' birth place, use of tobacco, use of alcohol, naming the least salary acceptable, and maiden name.

<sup>1/</sup> Op. cit., p. 40.

<sup>2/</sup> Ibid., p. 39.

<sup>3/</sup> William S. Deffenbaugh and William H. Zeigel, op. cit., p. 61.

<sup>4/</sup> Leo Chamberlain, op. cit., p. 148

References.-- It is made clear at this point that more than one kind of reference is possible and that not all are satisfactory. Some serve their purpose excellently and others could very well be discarded. A summarization of Chamberlain's work is given as follows:

1. Open letter is considered of little value.
2. Confidential statement concerning the qualifications of the candidate is essential.
3. Employing officer must seek references.
4. Poorest reference is that outside the profession.
5. Use of a rating scale to reply as a reference.  
(Sample given below.)

Rating Scale for References <sup>1/</sup>

20	15	10	5	0
Impression unusually favorable, dresses appropriately, well-poised and wholesome.		Impression satisfactory, no unfavorable reaction.		Weak, nervous, embarrassed, careless and fadish, inappropriate dress.

Koos, et al., have this to say about the subject of references:

"It seems first of all, that a reference blank should be used, calling for information on the salient qualifications needed for successful teaching, cannot merely emphasize merits and pass over defects. Furthermore, the devices should be of such a form that the degree to which the applicant possesses each quality may be indicated roughly and without undue difficulty."<sup>2/</sup>

References often are too general in nature and are too subjective.

If an administrator is to judge effectively the strength of a reference,

<sup>1/</sup> Op. cit., p. 149.

<sup>2/</sup> Leonard Koos, op. cit., p. 361.

there must be some effective method to make objective the reference. In other words, we should, as school administrators, establish check-lists or rating scales in order to make objective the recommendations of those who are to giving the references. If the administrator submits a form on which the qualifications are stated in such a manner that they may be rated effectively, to the person or persons giving references, an accurate evaluative reference will be provided for the use of the superintendent or his subordinates.

Who should give references.--- Some authors, notably Thomas Murray, feel that all references should be obtained from the fellow teachers and immediate supervisors rather than the superintendent or principal.<sup>1/</sup> They assume that through this method a more objective reference may be obtained.

National Survey findings.--- The following are the findings through statistical analysis:<sup>2/</sup>

1. Reference were used to supplement information obtained on the application blank.
2. All references were treated as confidential.
3. Some were only general letters.
4. Others had a form-rating scale.
5. Open letters were not given much consideration.

<sup>1/</sup> Thomas Murray, "Use of Reference in Teacher Selection." Educational Forum, (July 1950) Volume XV, Number 6, p. 13.

<sup>2/</sup> Deffenbaugh & Zeigel, op. cit., p. 60.

### 3. Education of the Teacher

Introduction.-- Prior to the days of almost universal state certification laws, the general and professional education of a teacher was not considered to be of such great importance as it is today. Gone are the days when a high school education or, at most, two years of normal school was all the education that was required to enter the teaching profession. It is not uncommon at present to find many secondary schools requiring a master's degree as a prerequisite to employment. Specialization in subject matter and higher salary schedules resulted in higher standards of teacher education. This factor in teacher selection has reached the stage of utmost importance.

*Rewrite*

As state certification laws have grown more stringent from year to year, the education of a teacher either qualifies or disqualifies him for a position in most school systems. Even as early as 1930, this fact was easily forecast as is shown in statistics gathered by the National Education Association during that time. <sup>1/</sup> These figures show the great increase in the educational requirements for teachers.

1/ National Education Association. "The Selection and Appointment of Teachers." Administrative Practices Affecting Classroom Teachers, Research Bulletin, (June 1948) p. 8.

Educational Qualifications Required of Newly Appointed  
Teachers Compared With Those Held by Teachers In  
Service 1930-1931 <sup>1/</sup>

Number of Years Beyond High School	Jr. H. S.		Sr. H. S.	
	Required	Held	Required	Held
Less than one	0.2	3.0	0.1	1.4
One	0.7	3.2	--	1.1
Two	23.8	17.5	.9	4.4
Three	24.5	16.0	.9	6.1
Four	50.2	43.7	94.6	58.1
Five	.6	12.1	3.4	20.4
Six	--	3.1	.1	5.9
Seven or more	--	1.5	--	2.9
	100.0	100.1	100.0	100.1

Comparison and summation of statistics of qualification.-- From this table one can see easily that as far back as 1931 the educational requirements for the teacher were becoming greater and greater. Rather significant are the statistics that show 94.6 per cent of all teachers hired to teach in senior high schools were required to have at least four years of college training, as against 58.1 per cent then teaching.

Education requirements for business teachers.-- An interesting study on the advanced requirements in education for commercial high school teachers is that of Turille. <sup>2/</sup> In his article he sets up these

<sup>1/</sup> Ibid., p. 9.

<sup>2/</sup> Stephen J. Turille, "Teacher Qualifications and Certification" Administration and Supervision of Business Education, The American Business Yearbook, Wallace Homestead Company, Des Moines, Iowa, Volume 6, 1952, pp. 89-101.



## standards:

1. Minimum standard - B. A. degree or equivalent from an accredited college or university.
2. General Education - 60 hours of collegiate credit.
3. Business Education - 30 hours.
4. Professional Education - 24 hours of specialized study.
5. Business experience - the equivalent of 6 hours credit.

Certainly one can conclude from the above that business educators have "raised their sights" and are demanding more stringent education requirements of their teachers. Also of interest is that experience in the field is a desired requisite. Presumably, this is done to keep the trainee in practical touch with the modern methods of business procedures.

Secondary Education requirement.--- Sumption <sup>1/</sup> recommends a Master of Education degree be required of all teachers in secondary schools in the larger cities and that this degree be earned at an institution other than the one where he obtained his A. B. This recommendation, made in 1944, seems to be well on the road to achievement. More and more schools in the larger cities are requiring a master's degree in education or in some specific field of education.

Rankings given to subjects taught in teacher-training institutions.---

W. E. Peik, in an attempt to prove the positive and negative values of

1/ N. R. Sumption, "Six Points to Consider in Selecting Teachers" Nations Schools, (June 1944), 33: 41-42

education courses taught in colleges, established a table in which <sup>1/</sup>  
100 teachers ranked their courses in order of importance as follows:

Rankings Given to Prescribed Courses in Education By 100  
Alumni of the University of Minnesota

Rank	Practical Value	Average Rank	Theoretic Value	Average Rank	General Value	Average Rank
1	Practice teaching	1.49	Educa. psych.	2.67	Practice teaching	2.02
2	Special methods	2.36	Educa. socio.	3.55	Special methods	2.64
3	Educational psychology	3.69	The high school	4.07	Psychology	3.34
4	Techniques of high school instruction	3.94	Special Methods	4.16	Techniques of high school instruction	4.43
5	The high school	4.81	Education	4.33	The high school	4.71
6	Educational sociology	5.46	Techniques of high school instruction	4.54	Educational Sociology	5.09
7	History of education	6.27	Practice teaching	4.79	History of education	5.79
	Range	4.78	Range	2.22	Range	3.75

Practice teaching.-- If we refer to the above table, we see that the course in practice teaching has first rank in practical and general value. (The last position in theoretic value is easily understood.) Much has been written about practice teaching either maligning it or

<sup>1/</sup> Wesley E. Peik, The Professional Education of High School Teachers in Minnesota, University of Minnesota Press 1930.

praising it. The next few reviews by the writer will attempt to prove or disprove the value of practice teaching.

