Personnel Practices Governing the Selection and Appointment of Elementary Teachers in Utah

Jack Russell Tittensor
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PERSONNEL PRACTICES GOVERNING THE SELECTION AND APPOINTMENT
OF ELEMENTARY TEACHERS IN UTAH

by

Jack Russell Tittensor

A thesis submitted in partial fulfillment of the requirements for the degree
of
MASTER OF SCIENCE
in
Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1953
ACKNOWLEDGMENT

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Jack Russell Tittenser
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</tbody>
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INTRODUCTION

Justification for the Study

In America the men of influence who have provided leadership to our country have always been concerned with the schooling of the nation's children because they have recognized education of the people to be a vital means of preserving and improving our democratic way of life. Our country's educators, in meeting their great responsibility, in turn have long been concerned with the improvement of educational methods and with the quality of teaching that is provided to these children.

A specific problem that has come to be recognized as one of great importance to the school systems and to the communities which they serve is that of the qualifications to be demanded of a teacher for admission to the teaching profession, for these qualifications will help to determine the quality of education that is made available to pupils in the school rooms. As once expressed by Willard E. Givens (32):

The teacher is the heart of the school. Within the teacher lies the greatest weakness or the greatest strength of American education. Those who would improve educational opportunity must look first to the teacher.

There are various means of improving the quality of the teaching personnel in the schools. Two methods which have received attention and considerable emphasis in professional literature and from workers in educational research are: (1) the establishment of criteria for the selection of teacher trainees by teacher training institutions, and (2) the study and evaluation of certain personal characteristics which seem to be inherent in all successful teachers, and of other influencing factors that appear to contribute to success or to failure in teaching.
However, another aspect of the problem that has received negligible attention, especially in this immediate geographical area, is the determination of what constitutes good practices and techniques of teacher selection on the part of school administrators when they appoint new members to their teaching staffs. It is the belief of this writer that any information that might provide some insight into just what factors superintendents may be weighing as they make their annual selection of teachers for appointment, as evidenced by the procedures they follow in making these selections, should be most useful to prospective teachers, academic advisers in the educational institutions, and to placement bureau officials.

Statement of Problem

The objective of this study is four-fold: first, to discover (a) the general pattern of employment practices of all the school districts in Utah, and (b) the specific detailed procedures followed by administrators of certain representative Utah school districts in selecting teaching personnel for appointment; second, to determine the extent to which each of these practices are employed; third, to determine the validity of such practices as are being followed; and fourth, to discover factors that limit or prevent the use of desirable appointment procedures by Utah public school administrators.

Scope of Study

This thesis includes a detailed survey of seven types of school districts in the state of Utah. It also includes a general review of common practices of teacher selection and appointment that are followed in all of the school districts of this state.

To make the study as precise as possible, only those procedures affecting directly the selection of elementary school personnel were considered.
Method of Securing Data

In view of the comprehensive survey recently made by the Utah Public School Survey Commission, and the large number of questionnaire forms that were circulated among school administrators of the various Utah school districts in connection with this project, it was deemed inadvisable to impose another questionnaire upon the school superintendents at this time. Instead, inasmuch as a certain quantity of data pertinent to this thesis study had already been collected by the Survey Commission, it was decided to utilize all such information that might be made available to the writer by that organization. Permission to use, and access to, this data was kindly granted by Superintendent Grant Vest, executive secretary of the Utah Public School Survey Commission.

It became necessary to limit the number of districts for detailed study and consideration, in the interests of time and space, to seven representative areas. These were arbitrarily selected to represent all general types of the districts of the state in which the following three factors, which probably most influence procedures used in teacher selection, will be at variance: (1) the total number of teachers in the district, (2) the size of the administrative staff, and (3) the training and experience of the superintendent and his staff.

Arrangements were then made for personal interviews with the superintendents of each of the selected school districts, and with the aid of a comprehensive check-list (see Appendix A) the necessary data were secured.
REVIEW OF LITERATURE

As pointed out by Newman (33), more serious thought seems to have been devoted to methods of selecting teacher personnel during the past three decades than in any other period of the history of educational endeavor. During this time much has been written about the subject and it is the purpose of this chapter to review briefly the contributions of various research studies and reports in professional literature, especially those made within the past 10 years, that pertain to teacher selection.

Upon the authority of comments and recommendations of the authors of professional literature cited in this chapter, an effort will also be made to establish some criteria for evaluating the selective practices that are followed in the school districts included in this study.

Factors That Influence Teacher Effectiveness

While it is not the purpose of this thesis to determine factors that contribute to success or failure in teaching, some thought must be given to criteria of teacher effectiveness in order to evaluate teacher selection practices. Indeed, according to Orleans, et al. (35, p. 642), and as also found by this investigator, most studies that have been made regarding teacher selection have undertaken to discover factors that determine efficiency and quality in teachers rather than to determine efficient techniques for selecting individuals who are best qualified for teaching positions.