Predictive value of practice teaching.-- Jacob Olav Bach has done such an excellent piece of work on this topic <sup>1/</sup> that this writer is going to devote considerable space to it, the research has some significant conclusions and will provoke some argument among readers of this paper.

Since the evaluation of practice teaching is considered an important aspect of the pre-service education of teachers, Bach made a correlative analysis of the relationship between success in practice teaching and success in the field. Twenty-six students who had graduated from the University of Wisconsin with a teacher's certificate and who had obtained their first positions in the field that year (1950) were chosen for this study. <sup>2/</sup>

Four main questions to be answered by the study were as follows: <sup>3/</sup>

1. What relationship is there between success in practice teaching and such pre-service measures of ability as:
  - a. Professional Grade Point Average (Practice teaching grade omitted?)
  - b. Academic Grade Point Average for junior and senior years?

---

<sup>1/</sup> Jacob Olav Bach, "Practice Teaching Success in Relation to Other Measures of Teaching Ability." "Journal of Experimental Education." (September 1952) Volume 21, Number 1, Carbondale, Illinois. p. 59-79.

<sup>2/</sup> Op. cit., 59

<sup>3/</sup> Ibid., p. 60

## c. American Council of Education Psychology

## Examination?

2. What relationship is there between academic pre-service measures of ability and in-service ratings of efficiency and acceptability?
3. Is practice teaching success a better indicator of teaching success than the professional grade point average? (Practice teaching grade omitted.)
4. How well does success in practice teaching as measured by scores on Participator Rating Scales correlate with success in the first year of teaching?

Bach set up his Participator Rating Scale so that their principals might evaluate the teaching performances of the 26 students selected.

The scale contained the following items: <sup>1/</sup>

- |                                     |   |
|-------------------------------------|---|
| 1. Appearance                       | 8. Professional understanding                                   |
| 2. Voice and diction                | 9. Skill in analyzing problems                                  |
| 3. Use of English                   | 10. Skill in maintaining pupil interest, purpose, and attention |
| 4. Initiative                       |   |
| 5. Adaptability                     | 11. Emotional stability   |
| 6. Group of specific subject matter | 12. Skill in evaluation   |
| 7. Relations with others            | 13. Cooperative attitude  |

1/ Op. cit., p. 58.

Conclusions of Bach.-- Without going into the separate correlations found, these are the basic conclusions arrived at by Bach: <sup>1/</sup>

1. "The relationship between pre-service and inservice measures is negligible. (Perhaps if there had been a wider sampling and with better reliability, a different conclusion might have been reached by the author.)

2. The presence of sizable correlations, both among pre-service and in-service ratings, leads the writer to question a basic assumption; namely, that the practice teaching and actual teaching are comparable activities.

3. Relationships between practice teaching ability and success in the field as defined and measured in this study are negligible.

4. Higher positive relationships are found between 3 pairs of factors in the practice teaching analysis but only one large positive and three small negative relationships are found between the factors in the beginning teacher analysis. The above differences lead to the conclusion that in spite of the similarity of name in the two factors common to each analysis, critic teachers and principals are emphasizing different characteristics or abilities in the people they train and hire, or else they place different values upon and seek different combinations of the same abilities.

5. That in teacher selection the selector can't always rely on the promise that skillful practice teacher so rated will be a successful teacher in his school." <sup>2/</sup>

Comparison of two studies.-- Contrast the conclusions drawn from the aforementioned study with those made by Koos: <sup>3/</sup>

"As the requirement of practice teaching has become so general, the hiring authority ought always to secure, in the case of beginning teachers, an adequate statement of the degree of success achieved in that experience. It is very likely the best single measure of probable teaching success."

<sup>1/</sup> Ibid., p. 79.

<sup>2/</sup> Op. cit., p. 80

<sup>3/</sup> Op. cit., p. 331.

Koos also made the following summarization regarding practice <sup>1/</sup>teaching:

1. Training institution curricula are subject to revision.
2. Danger of the "factory" principle is present.
3. Selections are made too frequently on basis of aptitude and ability.
4. Content training is generally administered from a liberal arts point of view.

Practice teaching as a substitute for experience.-- From the readings by this writer, it is found that one significant conclusion is taken by school administrators: practice teaching may well serve as a substitute for experience. If many cities and towns are going to legislate against hiring the non-experienced teacher, then administrators will be forced to accept practice teaching as a substitute. The ever-increasing demand for teachers has placed the experienced teacher at a premium.

#### 4. The Interview

Introduction of this factor in selection.-- Any study of teacher selection factors which does not take the interview into consideration is not fulfilling its purported purpose. It may be said by some that the personal interview has as many demerits as it has merits; nevertheless, if used correctly it is one of the most valid methods of selecting new teachers. In some of the readings for this section a basic criticism

1/ Op. cit., p. 337.

was raised that the interview was too subjective. As reviews and summaries are made in the following pages, the reader may find ways of overcoming this criticism.

Suggestions for interviewing.-- If an interview is to be successful, the interviewer must know what he is looking for in the interviewee. He must allow the interviewee the chance to sell himself. David Ryans in a well-written article on interviewing teachers makes these significant suggestions: <sup>1/</sup>

1. Have a trained interviewer to do all interviewing.
2. Use a rating scale or "aid" to interview blank to objectify the interviewing process and to enhance its reliability and validity.
3. Conduct several interviews, each to be done separately. (3-5 persons).
4. Give interviewer the requirements of the job.
5. Set proper time limit for interview in order to get reliability and validity.
6. Make judgments independent of scores in tests.
7. Judge specific traits rather than the abstract.
8. Maintain freedom from bias.

Dangers to be avoided in the interview.-- Some of the pitfalls in interviewing to be avoided are: the tendency to rate all "average", to forget extremes in rating, and to fall victim of the "halo" effect.

1/ David Ryans, "The Interview in Teacher Selection Can Be Improved." Nations Schools, (June 1949) Volume 43, Number 6, pp. 45-46.

These are some observations by the writer from his own experience as a personnel interviewer in an industrial firm in 1942.