In a study to determine the characteristics of teachers which formed the basis for teacher selection in certain Utah school districts, Lindsay (27) found that teaching success or general efficiency in a given group
of teachers, as rated by their superintendents, was correlated with certain other factors or personal qualities as follows:

<table>
<thead>
<tr>
<th>Quality</th>
<th>Correlation with teaching success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>.81</td>
</tr>
<tr>
<td>Character</td>
<td>.796</td>
</tr>
<tr>
<td>Scholarship</td>
<td>.72</td>
</tr>
<tr>
<td>Professional spirit</td>
<td>.696</td>
</tr>
<tr>
<td>Progressive attitude</td>
<td>.67</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>.64</td>
</tr>
<tr>
<td>Community interests</td>
<td>.59</td>
</tr>
</tbody>
</table>

Snow (46) found that qualities most desired in academic teachers by certain Utah school administrators were:

1. Such personal traits as honesty, sincerity, and character.

2. A well integrated personality as evidenced by:
   (a) an ability to get along well with pupils,
   (b) open-mindedness, and
   (c) enthusiasm for the work

3. Sufficient training and experience to insure
   (a) ability in classroom teaching,
   (b) good command and use of the English language, and
   (c) ability to instill proper moral values in children

Wyatt (57) conducted an investigation in all the school districts of Utah to determine specific factors that contributed to teacher failure over a certain five-year period. He found that of the 132 teachers who were dismissed from service during that time, 72 of them (or 55 per cent) were charged with incompetence or inefficiency; and of another group of 33 unsuccessful teachers who were penalized by demotion or withholding of the salary increment during that same five-year interval, 19 (or 57 per cent) of them were similarly accused of incompetence. The two other factors which contributed most frequently to teacher failure as indicated by either dismissal or demotion for the individual concerned were emotional instability and lack of professional conduct. If the charges against these
teachers were justified, it is evident that factors that may have contributed to these failures were poor or insufficient training, low scholastic attainment while receiving training, maladjusted personalities, or an insufficient degree of intelligence.

Teichert (51) arrived at the following conclusions after having made a study of factors that are important in successful teaching:

1. An wholesome attitude contributes to teaching success and dissatisfaction with the job contributes very highly to the lack of teaching success.

2. A high degree of scholarship on the part of the teacher, as evidenced by marks earned in college, is a good indication of success in teaching.

3. Age and experience are contributing factors to teaching efficiency. Middle aged teachers and teachers with several years' experience were judged by their superiors to be more efficient than young teachers with little experience or older teachers who were approaching retirement age with many years of experience.

Barron (3) endeavored to establish criteria by which qualifications of candidates who were seeking admission to teacher training institutions might be evaluated. On the basis of his study and research, he determined that many authorities agree that such candidates should be appraised in terms of factors that are of greatest significance in the prediction of teaching success. He determined further that these factors are, in order of their importance: (a) personality, (b) intelligence, (c) scholastic achievement as determined by college and high school records, (d) physical fitness, and (e) results of interest and aptitude tests.

Eliassen and Martin (13), who made a special study of qualities essential to teaching success, found that items frequently used to make pre-service selection of teachers were: (a) scholarship, (b) health, (c) personality, (d) matriculation examinations, (e) data secured from
interviews, (f) intelligence, (g) subject matter achievement, (h) emotional stability, and (i) professional information.

Similar conclusions were reported by Stroh, Jewett, and Butler (49) in a monograph published by the Delta Kappa Gamma society. These authors obtained information from school teaching members of the society, and they found that these teachers believed that factors weighing most heavily in their being chosen were personality, scholarship, specific and adequate preparation, health, and character.

Numerous other studies have been made to determine criteria of teaching success. However, as stated by Sanford and Trump (43, p. 1392): "Nearly every factor which it is thought may condition success in teaching has been studied, but the investigations have not provided a satisfactory answer to the question."

A committee for research on teacher selection from the College of New York (35, p. 643) reported: "An inspection of these many attempts to determine factors that contribute to teaching success leaves one with the feeling that, despite all efforts expended, very little real progress has been made."

As Cabe (7) comments, the belief that a particular trait or quality assures teaching success has been proved by one person and disproved by someone else. Even A. S. Barr, the highly respected dean of teacher personnel administration, after years of study and after compiling a summary of some 150 studies of teacher effectiveness in 1948, states (2, p. 1453): "Research in the field of predicting teaching efficiency is often contradictory. It is becoming apparent that the identification of teaching competency is as yet by no means satisfactory."

In summary, reference may well be made again to Sanford and Trump
(43, p. 1392) who state:

The research indicates that of all factors thought to influence teaching success, only four are definitely important. These are intelligence, scholarship, personality, and scores earned on professional-information and subject-matter tests; and these last two items are probably a combination of intelligence and scholarship.

In view of the evidence discovered that supports the above quoted summary, it seems to this writer that such conclusion may be considered valid.

Factors That Influence Teacher Selection

Factors governing the selection of teachers vary from time to time along with changing opinions and methods regarding personnel practices. The current teacher shortage may be partly responsible for the relaxation of many discriminatory standards which once barred many excellent teachers from the classroom; other controlling factors have evolved from experience and research. Willard E. Givens summarizes the opinion of numerous authorities regarding this subject in the following statement (32):

Although progress has been slow, most of the practices studied through the years give evidence of an increasing professionalization of the teacher's position. Required levels of preparation are higher. Undesirable discriminations on the basis of marital status, residence, required experience, and age are being removed.

In an effort to determine factors that affected the employment of teacher personnel in the Alpine School District of Utah in 1933, Frei (16) discovered:

1. Age seemed to be an important factor. The median age of all the teachers in the district at the time of the study was thirty-two years.

2. Sex and marital status were definitely important. Ninety-six per cent of the elementary teachers were female, and of these 82 per cent were single.

3. Residence was a significant factor. Seventy-eight
per cent of all the teachers were residents of the district before they had been employed.

4. Amount of training and amount of experience were not cited as being influencing factors; however, 81 per cent of the teachers had received what training they did have from the Brigham Young University in Provo, Utah.

Lastinger (26), in his study made in 1935 to determine the factors most influential in the selection of teachers in Florida, demonstrated that:

1. The one factor having most influence on teacher selection was residence. During the year of this study, 86 per cent of the teachers employed resided within the county where the vacancies occurred and the remaining 12 per cent resided outside the county but within the state. No non-residents of the state were employed.

2. Sixty-eight per cent of the successful applicants had had no experience. Possible reasons for this situation may have been (a) teachers with no experience were younger than those who did have experience, and (b) teachers with no experience possibly had more and superior training.