How to conduct an interview.--- There are many different ways to conduct an interview and the suggestions made by M. A. Steiner are used here as being significant. <sup>1/</sup>

1. Keep control of the situation by carefully judging the qualities of salesmanship used by the candidate as distinguished from his quality as a teacher.
2. The interview must be entirely free from personal embarrassment on the part of the interviewer.
3. The person interviewing the applicant should be able to visualize or to list the qualities which a successful teacher must have in the position which he is desirous of filling.
4. The interviewer should use a list or an outline of the qualities on which he desires to be informed and a score card of some kind for recording the results of the interview.

Who is to interview the applicant.--- Common practice has not changed enough to discard the findings of the National Survey in 1931. <sup>2/</sup>  
The findings were as follows:

<sup>1/</sup> M. A. Steiner, "Technique of Interviewing Teachers," American School Board Journal, (June 1928) Volume 76, p. 65.

<sup>2/</sup> Deffenbaugh & Zeigel, op. cit., p. 66.



1. Superintendents, principals, supervisors, and school boards do the interviewing.
2. East and West interviewed more by principal than South and Mid-West.
3. Different types of interviews are used everywhere.

Suggested method for evaluation.-- A list of traits to be sought for in the successful teacher as established by W. W. Charters and Douglas Waples in 1929 might be useful in the construction of a rating scale to evaluate the results of an interview. Twenty-five traits are listed by the authors but the writer suggests only those which may be effective in objectively evaluating an interview. <sup>1/</sup>

- |                        |                     |
|------------------------|---------------------|
| 1. Attractiveness      | 9. Magnetism        |
| 2. Breadth of interest | 10. Neatness        |
| 3. Carefulness         | 11. Open-mindedness |
| 4. Considerateness     | 12. Progressiveness |
| 5. Enthusiasm          | 13. Promptness      |
| 6. Fluency             | 14. Refinement      |
| 7. Judgment            | 15. Self-control    |
| 8. Health              |                     |

*Hunt & Pierce*

The use of those 15 factors might make it possible to establish a score card or rating scale by which the interviewer could objectify the results of an interview and also to point out the qualities the interviewer is seeking in the candidate. It is often the fault of

<sup>1/</sup> W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study, Chicago, Illinois, 1929, pp. 51-56.

the interviewer when an interview results in a negative portrayal of the applicant.

Number of interviews.-- From an analysis of the literature and from his own experience, the writer feels that one interview is insufficient. If the main error in interviewing is that of subjectivity, we can at least get a consensus if more than one interview is given and by more than one person. ("The more, the merrier" might be a phrase to employ, but it could be altered to "the more, the more effective").

#### 5. Investigation of the Candidate

Introduction.-- It is essential that all qualifications of prospective new teachers be examined and further investigation be accomplished on the part of the administrators. References, practice teaching, academic records, and previous experience will be the factors considered worthy of investigation in this section. The writer will also indicate methods of investigation and who, in general, does this type of work.

Reader makes the following suggestions to be used if applicable: <sup>1/</sup>

1. Written requests for information concerning the applicant.
2. Personal conferences with those persons given as references by the applicant.
3. Conferences with competent persons who are not given as references, but do have a real acquaintance with the applicant.

<sup>1/</sup> Reeder, op. cit., p. 68

4. Personal contact with former employees and fellow teachers.
5. No consideration of references that start with "to whom it may concern."
6. Observation of practice teaching if possible.
7. Observation in present position if possible.
8. Keep the candidate informed as to his progress.

Who should conduct this investigation.-- As far back as 1915 the superintendents were the sole investigators. <sup>1/</sup> Later studies show that much of this work is now done by superintendents, principals, and department heads. <sup>2/</sup> Under the new laws of certification much of this investigation is performed by educational commissioners of each state and this action removes the burden of investigation from the hands of school administrators.

Recommendations.-- The twenty-fourth Yearbook of the American Association of School Administrators makes the following suggestions: <sup>3/</sup>

1. All research is to be done by the superintendents and their subordinates.
2. School boards are not to be a part of this investigation.
3. The following should be investigated: academic record, health and emotional stability, experience.

<sup>1/</sup> American Educational Research Association, Review of Educational Research, Volume 1, Chapter IV, 1931, p. 83-85.

<sup>2/</sup> Ibid., p. 86

<sup>3/</sup> American Association of School Administrators, School Boards In Action, Twenty-Fourth Yearbook, 1946., National Education Association, Washington, D. C. p. 22.

Investigation through examination.-- One of the prime factors to be considered in the investigation of applicants is the oral or written teacher examination. For years the relative merits of such examinations have been argued pro and con until one reaches the point where no definite decision is reached. In the readings to be summarized, this point will become increasingly apparent. Yet, a trend of thought, and in some cases a trend in practice, indicates that some future form of improved examination may be acceptable to all administrators. These examinations may prove to be oral or written, or a combination of both.

Criticism of the examinations.-- Deffenbaugh and Zeigel made these criticisms:<sup>1/</sup>

1. Examinations were too few and even these were poor.
2. A failure to measure those qualities predictive of teaching success was apparent.
3. Examinations were too costly to install in a school system.

I. L. Kandel hotly criticized the New York State Examination Board when it was under attack in the spring of 1952 as follows:<sup>2/</sup>

"(It)...ignores the very large number of studies that have been devoted to the effort of discovering in advance who is likely to become a good teacher. All the studies have produced negative results except for a correlation between practice teaching and future success so slight as to be worthless for practical purposes.

<sup>1/</sup> Op. cit., p. 65.

<sup>2/</sup> I. L. Kendall, School and Society, Volume 75, Society for the Advancement of Education, (May 52), p. 315.

The Board of Examiners should institute and conduct a final examination for permanent license, using the reports of the staff in charge of probationary teachers in this final estimate.

Success in written examinations, while essential is not in adequate guarantee of teaching ability." 1/

Examinations are only one phase of selection.-- As is true in all factors of teacher selection, the examination is only one of the means to the end sought and must be supplemented by reliable data in order to predict future success in teaching. The use of the examination before and after a probationary period of teaching seems to be plausible, as this is one way through which reliability and validity may be obtained. Through constant revision, an examination may be formulated that will be more effective in its value to predict future teaching success.

Predictive values as to teaching success.-- Boardman completed a study in 1928 <sup>2/</sup> in which he reached no half-way measure in condemning the teacher examination as a means of investigating the applicant.

"The correlation coefficients are so low that the tests, singly or in combination are of small value in predicting the efficient school teacher as determined by criterion."3/ OH

Even though the above quotation decries the use of the testing method for investigation, it does admit that as early as 1928 there was some value in the use of the examination. As the years pass it becomes increasingly apparent that teachers' examinations are not

1/ Op. cit., p. 315.

2/ Charles W. Boardman, Professional Tests As Measures of Teaching Efficiency in High School. Teachers College, Contribution to Education, Number 327, 1928.

3/ Op. cit., p. 26.

*Teacher selection without exams  
Cm. School Bd.*

always to be held in such disdain. This writer is of the opinion that failure of earlier examinations was due largely to inadequate tests and lack of criteria for judgment of success in teaching.