3. Other factors being equal, the applicant with the most training was preferred.

4. Married women were not discriminated against.

Newman (33), who conducted a survey in 1940 to find factors that influenced teacher selection in certain Arkansas schools, arrived at the following conclusions:

1. Successful applicants for teaching positions were always those best prepared professionally.

2. Successful applicants usually had received a major part of their college education within at least ten years of the time of application.

3. It was necessary to be a resident of the state, other things being equal, to obtain employment.

4. Age was an influencing factor. By far the greatest majority of successful candidates for teaching positions were between twenty-one and thirty years of age.
Mac Dougall (28) submitted a list of factors that he had found to influence teacher selection and appointment. These, listed in order of their importance, were: (a) teacher supply and demand, (b) experience, (c) intelligence, (d) age, (e) training, (f) personality, (g) health, (h) residence, (i) religion, (j) marital status, (k) influence of friends and acquaintances, and (l) high school and college academic records.

Chamberlain and Kindred (8) claim that in almost all cases the appointment of teachers will be determined on the basis of factors classifiable under the following headings: (a) teaching experience, (b) preparation, (c) professional reputation, (d) personal characteristics, (e) residence, (f) marital status, (g) sex, (h) age, (i) elements of prejudice.

In discussing reasons for teachers failing to be selected for appointment, De Young (10) cites as probable causes: (a) inadequate preparation, (b) too narrow specialization, (c) low academic achievement, (d) poor personality, (e) poor physical appearance and untidiness.

The above mentioned literature, research by Bucklen (6), Bruce (5), and various other studies such as those conducted by the National Education Association Research Division (29) (30) show that during, and for some time following, the depression years there was a definite preference for local residents by employing officials and that age and marital status were highly limiting factors in the selection of teachers. But outstanding educators and research workers had long expressed opinions condemning such practices. A. S. Barr stated (2): "It appears that age, years of experience, and skill in handwriting approach zero in their correlations with teaching success.

Bagley wrote (4):

Unless school authorities are free to seek the best
qualified teachers available regardless of residence, sex, marital status, nationality, and other arbitrary restraints, children are deprived of educational opportunities and taxpayers are not getting the most for their money.

Dixon commented (11):

During the thirties some criteria born of the depression years influenced selection techniques, such as marital status, race, residence, age, place of birth, religion, or graduation from local colleges or universities. The recognition of these deplorable features of the past decade should strengthen our resistance to such procedures in the future.

The above quoted statements appear to be typical expressions of the criticisms and views of most authorities in the field, and partly as a result of this pressure employment practices, especially during the past 10 years, seem to have come to conform with more professional standards.

This opinion seems to be verified by information reported by the NEA Research Division in a number of its Research Bulletins. These studies were made in the school years 1922-23 (29), 1930-31 (30), 1940-41 (31), and 1950-51 (32) and they included the school systems in 1532, 1482, 1760, and 1615 cities respectively. Following is a summary of this organization's reports on practices governing (a) educational preparation, (b) previous teaching experience, (c) age, (d) marriage, and (e) local residence as factors affecting appointment to teaching positions.

Educational preparation. One of the outstanding changes revealed by this series of studies is the definite trend toward a higher standard of preparation required for appointment as an elementary school teacher.

In 1923 a two-year normal school diploma was the minimum requirement in 79 per cent of the cities reporting, and 21 per cent had still lower requirements. In 1951 only 18 per cent accepted a minimum as low
as two years of preparation, and 74 per cent required at least four years of college. Table 1 shows the progress made through the years.

Table 1. Educational requirements for appointment as teachers, 1923, 1931, 1941, and 1951

<table>
<thead>
<tr>
<th>Number of years of preparation required beyond high school graduation in elementary schools</th>
<th>1923</th>
<th>1931</th>
<th>1941</th>
<th>1951</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year or less</td>
<td>21%</td>
<td>3%</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Two years</td>
<td>79%</td>
<td>75%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Three years</td>
<td>0</td>
<td>16%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Four years or more</td>
<td>0</td>
<td>6%</td>
<td>63%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Total 100% 100% 100% 100%

*Less than one-half of 1 per cent

Previous teaching experience. As demands for higher professional training increased through the years, requirements of previous teaching experience for newly appointed teachers became far less common. In 1923, one or more years of experience were required by 51 per cent of the cities for elementary school teaching while the corresponding figure in 1951 was 9 per cent. Table 2 illustrates this change in policy.

Age limits for new teachers. The requirement of college graduation as a prerequisite for appointment seemingly has eliminated most questions about the minimum age at which a teacher may be employed. While there may be more reason for setting an upper age limit, these studies indicate that there have never been widely practiced policies of fixing such limits either way, and that there has been even more flexibility of
Table 2. Experience requirements for newly appointed teachers, 1923, 1931, 1941, and 1951

<table>
<thead>
<tr>
<th>Number of years' experience required in elementary schools</th>
<th>1923</th>
<th>1931</th>
<th>1941</th>
<th>1951</th>
</tr>
</thead>
<tbody>
<tr>
<td>No experience required</td>
<td>49%</td>
<td>58%</td>
<td>65%</td>
<td>91%</td>
</tr>
<tr>
<td>One year</td>
<td>37%</td>
<td>18%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Two years or more</td>
<td>14%</td>
<td>24%</td>
<td>25%</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

policy introduced during the past 10 years.

No data concerning this subject was gathered in the 1923 nor the 1931 studies, but in 1941 only 10 per cent of the cities reported having minimum age limits. By 1951 the corresponding figure was 7 per cent. Similarly, 15 per cent of the cities reported maximum age limits in 1941 while in 1951 only 12 per cent reported such limits.

Marriage as related to eligibility. It appears that marital status is still a basis for discrimination against teachers in a majority of the city school systems in the United States. However, there was great progress between 1941 and 1951 in removing the discriminations against married women. Especially notable was the increase from 5 per cent to 41 per cent in the proportion of cities that reported no discrimination at all against married women.

Since no inquiry was made in the 1923 survey regarding marital status, Table 3 indicates the changes in policy that have occurred since the year 1931.
Table 3. Limitations on appointment of married women as teacher, 1931, 1941, 1951

<table>
<thead>
<tr>
<th>Are married women given appointments as new, full-time regular teachers?</th>
<th>1931</th>
<th>1941</th>
<th>1951</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>(a) No preference given to single women</td>
<td>*</td>
<td>5%</td>
<td>41%</td>
</tr>
<tr>
<td>(b) Single women are given preference if qualifications are equal</td>
<td>*</td>
<td>8%</td>
<td>41%</td>
</tr>
<tr>
<td>(c) Rarely, under special conditions</td>
<td>*</td>
<td>29%</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>77%</td>
<td>58%</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Local residence as related to eligibility. Apparently there is discrimination against home-town teachers in some communities as vigorous as that against outsiders in others. In the 1951 study, 8 per cent of the cities reporting said they appoint no local applicants until they have gained experience elsewhere, and 2 per cent of the school systems indicated they have some other restrictions.

The tendency through the years, as indicated in Table 4, seems to be that while restrictions against outsiders have been decreasing, restrictions against the appointment of local residents have also been disappearing to some extent.
Table 4. Practices in appointment of local residents as teachers, 1931, 1941, and 1951**

<table>
<thead>
<tr>
<th>Practice</th>
<th>1931</th>
<th>1941</th>
<th>1951</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only local residents are appointed . . . .</td>
<td>58%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Local residents are given preference over outsiders</td>
<td>*</td>
<td>51%</td>
<td>29%</td>
</tr>
<tr>
<td>Residence is not a factor . . . . .</td>
<td>*</td>
<td>28%</td>
<td>60%</td>
</tr>
<tr>
<td>No local residents are appointed until they have had some experience elsewhere . . . . . .</td>
<td>*</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>Limit is placed on number of local residents appointed . . . . . .</td>
<td>*</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>Preference is given to outsiders . . . .</td>
<td>*</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>No local residents are appointed . . . .</td>
<td>42%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Not reported
**This item not reported in 1923

In summary, it should be emphasized that the literature indicates that some factors which rather commonly affect the selection of teachers should be definitely avoided by school administrators. Many excellent teachers may be kept out of the school rooms if discriminatory restrictions are set up in employment policies regarding age, sex, marital status, residence, religion, or requirements of previous teaching experience. On the other hand, since it is usually agreed that such factors as an appealing personality, intelligence, quality and amount of training, high standards of scholarship, and health and physical fitness are likely to influence teaching success, every effort should be made by the employing official to determine and appraise these qualities in prospective teachers.
Practices of Teacher Selection

Dixon (11), Haskew (19), and other writers agree that the problem of identifying, selecting, and retaining high quality teachers is probably the most important task of the superintendent, and that it is one that requires considerable stamina and fortitude on the part of this administrator. This rather common opinion is voiced by Cabe (7) who states:

Employment of teaching personnel is a moral function evoking the highest qualities of educational leadership. Decisions about such personnel affect not only an individual but hundreds of children and their parents and their community.

Most authorities seem to further agree that a basic principle in the selection of teachers that has emerged from experience and study in school administration, and which has been endorsed by the American Association of School Administrators (1), is the following:

The responsibility of nominating the school personnel rests with the superintendent of schools or his delegated representative; the power of appointment rests with the board of education.

This principle of appointment by the board on the basis of nomination by the superintendent rests on several basic assumptions. As stated in a recent NEA Bulletin (32):

1. It assumes that the superintendent of schools is professionally competent to select personnel and that he is informed and equipped to follow procedures most likely to employ the best teachers that the local school system could hope to obtain.

2. It assumes that the superintendent of schools has been chosen by the board of education to serve as its professional executive.

3. It assumes that the individual members of the board have accepted the policy of absolutely refusing to use their positions on the board of education as a means of advantage to their friends or families.
As pointed out by Harris (18):

Selection of personnel requires critical and technical evaluation of qualifications. Only persons with professional training and experience and who have a knowledge of what is actually going on in the classrooms as comes from direct and frequent contacts with the schools are competent to make the evaluation.

Harris (18) and Hightower (23) also express the belief that all persons for whom the selection of teachers has any implications, i.e., the administrative and supervisory staffs who will in any way be held responsible for the work of those teachers, should have some voice in their selection.

A problem that must usually be solves by administrators before any selective procedures are initiated is that of recruitment of new teaching personnel. As again suggested by Cabe (7), with the exception of a few favored communities located near teacher-training centers or in a position to provide premium salaries, schools must compete for teachers. Comparatively few administrators will have opportunity to practice consistently the evaluation skills they possess. However, if the administrator expects to improve or even maintain the quality of his schools and teaching personnel, it appears to this writer that the most important implication of the present critical teacher shortage is that the superintendent be more thorough and discriminating—certainly not less—in his recruitment and selection practices. Otherwise, he will in soon ensuing years be faced with the greater problems of (1) getting rid of poorly qualified teaching personnel whose services are not satisfactory, and (2) competing anew for competent teachers with qualifications that suit his peculiar requirements in a field where competition is not likely to diminish for many years yet to come. As stated by the NREA Research Division (32):
It is generally agreed that school officials should actively seek desirable candidates for the teaching staff. To make the selection from those who voluntarily send in their applications may be possible in the large city where school salaries are above average and where living conditions are desirable. But the small school systems must look for prospects, and many large cities also are making definite efforts to find promising new teachers.