Positive values of the examination.--- Much research and revision of tests during the past 20 years has wrought changes in attitudes. These changes are reflected in a paper by David Ryans.<sup>1/</sup> He admits that examinations are limited in their predictive qualities but makes the following significant conclusions:<sup>2/</sup>

1. There is no criterion of success because there is no adequate criterion of teacher success to compare results.
2. Examination results may not be expected to show a high statistical correlation with a criterion of teacher success (if there is one) because they measure only one phase of teaching ability.
3. They do not measure personality or how the teacher will get along with the pupils and the new environments.
4. Examinations do have face validity and in some instances curricula validity.

Recommendations for its use.--- Ryans suggests the following uses to be made of the National Teachers' Examination:<sup>3/</sup>

<sup>1/</sup> David C. Ryans, Function of Examination in the Selection of Teachers, American Council of Education (May 1949) p. 14-32.

<sup>2/</sup> Ibid., p. 30.

<sup>3/</sup> Op. cit., p. 32.

1. In teacher-training institutions for the selection of students for practice teaching.
2. For the planning of graduate study in the field of education.
3. To supplement college credentials in hiring of a teacher.
4. To provide measures of breadth of background and general educational development.
5. To give valuable assistance in the re-allocation of teaching loads.

Items to be included in examinations.-- The National Committee on Teacher Examination in a research study 1947 <sup>1/</sup> listed some factors that should be included in a battery of tests if these examinations were to be of any value in predicting teaching success. The ten most important factors from a selection standpoint included the following: training, physical fitness, experience, subject matter knowledge, professional information, understanding of child development, knowledge of educational methods, cultural background, professional interests, and a knowledge of educational psychology. <sup>2/</sup>

Summary.-- The investigation of an applicant should not be a limited one. The work of investigation should be accomplished by the superintendent, principal, supervisor, and head of department. The

1/ National Committee on Teacher Examinations, Factors in the Selection of Teachers, American Council of Education, (April 1947) p. 3.

2/ Op. cit., p. 3.

school board is not to be a part of this investigation. Much of the research may be completed by state education departments in states where certification laws are strong and valid. Teacher examinations, both oral and written, may be used but are not to be considered as a sole determinant. It is recommended that the National Teacher Examination be used, and not local tests, because of the latter's lack of norms and reliability.

#### 6. Observation of the Teacher in Practice Teaching and in Present Position

Introduction.-- Much of the subject matter of this topic in teacher selection has been covered to a great extent in two previous topics: ie. seeking the candidate and investigation of the candidate. Therefore, the writer presents a summary of the aforementioned topics as they are related to the observation of the prospective teacher.

Where to observe and by whom.-- It is assumed, and a valid assumption, that observation of an applicant in either his practice teaching or place of present employment is essential to the over-all process of teacher selection. This should be done by administrators vitally affected in the employment of the individual, such as, the superintendent, principal, and head of a department.

A danger to be avoided.-- One danger to be avoided is that of trespassing on other school systems and outright solicitation of their system personnel. (The point is made at this time that no school administrator should stand in the way of advancement by any one of



his employees.) Yet, school officials should seek permission before invading the ranks of teachers in other school systems.

A suggestion.-- It is suggested that administrators who wish to observe students engaged in practice teaching should have these students do their practice teaching in their own schools. Many vacancies are known or anticipated by early spring or winter and students could do their practice teaching under those teachers whom they might replace in the fall. In this manner, an administrator could not only observe but also make suggestions to the student teacher that should help the student to meet better the requirements of the position.

What to look for in observation.-- One final point to be made on this topic is one which determines the administrator's final selection; i.e, qualifications and requirements expected. A principal or superintendent will observe much more successfully if he knows what he is looking for in the candidate. He cannot properly evaluate performance if there is no criterion upon which to base an analysis.

The writer presents a list of factors that might be used in the consideration of the aforementioned paragraph.

1. Health
2. Intelligence
3. Personality
4. Knowledge of subject matter taught
5. Skill in presentation of subject matter
6. Understanding of pupils and work

7. Fairness
8. Patience
9. Friendliness toward pupils
10. A good knowledge of human relations

Other factors may be used, and this list may be added to as the situation demands.

#### 7. Certification

Introduction.-- Certification as it affects this paper will not be taken up in specific details but covered generally to illustrate how such state laws have affected the selection of teachers. No attempt is made to justify or vilify these laws; although, it must be recognized that certification of teachers has its good points as well as its bad. The writer will attempt to show the close relationship that now exists between the selection of a new teacher for a school and the state requirements for such a teacher. He will also attempt to prove from selected references that these laws have removed some of the burden of selection from the shoulders of school administrators.

General summary of existing laws in 1940.-- A summary of existing laws in 1940 is found in Koos' book as follows: <sup>1/</sup>

1. Teachers of academic subjects must have completed four years of college.
2. Six to twenty-four hours credit must be completed in professional courses.

<sup>1/</sup> Koos', et. al., op. cit., pp. 326-327.

3. Teachers of "special" subjects must get a "special" certificate.
4. Not only do the laws set up important determinants in teacher selection but they must largely govern the assignment of the teacher's program of study.

Number of states certifying in 1928.--- Approximately one half of the states in 1928 <sup>1/</sup> required preparation and specialization in academic subjects for those teachers who were planning to teach in secondary schools. (Over three fourths of the states now require certification.)

Massachusetts certification law: The following is an excerpt taken from a reprint of the Massachusetts State certification law: <sup>2/</sup>

"....the Board of Education, hereinafter referred to as the board, shall grant certificates upon application to teachers, principals, supervisors, directors, superintendents, and assistant superintendents of schools who meet the requirements established by said board. As conditions precedent to the granting of a certificate to an applicant the board shall require:-1. Evidence of American citizenship; 2. Evidence of sound moral character; 3. Evidence of good health; 4. Evidence that the applicant possesses a bachelor's degree or is a graduate of a normal school approved by the board; except that evidence that an applicant possess a bachelor's degree shall not be a condition precedent to granting a certificant to applicants for teaching in grades up to and including the fifth. No person shall be eligible for employment by a school committee as a teacher, principal, supervisor, director, superintendent or assistant superintendent unless he has been granted a certificate by the board; provided however, that nothing herein shall be constructed to prevent a school committee from

<sup>1/</sup> J. S. Kinder, "Requirements for Secondary School Teaching Certificates in the Case of Personnel Without Teaching Experience," School Review, (Feb. 1930), Volume 38.

<sup>2/</sup> The Massachusetts Teacher, "Certification Arrives," (October 1951) Published by the Massachusetts Federation, Volume p. 15.

prescribing additional qualifications; and provided, further, that a school committee may upon its request be exempt from the requirements of this section by the department for any one school year when compliance therewith would in the opinion of the department constitute a great hardship in the securing of teachers for the schools of a town."

Ineffectiveness of this law.-- At even a casual examination, this law as it stands is inadequate. Much revision and addition must be made before it can become actually effective in setting higher standards for teaching preparation in the Commonwealth of Massachusetts. The law is far too general to be of any great value. Yet, it does serve as an initial step in the certification process.

One of the law's most glaring weaknesses is the actual waiving of standards if school committees request such action. By not adhering strictly to the standards of the law, we remove its strength and may as well be without any certification requirements.

*Certification*

### 8. Evaluation of a Teacher for Tenure Purposes

Introduction.-- In the opinion of the writer this paper on teacher selection has reached the critical stage - that of evaluation. Consideration of the previous topics in this paper has been based upon the assumption that we are to select the best qualified for the position, and that these qualifications have been established to determine the efficient and successful teacher. If this assumption is well founded, we can conclude that our factors of selection are also valid. If not, then our complete process of selection must be revised and the determinants of a successful teacher must be further investigated and established more objectively.

Rating scales as a means of evaluation.--- Ernest W. Tiegs in a research study completed in 1928<sup>1/</sup> made some valuable contributions to the evaluation process in teacher selection. His work, although finished 25 years ago, is still valuable today and for that reason a summary is included at this point.

The study was limited to the 6 elementary school grades in the State of Minnesota and through the use of graphic rating scales he reached these conclusions:

1. Teacher evaluation is far from solved.
2. Intelligence is not a factor in predicting success in teaching.
3. Graphic rating scales have had a limited success in evaluation.
4. Scientific evaluation is to be used as an aid to the teacher to show weaknesses, not used as a means of selection.
5. Administrators must develop techniques to get facts quantitatively and qualitatively.
6. Teaching service must be evaluated when it is observed and some concepts have been too general.
7. If one can solve the problem of obtaining reliable data, perhaps one can predict teaching success.

1/ Ernest W. Tiegs, An Evaluation of Some Techniques of Teacher Selection, Public School Publishing Company, Bloomington, Illinois, 1928.

8. We must acquaint the teacher with what is desired of him and then perhaps we can eliminate teacher failure.
9. Factors of environment of teacher and pupil may have more to do with failure than the personal equipment of the teacher.

Summarization of Tiegs' book.-- The author attempted to prove, if nothing else, that scoring devices for rating scales are largely subjective and arbitrary, as well as artificial. He leaves the reader with a somewhat empty feeling when the study ends with the statement, "The problem is far from solved."<sup>1/</sup>

Two of the most important offerings in this book were as follows: that intelligence is not predictive of relative success in teaching and that the results of trade and mental tests fall into the same category. The final conclusion reached by the writer was that rating scales may be effective to a degree, sometimes negligible, but if effective, are not to be used as a sole means for predicting teaching success but as a helping aid in the over-all selection process.

Failure of score cards and rating scales.-- Ward G. Reeder<sup>2/</sup> attacks the problem of evaluation by means of score cards and rating scales. He feels that they are not fully developed, are subjective rather than objective. There is an overlapping of items and results

<sup>1/</sup> Op. cit., p.126.

<sup>2/</sup> Op. cit., p. 156.

show this method is no more effective than the general impression method. Their biggest value lies in the fact that they illustrate to a teacher a method of self appraisal.<sup>1/</sup> Reeder also maintains that the point of departure is fallacious, that the scales and cards are more concerned with daily preparation, quality of voice, personality, and discipline, than with the results obtained.<sup>2/</sup>

Acceptability as a factor of evaluation.-- Bach in his research makes one significant point on an administrator's viewpoint in the evaluation of teachers.<sup>3/</sup>

"....It is the writer's belief that the teacher's classroom activities are only a part of her responsibilities to the school system and that teaching success is measured also by the relationship of the teacher to the community, staff, parents, and the administration. The combined relationships plus the principal's liking for the teacher constitute a criterion which can be accepted as a 'criterion of acceptability'. If a teacher is deficient in any one of the areas mentioned, she is not likely to be characterized as a good teacher.

Acceptability is accordingly here defined as the quality of the teacher which leads other people to feel that she should be retained in her present position, or possibly promoted to a more responsible assignment."<sup>4/</sup>

If we examine closely our own school system, isn't it quite possible that we will arrive at the same conclusion indicated in the above paragraph? Isn't it true, further, that many teachers concern

<sup>1/</sup> Ibid., p. 157.

<sup>2/</sup> Loc. cit.,

<sup>3/</sup> Jacob Olav Bach, op. cit., p. 59.

<sup>4/</sup> Op. cit., p. 60.

themselves more with being accepted by their superiors than they do with the more im-

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"It is apparent that character, personality, and professional zeal largely determine the success of the teacher.

Scholarship, intelligence, appearance, and health which appear as frequently as any item on teachers' reference blanks, are seldom so inadequate as to be adjudged the causes of failure.

Teachers must be flexible, able to grasp and utilize those learning situations which are present in pupils' purposes; sensitive to the pupils' environment as they see it; and capable of helping them to understand and control it." 3/

1/ Koos, et. al., op. cit., p. 352.

2/ Ibid., p. 353.

3/ Op. cit., p. 353.



The quotations above help to illustrate some of the factors evaluation must consider. Too often evaluative measures concern themselves with factors that are not responsible for teacher failure or dismissal. In an article written by M. E. Haggerty much the same thought is expressed.<sup>1/</sup> It is the author's opinion that studies to date have over-looked the essential element in the teaching situation, which is the teacher-pupil relationship. Since pupils as well as teachers determine the quality of that relationship, it follows that a given teacher may be very successful with one group of pupils, achieve average success with one group, be very successful with another group, and fail utterly with a fourth group.

This consideration should suggest to the administrators that not only must they study the characteristics of applicants, but they must estimate the quality of the relationships which they may be capable of building with the particular group for which a teacher is to be selected.

Approaches to evaluation.-- A. S. Barr, et al., in their book have a chapter on the rating of teachers in which four different approaches are used in evaluation and improvement of teachers.<sup>2/</sup> The authors are quick to point out that all rating is to be for the benefit

<sup>1/</sup> M. E. Haggerty, "The Crux of the Teaching Prognosis Problem," School and Life, (April 23, 1932) Volume 35, p. 545-549.

<sup>2/</sup> A. S. Barr, William H. Burton, Leo J. Brueckner, "Studying the Teacher Factors in Pupil Growth." Supervision, Appleton Century-Crofts Inc. New York, 1951, p. 322-386.

of the individual teacher. Therefore, the writer presents the four approaches with that thought in mind.

1. "The mental-prerequisite approach, wherein the efficiency is inferred from measures of essential knowledges, skills, attitudes, ideals, and appreciations.

2. The qualities approach, wherein the teacher's efficiency is inferred from measures of personal, social, emotional, and moral qualities commonly associated with teaching success.

3. The performances approach, wherein the efficiency of the teacher is inferred from observation of her behavior and instructional procedures in the class room.