Opinions concerning the relative merits and disadvantages of the various actual recruitment procedures which are in common use today seem to vary among educators. However, in its study of employment practices in 1951-52, the NMA Research Division, seeking to determine, among other things, the practices usually followed and the practices found to be most productive in recruiting teacher personnel in the 1615 city school systems included in its survey, found that school administrators do indeed depend upon certain few practices in procuring new teachers. Table 5 shows the results of this study (32), and also the results of a similar study (31) conducted in 1941. Comparison of these two reports indicates that there has been little change in recruitment practices during the past 10 years.

Many of the authors to whom reference is made in this review of literature comment upon, and criticize in one way or another, the various recruitment practices reported in the NMA studies mentioned above. (See Table 5, p. 19.) However, there was no agreement that any one device is especially useful by itself in recruiting personnel. Most of the writers did support the opinions of Hayden (21), Thorne (52), Hearn (22), and Hadley (17) in their emphasis that placement bureaus and other sources of teacher personnel should be supplied with specifications for each vacancy. This data, they believe, along with all other available information concerning the teaching position, the school, and the community in which it is located, would facilitate more efficient services
on the part of these organizations.

The research and inquiries made for this study regarding employment practices indicate that employing officials continue to use the familiar procedures in appraising teachers for selection. Some of these routine techniques are at least partially negative; they are efforts to be sure that no one who is ignorant, of of poor character, or

Table 5. How applicants for teaching positions were recruited and practices found to be most productive in 1615 city school systems of the United States, 1941-42 and 1951-52

<table>
<thead>
<tr>
<th>Practice</th>
<th>Per cent of cities usually following this practice</th>
<th>Per cent of cities reporting this practice to be most effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get names from placement bureaus of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers colleges and universities . . .</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>56%</td>
<td>66%</td>
</tr>
<tr>
<td>Commercial teachers agencies . . . . .</td>
<td>46%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>State department of education . . . . . .</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>State teachers association . . . . . .</td>
<td>-</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>1%</td>
</tr>
<tr>
<td>Use applications sent in voluntarily by candidates</td>
<td>86%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>Publish announcements of positions to be filled</td>
<td>-</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>2%</td>
</tr>
<tr>
<td>Other practice* . . . .</td>
<td>69%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Includes the following practices: direct recruitment on campuses of colleges and universities, making inquiries in other school systems, obtaining names from members of own staff.
of an unpleasant personality be given the responsibility of guiding children. Many authorities agree that there should be greater progress in the positive skill of finding the people whose intelligence, education, philosophy, and professional skill fit them to be leaders of young people. These authorities further agree with Hearn who wrote (22):

The dynamic nature of the teaching process suggests the possibility of obtaining more valid results in selecting good teachers by utilizing techniques which attempt to view the teacher as a whole, and in relation to the actual teaching situation.

Hearn goes on to present the results of numerous case studies of teacher failure that were conducted in 1947-48 by the School of Education and the Appointment Service of Stanford University. Some of his conclusions regarding teacher selection practices were (22):

1. Such factors as breadth of training, willingness to work, oral communication, ethical conduct, ability to "get along", status of physical and emotional health, ability to establish rapport with students of varying backgrounds, interests, and needs should be examined critically.

2. Personnel data furnished to employers by placement bureau officials need to furnish information on the above mentioned traits, and they should contain records of evaluations of practice teaching and on-the-job experience.

3. Employers need be more analytical in evaluating the available personnel data. In most cases of the teacher failures studied, clues were present whereby possible problems might have been anticipated by careful scrutiny of the evidence by the employers.

Haskew listed several criteria for teacher selection and they were as follows (19):

1. The employment policy gives preference to those who have completed genuine professional preparation and recognizes especially pertinent study.

2. Thorough inquiry is made into elements of the applicants' training and preparation, with reason for such inquiry made clear to students and to colleges.
3. Factors connected with the caliber of the applicant's performance during his training is given significant weight.

4. The judgment of those most closely familiar with an applicant's preparation is given decided weight.

5. Every appointment, where possible, is made on the basis of merit and promise, and these are carefully assayed.

Hadley (17), Ehlert (12), and Dixon (11) further stress the principle of selecting the teacher to fit the job by considering applicants in terms of (1) weaknesses in the school system that need correction, (2) strong points in the school program that should be kept strong, (3) characteristics of the community in which the new teacher will serve and the demands that will be made of him in this environment as an individual and as a member of the staff, and (4) special aptitudes, interests, and out-of-school experiences that may be useful in building up the school program.

As with recruitment practices, research studies have not identified any one factor, device, or procedure as an entirely reliable basis for selecting teachers. As stated by Ryans (42):

There are four primary sources of information regarding teacher qualities. Two of these, interviews and records, are employed quite frequently. A third source includes examinations, tests, and inventories and is used in most large cities though it is accorded relatively little attention in small communities. Classroom observation, a fourth major source of information, is very seldom considered.

Several research studies have been made which indicate common practices of teacher appraisal. Stroh et al. (49) found that 1946 teachers included in their study were selected on the basis of personal interviews, specific preparation for the position, apparent attitude, high scholarship, influence with local authorities, and competitive examinations, with frequencies in the order named.
Newman (33), Lastinger (26), and Hauser (20) found in their studies that application blanks, reference blanks, and interviews were very important in the selection of teachers.

From results obtained from its study conducted in 1951-52, the NA Research Division (32) reported the most common procedures of appraisal of teacher candidates in the 1615 cities that participated in the survey as follows:

1. Personal interviews with the candidate were required in 100 per cent of the schools. Application blanks were used in 86 per cent, information obtained from references in 87 per cent, transcripts of credits in 64 per cent, observation of classroom work in 39 per cent, verification of experience records in 49 per cent, lists of eligible applicants in 30 per cent, requirement of physical examination in 28 per cent, and written examinations in 3 per cent of the schools reporting.