4. The change-in-pupils approach, wherein the efficiency of the teacher is inferred from measures of changes in pupil growth and achievement."<sup>1/</sup>

Barr also presents a list of devices to be used for such a measurement as a means of improving teachers: check lists, stenographic devices, diary records, anecdotal records, sound and motion film records, records of training, of experience, and academic achievement, rating scales of all types, tests, interviews, and tests of pupils' growth.

Evaluation as a means of teacher improvement.-- In summing up the above references it may be said that regardless of factors being evaluated and regardless of devices used, all evaluation of a teacher while in service must be used to improve the teacher. Evaluation techniques should not be employed as a threatening weapon which sets up a fear complex but, rather, be used as an aid to illustrate to the teacher methods, concepts, ideals, and attitudes that will assist in production of a better teacher.

<sup>1/</sup> Ibid., p. 331.

Evaluation should be employed in an effort to retain the teacher if at all possible. In some instances it may be well to point out to the individual concerned that he would be better off if he left the teaching profession as he is not suited to it. If proper methods of evaluation are used, we should see very little of the latter and would see a great improvement in teaching standards to the benefit of the teacher and the pupil.

"The only acceptable concept of evaluation of teaching is that which includes both cooperatively planned and purposeful procedures in collecting and interpreting information and the constructive use of findings for the improvement of instruction."<sup>1/</sup>

Beecher's article follows the same channel of thought as does Barr's, that evaluation is to be used as an improving implement and not one of dismissal. He also makes the following significant conclusions:

1. Evaluation must have validity, reliability, objectivity, and relative values of weights and scores.
2. It may frequently result in guiding the unsuccessful teacher out of the profession.
3. Basically, the only valid criterion of teaching proficiency is pupil-change in desired directions.

New approach in teacher evaluation.-- Another interesting study that should be of value to administrators because of a new approach to

<sup>1/</sup> Dwight E. Beecher, "Judging the Effectiveness of Teaching," National Association of Secondary School Principals, Bulletin ( Dec. 1950) Volume 34, Number 174, pp. 270-278.

the problem is that of Ringness.<sup>1/</sup> In a survey that involved 63 men and 37 women undergraduates enrolled in the University of Wisconsin, an attempt was made to determine the choices that led these people into the education profession and to see if there was any correlation between their reasons of choice and later success or failure in teaching a year after graduation when teaching experience had been obtained.

Three instruments were used: namely, a paired-comparison test, a ranking questionnaire, and a comparison questionnaire--all asking the advantages of 13 reasons for choice of teaching as a profession. These were administered while the people were undergraduates.

A year later while the subjects were beginning teachers, 16 men and 18 women were visited by the examiners, observed and rated on their teaching efficiency and acceptability to the school system. The findings were as follows: if, in their undergraduate days the teachers selected as reasons for their choice of profession: 1. service to community, 2. subject matter, 3. interest in working conditions. 4. enjoyment of work, and 5. interest in professional advancement, there was a high correlation between choice and teacher efficiency. The final results tend to substantiate the belief that teaching success is related to the reasons for choosing teaching as a profession.

Use of Strong Vocational Interest Blank.-- An incidental part of the Ringness research (not attempted as a major study factor) was that

<sup>1/</sup> Thomas A. Ringness, "Relationships Between Certain Attitudes Toward Teaching and Teaching Success," Journal of Experimental Education, (September 1952) Volume 21, Number 1, pp. 1-55.

the Strong Vocational Interest Blank is not suited for the prediction of teaching success.<sup>1/</sup>

Comparison of evaluation factors and qualities.-- As a conclusion to this topic, the writer presents three list of qualities or factors considered to be of value in determining the successful teacher as seen by three authors in this field. The reader may make his own comparison and evaluation.

First, the qualities of a good teacher as arranged by John Emmett Burke:<sup>2/</sup>

- |   |                              |
|---|------------------------------|
| 1. Health                               | 6. Fairness                  |
| 2. Intelligence                         | 7. Patience                  |
| 3. Aptitude                             | 8. Friendliness              |
| 4. Personality                          | 9. Human relations knowledge |
| 5. Knowledge of subject material taught | 10. Understanding            |
|   | 11. Skill in presentation    |

Second, the list of qualities as presented by Bach:<sup>3/</sup>

- |                      |                                     |
|----------------------|-------------------------------------|
| 1. Appearance        | 5. Adaptability                     |
| 2. Voice and diction | 6. Relations with others            |
| 3. Use of English    | 7. Grasp of specific subject matter |
| 4. Initiative        |                                     |

1/ Op. cit., p. 53.

2/ John Emmett Burke, "What Makes A Good Teacher," Educational Forum, (January 1952) Volume 16, Number 2, p. 209.

3/ Jacob Olav Bach, op. cit., p. 58.

- |                                |                          |
|--------------------------------|--------------------------|
| 8. Professional understanding  | 12. Cooperative attitude |
| 9. Skill in analyzing problems | 13. Skill in maintaining |
| 10. Emotional stability        | pupil interest, purpose, |
| 11. Skill in evaluation        | and attention.           |

Third, the set of factors presented by Charters and Waples:<sup>1/</sup>

- |                        |                     |
|------------------------|---------------------|
| 1. Adaptability        | 14. Industry        |
| 2. Attractiveness      | 15. Leadership      |
| 3. Breadth of interest | 16. Magnetism       |
| 4. Carefulness         | 17. Neatness        |
| 5. Considerateness     | 18. Open-mindedness |
| 6. Cooperation         | 19. Originality     |
| 7. Dependability       | 20. Progressiveness |
| 8. Enthusiasm          | 21. Promptness      |
| 9. Fluency             | 22. Refinement      |
| 10. Forcefulness       | 23. Scholarship     |
| 11. Good judgment      | 24. Self-control    |
| 12. Health             | 25. Thrift          |
| 13. Honesty            |                     |

Difficulty of measurement in evaluation.-- One significant fact appears at almost first glance in the examination of these factors: the great difficulty to be encountered in the final measurement. No accurate device has yet been established that is entirely objective in its treatment of all, or even a few, of these qualities. It can be

<sup>1/</sup> W. W. Charters and Douglas Waples, op. cit., p. 55.

said that not all these qualities are necessary in the evaluation of the successful teacher. Some administrators have their own "pets" to be used as a gauge and, if their choices serve their purpose, then they need not concern themselves with other qualifications.

It seems obvious at this point that the main weakness in teacher evaluation does not lie in the factors of evaluation but in the failure to set up a reliable criterion of the successful teacher. All authors agree on this point. When the day does arrive when such a criterion is established we can further objectify our evaluation of teachers.

#### 9. Responsibility for final selection

Introduction.-- The final topic of this chapter deals with the one factor in teacher selection that finds the greatest agreement in the minds of "those who are supposed to know." Who shall select the teacher? Shall it be the school board, the superintendent, the principal, supervisor, or head of department?