2. All applicants were interviewed by the superintendent in 92 per cent of the schools, by the principals or supervisors in 62 per cent, and by members of the board of education in 15 per cent of the schools.

3. Purpose served by the interviews in 99 per cent of the schools was general appraisal of personality, in 92 per cent to gain insight into philosophy and educational outlook, in 87 per cent to evaluate candidate's voice, in 63 per cent to gain information on education and experience, in 68 per cent to learn of ambitions and future plans of the applicant, and in 36 per cent to give an oral examination on subject matter.

4. Only 3 per cent of the schools reporting required prospective teachers to take written examinations.

Shannon and Kittle made an investigation of 130 representative city and county superintendents to determine how various selection procedures compared as to whether either good or bad teachers were appointed as a result of the specific technique employed. They concluded that (44):

1. All of the more commonly used procedures result in the choice of both good and poor teachers. The most
commonly used devices; namely, recommendations, personal interviews, scholastic records, are as likely to result in unwise selections as in wise ones.

2. Two procedures are significantly more likely to result in wise choices than otherwise: (a) definite knowledge of the candidate's background through having known him personally or having knowledge of his family; and (b) observation of the candidate's work, particularly through watching him teach.

3. Four bases for selecting teachers are significantly more likely to result in bad choices than in good ones: (a) recommendations by teachers' agencies; (b) emergency selection due to lack of time for careful investigation or to lack of available candidates; (c) pressure on the employer by school trustees, influential friends, relatives, etc.; and (d) pity.

Among the professional writers who have expressed opinions concerning selection practices was Kirk, who listed several techniques that he believed to be most effective. He reported (25):

1. The personal interview is a very useful device for determining personality and physical characteristics in teacher candidates.

2. The assembled credentials of candidates which are usually obtained from teacher placement bureaus are most helpful. Also, several college placement bureaus have the candidates write a brief personal autobiography which is often more enlightening to the employer than the factual data on application blanks or credentials.

3. All good application forms must have a place for references. Even though it may be assumed that the candidate will give the names of people he considers favorable to him, it is possible and necessary to conduct a thorough investigation of the candidate by obtaining references from the educational officers where he has been employed or received training.

4. Boards of education will find it helpful, and profitable, if they retain a board of examining physicians to conduct physical examinations of applicants for teaching positions. This may prevent later claims for disability benefits and other expenses to the community, not to mention the first and primary consideration of preventing the spread of communicable diseases from teacher to pupils.
5. It is desirable to require a transcript of college credits. This information will provide a good estimate of the scholastic ability of the applicant, and is quite important in placing the teacher, not only for the first year but in later years. This practice also provides a good picture of the candidate's academic background to indicate whether he has a broad training or whether he has just barely fulfilled requirements for the teaching certificate.

6. State certification is highly important, and application blanks always should emphasize this matter.

7. In considering the education and professional training of an applicant, it is well to note the names of the institutions attended and the length of time. Also, it is always interesting to include an item regarding honors and special activities in college.

Harris (18) listed several practices that he felt were desirable in choosing teacher personnel. They were:

1. Teachers should be chosen for specific positions.

2. An active, permanent program of teacher recruitment should be in effect to obtain superior personnel.

3. All candidates, before final appointment, should be required to take a thorough physical examination.

4. The amount and quality of professional training, with evaluation of courses in terms of contribution which they may enable the applicant to make to the local system, should be emphasized. Attention should be given to less formal activities such as independent study, research, travel, publications, and evidences of professional competency.

5. The interview is an indispensable technique, but its limitations should be kept in mind.

6. A record should be kept of all candidates and applicants in the form of a register.

Huggett (24), though not suggesting better techniques, emphasized the weaknesses of letter of application, application blanks and letters of recommendation. He pointed out that deliberate falsification on the part of the writer, and discrepancies in judgment on the part of the
writer are always possibilities in the case of written recommendations. He suggested that a check be made on the professional reputation of the person writing and that an evaluation of the position of the applicant when the recommendation was written be made. He further suggested that information on application blanks and letters of application should be checked for style, ability, accuracy, and neatness.

Such investigators as Collins (9), Pelley (36), Ryans (38), Wood (56), and others emphasize the use of the written examination as a useful technique for teacher selection. On the other hand, such educational administrators and research writers as Stoddard (48), Rowland (37), and Emens (15) warn that there are dangers in the over-emphasis of such tests and they minimize the desirability of their usefulness. Results of such standardized tests as the National Teacher Examinations, which were developed by the National Committee on Teacher Examinations of the American Council on Education (40), have been demonstrated to have correlations ranging from .43 to .51 with overall judgment of general effectiveness and ability in teaching (42). However, the makers of the tests point out that examination results cannot be expected to show high statistical correlation with a criterion of teaching success because (a) a reliable criterion has never been found, and (b) the tests presume to measure only one phase of teaching ability. Ryans (40) expressed the opinions of several authorities when he said:

No one of the methods that may be employed in teacher selection taken by itself is entirely adequate for the purpose. Examinations measure certain important areas and may yield valuable data with respect to professional information, mental abilities, basic skills, subject matter knowledge, and perhaps professional interest.

This same author goes on to point out that teacher examinations
results have been especially useful to employing officers to provide comparable measures of academic achievement to supplement college credentials of candidates who were trained in different educational institutions where variance in standards and curricula introduce problems in the evaluation of such credentials.