Six different approaches.-- The National Survey<sup>1/</sup> found that there were at least six different approaches to the problem, namely:

1. Board of education or a committee of the board appoints without action by the superintendent.
2. Superintendent takes initial step by nominating candidates and the board makes the appointment.
3. Superintendent makes the appointment to be confirmed or rejected by the board.

<sup>1/</sup> William Deffenbaugh and William Zeigel, op. cit., pp. 75-85.

4. Automatic selection and appointment is made from eligibility lists.
5. Employment of teachers is accomplished by a director of teaching employment, by an examining board, or by a personnel department.
6. Final appointment is made by the superintendent without any action by the board of education.

Superintendent to nominate and board to appoint.--- Chamberlain *skint*  
 suggests that the superintendent nominate and the board approve or reject such nomination. <sup>1/</sup> He bases this conclusion on two basic points: the superintendent has the qualifications and the training for such a selection and applications for most teaching positions are made through the superintendent.

The National Education Association in a study done in 1942<sup>2/</sup> found that in 83 per cent of 1801 school systems the superintendent nominated individual teachers for specific positions and the school board appointed. (The findings of this survey may have been influenced by the fact that it was completed during the war years.)

Reeder makes the following important and conclusive recommendations. <sup>3/</sup>

<sup>1/</sup> Leo Chamberlain, op. cit., p. 143.

<sup>2/</sup> National Education Association, Research Bulletin, op. cit., p. 18.

<sup>3/</sup> Ward G. Reeder, op. cit., p. 58.



1. "That the superintendent of schools be delegated the duty of nominating all school employees to the board of education.

2. That all nominations thus made be accepted by the board unless disapproved by a majority vote.

3. That when a nomination is disapproved he (superintendent) shall be allowed to make another appointment.

4. That all candidates for positions be instructed to send their applications and promote their candidacies wholly with the superintendents and not to or with the board of education."

The principal's role in selection.-- Koos suggests that the principal be given the privilege of screening candidates for his school prior to final selection by the superintendent and appointment by the school board, <sup>1/</sup> his reason being that the principal is the most intimately acquainted with the requirements of the vacancy to be filled.

To illustrate the duties of a principal in the selection process, Edmonson had this to report in 1922 as current practices of principals in the state of Michigan: <sup>2/</sup>

1. Principals interviewed candidate.
2. Principals selected for recommendation to fill vacancies.
3. Principals selected for recommendation substitute teachers.

A novel plan of selection.-- Howard W. Hightower <sup>3/</sup> suggests a unique plan to follow in the final selection. The plan is dependent in part

<sup>1/</sup> Leonard Koos, et al., op. cit., p. 348.

<sup>2/</sup> J. B. Edmonson, "What Shall We Expect of the High School Principal", The American School Board Journal, (September 1922) pp. 39-40.

<sup>3/</sup> Howard W. Hightower, "Here's A Democratic Method for Selecting Teachers," Nations Schools (April 1946) 37-35.

on the likes and dislikes of the student body. Each pupil makes an annual list of the qualities of a good teacher. This list is translated and interpreted by a selection committee of teachers. This committee is composed of the school principal, department head, and two teachers. The committee checks all applications against the check-list and the top eight are presented to all teachers in a general meeting. This general grouping selects the top four candidates. These selections go back to original committee which selects two and sends these to the superintendent for final selection.

The principal advantage of this process is to obtain teacher-pupil participation in teacher selection. Its main disadvantage is that the plan is too cumbersome and, if followed, might influence teachers in attempts to curry the favor of the pupils.

*OK  
Teacher Selection  
Gauldon, N. J.*

## CHAPTER III

### SUMMARY OF FINDINGS AND RECOMMENDATIONS

#### Form of the Summary

A check-list.— The major portion of this final chapter is made up of a check-list of those factors in teacher selection that are most commonly and most effectively used by school administrators. The items in the check-list follow the identical pattern as established in Chapter II. They are sub-divided in accordance with the nine major topics of teacher selection.

Use of this check-list.— It is hoped that this list of items may prove to be of value to present and future school administrators in determining proper procedure in the final, important, and difficult selection of teachers, to assist also students in the field of education in the study of this important phase of administration and to assist prospective teachers by pointing out the qualifications expected of them by administrators and how best to meet these demands. It must be understood that not all methods of present-day teacher selection are efficient. The check-list is an attempt to illustrate those procedures which have proven effective.

A general conclusion.— As the writer reviewed material, books, bulletins, and editorials, it became very apparent that he was being

compelled to make one clear and strong general conclusion: all factors of selection are subservient to the local needs and are influenced by pecuniary, political, and social forces within each town, city, and state.

In New England the heritage of the old "Academy", and the "Latin School" are still strong. Cities and towns are still bound by ancient ties and are loathe to break away. As we move westward, education and its administration are more easily adapted to change and newer methods of teacher selection.

Such an economic chaos as a depression brings about fluctuation in the supply of teachers. Increased population of schools calls for an increased number of teachers. War removes the male teacher and war's end causes displacement of married women teachers. Large school systems openly steal from the rural area through the means of higher salaries. Demand may become so great that "any teacher is better than none." All factors of effective selection are laid aside when these powerful forces of influence are brought to bear upon the superintendent and the school board.

One specific conclusion.-- It can be stated at this point that teacher selection is not one of the phases of education which has universal agreement on all of its methods. A person may read almost any two authors on the subject and will find some disagreement. The check-list is presented in the hope that the reader may find some agreement or a method of selection whereby a teacher may be selected with the least harm done to the school system, the community, the pupils,

and to the teachers themselves.

A second specific conclusion.-- A teacher will be retained on tenure in any school system if he meets the criterion of acceptability established by the administrators, the teachers, and the community. This acceptability criterion may be set up either consciously or otherwise by the aforementioned groups. If a teacher is "liked" by the faculty, if he is considered to be an active element in the community, and is acceptable in the eyes of all those with whom he comes in contact socially, personally, and academically, he will be retained in the school department regardless of actual suitability for the teaching profession.

#### The Check-List

##### Seeking the candidate.--

- ( ) 1. Teachers are sought through the offices of teacher training institutions and liberal arts colleges.
- ( ) 2. Secondary sources of supply are found in private teachers' agencies, state appointment bureaus, and commercial teaching agencies.
- ( ) 3. Teachers are screened for certification requirements through state departments of education.
- ( ) 4. There are no discriminatory practices involving the non-experienced teacher.
- ( ) 5. Lists of applicants are kept two years before being considered obsolete.

- ( ) 6. Married women teachers are hired as well as single women and are retained as long as possible.
- ( ) 7. Sex, in no way, is considered a determinant in the selection.
- ( ) 8. Residence is not considered a factor unless local requirements make it such. (If so, an attempt should be made to eliminate such requirements).
- ( ) 9. Eligibility lists are maintained through constant screening of applications.
- ( ) 10. Permission is requested before an administrator visits another school system to observe a teacher.
- ( ) 11. No attempt is made to fit the teacher to the position.
- ( ) 12. Standards are established to enable the administrator to select more easily the teacher.
- ( ) 13. Attempts are made to attract the candidate through better salaries, reduced size of classes, increased public esteem, and more efficient methods of guidance.
- ( ) 14. More males are selected for secondary school teaching to create a natural social situation in the schools.