Ryan again, who believes that good criteria of teaching success are (a) desirable personal and social characteristics, (b) intelligence, and (c) training, listed several techniques that he feels are best for the appraisal of teachers. These were (39):

1. Use such records as reports of medical examinations, transcripts of college credits, teaching certificates, letters of reference, application blanks, and records of achievement to determine (a) amount and quality of professional preparation, (b) certification, (c) area of specialization, (d) integrity of character, (e) amount and quality of teaching experience, (f) health and physical fitness, and (g) outstanding achievements.

2. Use standardized tests to obtain objective information on the candidate's general knowledge. Limitations of such examinations, however, must be recognized and they must not be used to the exclusion of other techniques of evaluating teacher quality.

The personal interview was named by practically all the writers in this review of literature as a desirable practice for the appraisal and selection of teachers and many suggestions were made criticizing this technique. Otting wrote (34) that the majority of administrators often trust in snap judgments to rate personality and personal traits during personal interviews and that they often use this device to (a) catch the interviewee in a deliberate statement that contradicts his credentials, (b) to evaluate subjectively the physical features of the candidate and to measure intelligence, character, and initiative by a few confounding questions on philosophy or psychology, or (c) engage in casual
conversation for the purpose of "looking them over". This same author makes the following suggestions for improving the interviewing technique:

1. The interview should be confined for the most part to the gathering of information that cannot be obtained from existing records.

2. It is usually desirable to use some form of check list, rating scale, or such immediately after the interview for recording and objectifying the results and to enhance their reliability and validity.

3. Judgments arrived at by interviewing should refer to specific types of behavior, and not to abstract traits.

4. The interviewer should make a sincere effort to free himself from prejudice or bias.

Ryan (39) mentioned that personal interviews are especially useful to determine and evaluate such traits and qualifications as attitude toward the profession; leadership qualities; tactfulness; refinement, manners, social graces; physical appearance, poise, posture, qualities of speech and voice; interest in subject field and enthusiasm for teaching; judgment and perspective in making decisions and choices; ability to appraise own strengths and weaknesses; ability to express self orally; freedom from strong prejudices; and possessions of appropriate sense of humor.

Eills (14) emphasized the opinion that the interview is a useful device to bring out characteristics which give an index to the candidate's ability to impart knowledge, to reveal qualities not obvious in written applications, and to give the applicant a chance to ask questions.

Mac Dougall (28) suggested that in most cases superintendents are apt to utilize the interview to determine, in order of frequency, physical fitness, personality, general appearance, experience, voice, professional
interests and growth, tact and social presence, interest in pupils, and use of English.

In conclusion, it seems to this writer that Ryan has well summarized the opinions of most authorities in the following statement (39):

No one of the various methods of teacher selection taken by itself is entirely adequate and no single one will yield all the information desirable for the selection of teachers. Each must be utilized with utmost care and with constant attention to the procedure required in order for it to yield maximum validity. Each source must be used only for those areas to which it is best suited. The teacher selection program in forward-looking school systems will employ each of the methods to its maximum advantage and will culminate in an overall judgment contributed to by all of them.

A final consideration that must not be overlooked is the fact, as pointed out by Cabe (7), Haskew (19), and Stigler (47), that the state departments of education frequently perform a licensing function in the granting of teaching certificates, and that these certificates are usually automatically granted on the basis of academic credit earned in teacher-training institutions. Therefore, joint study, joint planning, and joint action on the part of school administrators and teacher-training institutions could be a most efficient and effective approach to the problem of teacher evaluation and selection.
SOME FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE UTAH
PUBLIC SCHOOL SURVEY COMMISSION

One objective of this study was to determine the general pattern of employment practices in all of the school districts of Utah. Inasmuch that, in the interests of time and space, it was impossible to utilize all of the 40 school districts of the state in the study, and in consideration of the fact that the Utah Public School Survey Commission had recently collected considerable data concerning the general policies and practices of the various districts regarding employment of staff personnel, it was determined that this source of information should be utilized as much as possible in assembling data for this investigation.

With the permission of Dr. Grant Vest, executive-secretary of the Utah Public School Survey Commission, this writer examined and compiled some information from the completed questionnaire forms that had been circulated by the committees on Administration and Organization and on Staff Personnel. However, all of the data presented in this section was obtained from information compiled and reported by professional research organizations who were employed by the Utah Public School Survey Commission and by the Utah State Department of Education.

Policies of Organization and Administration

The committee on Organization and Administration of the Utah Public School Survey Commission concurs with most authorities in its "Summary of Recommendations" in the Interim Report to the Governor (53, pp. 66-67)
in the following statement:

The local school board, as the responsible agency, should delegate duties to its staff, with the district superintendent functioning as the chief executive officer of the board. The superintendent should have the power to initiate policies for board approval, to nominate all employees, and to administer all policies and recommendations of the board. . . .

In reporting on actual district administration practices, the committee states (53, p. 57):

It is to the credit of the state that, in general, local boards of education function in accordance with accepted principles. . . . The local superintendent usually administers schools in accordance with policies adopted by the board. While these principles and practices are generally followed in the majority of the districts, there are exceptions. . . .

The committee expresses the opinion that some improvements can wisely be made in the training and qualification requirements for administrative personnel (53, p. 57). It reported that of the 40 district superintendents, 52 per cent hold the bachelor's degree; 37 per cent hold the master's degree; and 10 per cent hold the doctor's degree. Of the elementary school principals, 10 per cent have no degree; 57 per cent hold the bachelor's degree; 33 per cent the master's; and none hold the doctorate. All superintendents and 83 per cent of the elementary principals hold the proper administrative certificates. (The administrative certificate is issued on the basis of a master's degree or its equivalent and preparatory courses which emphasize the specific problems of administration, coupled with three years of teaching experience.)

In reporting its study regarding persons who recommend individuals to school boards for employment in various positions, the committee found (54, pp. 20-21):

1. In all of the Utah school districts the superintendent
recommends people for administrative positions other than the superintendency. In 94.2 per cent of the districts he recommends supervisory personnel, and in 97.3 per cent of the districts he recommends school principals.