The Application Blank.--

- ( ) 1. Statement of physical fitness is required.
- ( ) 2. Irrelevant items such as: color of hair and eyes, religious preference, use of tobacco and alcohol, least salary, and maiden name are not a part of the application.
- ( ) 3. The photograph is not required.

- ( ) 4. Items are not too numerous and are those of importance only in the final selection.
- ( ) 5. Letters of recommendation attached to the application are accepted only if they come from former employers or critic teachers.
- ( ) 6. "Open letter" references are not accepted.
- ( ) 7. A rating scale is used to evaluate the candidate by those persons named as references.
- ( ) 8. Applications are ranked in accordance with some criterion of acceptability.
- ( ) 9. A check-list is used to score the items objectively.
- ( ) 10. A file is kept of applications and cross-indexed according to subjects taught, grade levels, and names of applicants.
- ( ) 11. Applications are sent only to the offices of the school superintendent.
- ( ) 12. Applications are used as an initial step in employment of teachers but are not considered to be the sole criterion for selection.

Education.--

- ( ) 1. A bachelor's degree is required of all teachers at the elementary level--earned at either a teacher-training institution or at a liberal arts college.
- ( ) 2. A master's degree is required of all teachers at the secondary level.

- ( ) 3. Education must be general as well as specific.
- ( ) 4. Each teacher has had a practice-teaching period of at least eight weeks.
- ( ) 5. Practice teaching success is not considered a positive means of predicting teaching success.
- ( ) 6. There are rewards for advanced professional training, such as additional increments of pay for a master's degree and, beyond that, according to additional semester hours.
- ( ) 7. Basic educational requirements for each teaching position are established.
- ( ) 8. Basic and professional education if the teacher is a positive determinant for selection but not the sole one.
- ( ) 9. Practice teaching is not compared with actual teaching practices.
- ( ) 10. A teacher has accredited courses in at least educational psychology, educational sociology, practice teaching, measurement courses, and methods in education.

The Interview.--

- ( ) 1. As much as possible, specific traits are judged and evaluated, rather than an inadequate attempt made at the abstract.
- ( ) 2. A rating scale is used to objectify the interviewing process to increase its reliability and validity.
- ( ) 3. The interview is conducted in a friendly atmosphere.



- ( ) 4. The interviewer is skilled and is cognizant of all requirements necessary to fill the vacancy.
- ( ) 5. Such personal characteristics as appearance, personality, neatness, poise, fluency, refinement, self control, and breadth of interest are a part of the check-list or rating scale.
- ( ) 6. More than one interview is conducted and more than one interviewer is employed.
- ( ) 7. The interview shall be conducted by at least three of the following: the superintendent, principal, assistant superintendent, personnel director, supervisor, or head of department.
- ( ) 8. Results of each interview shall be compared by the check-list or rating scale of each interviewer.
- ( ) 9. Throughout the course of the interview the candidate is allowed to "sell himself".
- ( ) 10. The person interviewing the applicant should be able to visualize or to list the qualities which a successful teacher must have in the position which he is desirous of filling.
- ( ) 11. The tendency to rate all average with no extremes and consideration of the "halo" effect must be avoided by the interviewer.

Investigation of the candidate.--

- ( ) 1. The investigation is of a threefold nature: in writing, through observation, and in an oral or written examination.
- ( ) 2. Observation of the teacher shall be in her present position or during the practice-teaching period.
- ( ) 3. Letters are written to those persons named as references, asking for information concerning the candidate.
- ( ) 4. Letters are sent to those persons not mentioned as references but who have a thorough and real acquaintance with the candidate.
- ( ) 5. The National Teachers' Examination is taken by all candidates to determine the grasp of subject matter to be taught.
- ( ) 6. No local written examination is given because of a lack of norms and reliability.
- ( ) 7. Oral examinations are administered according to specific requirements of subject matter.
- ( ) 8. Written and oral examinations are to be considered as an aid in selection and not the final criterion.
- ( ) 9. Conferences are held with former fellow teachers and critic teachers.
- ( ) 10. All references that begin "To Whom It May Concern" are disregarded.
- ( ) 11. Superintendents and their subordinates conduct the investigation and the school board is not a part of this investigation.

Observation of the Teacher in Practice Teaching and InPresent Position.--

- ( ) 1. Ratings of acceptability are established and used to determine selection of the candidate.
- ( ) 2. Requirements for position are known and the candidate is observed through those standards.
- ( ) 3. Such factors as skill in presentation, teacher-pupil relationship, grasp of specific subject matter, and emotional stability are observed in the evaluation of the candidate's teaching.
- ( ) 4. The teacher is observed in either his present position or in his practice teaching.
- ( ) 5. The teacher or candidate is observed by administrators vitally affected in the employment of the individual.
- ( ) 6. Observation is done early, in the months of January or February.
- ( ) 7. The personality of the candidate is one of the most important personal characteristics to be observed.

Certification.--

- ( ) 1. Certification laws are respected by the administrators and are never waived so as to fit the teacher to the position.
- ( ) 2. Certification laws are of such a nature as to leave no question as to requirements of the elementary and secondary school teacher.

- ( ) 12. Evaluation is inferred from observation of teacher behavior and instructional procedures in the class room.
- ( ) 13. Evaluation must have validity, reliability, objectivity, and relative values of weights and scores.

Responsibility for Final Selection.--

- ( ) 1. Superintendent selects and the school board appoints.
- ( ) 2. Principal nominates several; superintendent selects one and school board appoints.
- ( ) 3. Department head nominates several candidates; principal selects two; and superintendent makes final selection.
- ( ) 4. Personnel director nominates two candidates, and the superintendent selects one.

- ( ) 3. Teachers of "special" subjects are required to meet "special" certification standards.

Evaluation of a Teacher for Tenure Purposes.--

- ( ) 1. Intelligence is not considered as the most important factor in predicting teaching success.
- ( ) 2. Personality as a factor in proper evaluation is considered to be of great importance.
- ( ) 3. Graphic rating scales are used but are not the sole criteria in evaluation.
- ( ) 4. Evaluation is employed to improve and to point out weaknesses and not used as a means of dismissal.
- ( ) 5. Attempts are made to acquaint the teacher with what is desired of him.
- ( ) 6. Administrators are certain of the concepts to be evaluated and these concepts are not too general.
- ( ) 7. The acceptability of a teacher to a school system is a very important part of the evaluation process.
- ( ) 8. Rating scales are not too subjective.
- ( ) 9. Character, personality, and professional zeal are the three most important factors of evaluation.
- ( ) 10. Teachers are evaluated by more than one administrator.
- ( ) 11. Teachers are evaluated as shown through the measures of change in pupil growth and achievement.

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