2. When teachers are recommended to the board for appointment, in 75.7 per cent of the school districts the superintendent alone performs this function; in 13.5 per cent the superintendent and the principal of the school concerned jointly perform this function, and in 5.4 per cent the superintendent and supervisor do the recommending.

3. When other persons assist the superintendent in making his recommendations to the board for employment of school personnel, principals help in 92.3 per cent of the districts, supervisory staff in 76.9 per cent, administrative staff in 64.1 per cent, teachers in 23.1 per cent, and others in 12.8 per cent of the districts.

In reporting on functions considered to be important by the district superintendents, the committee indicated that the following opinions prevail (54, pp. 27-29):

1. When the superintendents were requested to submit a list of the functions of their office that they thought to be most important, 71.8 per cent included personnel management, including selection of staff. Of these, 15.5 per cent considered finance as being the very most important function while 14.4 per cent said that personnel management was the most important.

2. In submitting another list of functions of their office that they considered to be of considerable importance, 17.9 per cent of the superintendents included personnel management, including selection of staff.

When the committee asked the district superintendents to submit a third list naming the five functions requiring the most time to perform, only 51.3 per cent of them listed personnel management, including selection of staff members (54, p. 30).

A summary of the above listed information is shown in Table 6 which was prepared from the report of the committee on Organization and Administration (54, p. 31).
Table 6. Rating of personnel management when compared with other functions performed by superintendents according to importance and requirements of time

<table>
<thead>
<tr>
<th>Function</th>
<th>Performed</th>
<th>Most important</th>
<th>Considerably important</th>
<th>Consuming most time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>10.3%</td>
<td>71.8%</td>
<td>17.9%</td>
<td>51.3%</td>
</tr>
</tbody>
</table>

Composition of Professional Staff

The committee on Staff Personnel of the Utah Public School Survey Commission made the following report regarding the composition of Utah schools' personnel (53, p. 72):

1. Approximately 5,850 professional personnel are now employed in Utah's public schools, of which 55 per cent, or 3,218, are employed in the elementary schools. . . . About 85 per cent of Utah's teachers are graduates of Utah high schools. The experience of most teachers has been derived in several different schools of the state.

2. At the time of this survey, approximately six per cent of the teachers were employed in schools of fewer than 100 pupils; 14 per cent of the schools of 100 to 249; 21 per cent in schools of 250 to 449; 41 per cent in schools of 450 to 999; and 18 per cent in schools of over 1,000 enrollment. (These figures include teachers of public elementary and secondary schools.)

3. Twenty-three per cent of Utah's teachers are under 30 years of age; 21 per cent between 30 and 40; 30 per cent between 40 and 50; 21 per cent between 50 and 60; and the remaining five per cent 60 and over. The median age is slightly over 40.

4. About 20 per cent of Utah's teachers are single; 71 per cent married and living with spouse; 9 per cent widowed, divorced, or separated.

5. The median number of years of educational experience is 12, the median for women being 13 years and for men 11 years.
6. Forty-three per cent of Utah's teachers are men and 57 per cent are women. The majority, or 74 per cent, of the elementary teachers are women.

Stubbs (50, p. 22), who compiled various data for the committee on Staff Personnel, reported that of the 603 newly appointed elementary teachers in 1951-52, 156 (or 26 per cent) of them were male and that 447 (or 74 per cent) were female.

Certification Standards

The committee on Staff Personnel reported the following regarding standards for professional personnel (53, pp. 73-74):

1. The State Board of Education is the official agency in Utah authorized to set up certification standards to achieve satisfactory minimum state-wide professional competence. Approximately 86 per cent of the teachers of the state are properly certificated. However, another 1.4 per cent hold certificates but are not teaching subjects or grades for which the certificates were issued. Approximately 14 per cent of the teachers are authorized to teach by the State Board but are not properly certificated.

2. With the exceptions of Arizona and California, which require the master's degree for secondary certification, Utah ranks as high or higher than any other of the Western States in minimum educational requirements for teaching certificates.

3. Utah's teachers are above the national average in the amount of college training. Eighty-six per cent of all the teachers at the time of this study held either the bachelor's or the master's degree.

4. Ninety-one per cent of the professional educators registered an opinion that Utah's certification standards for teachers are "about right".

Reporting again more specifically, Stubbs (50, p. 22) indicated that of the newly appointed teachers to elementary schools in 1951-52, 82 per cent held the proper teaching certificate and that the remaining 18 per cent held no certificate.
Employment Practices

Concerning employment practices and policies, the committee on Staff Personnel reported the following (53, p. 82):

1. Employment practices occupy only a small portion of the administrator's time. Superintendents are in most cases the chief employment officers and usually establish contact with teachers through the placement services of the colleges and universities. Rural areas suffer most in the matter of securing adequate teaching help.

2. Two-thirds of the teachers reside in the community in which they work, although this is required by contract in only a very few cases. More than 8 out of 10 live in the district in which employed, but this again is not generally a contractual requirement.

3. Thirty-four per cent of the districts report having policies that preclude the initial employment of teachers over a given age, generally 40 years. Twenty per cent of the districts were still found to use contracts which provide for cancellation in the even a woman teacher should marry. In practice, however, this provision is not rigidly enforced.

In its "Summary of Recommendations", two suggestions made by this committee were as follows (53, p. 83):

1. This commission recommends that the State Board of Education create a study committee to review critically present policies for the recruitment, preparation, and placement of all professional personnel. This committee should study such problems as the number of teacher training institutions which Utah needs and can wisely support; the manner in which the State Board of Education can best coordinate the work of teacher-training institutions with the public school programs; the periodic evaluation of teacher programs in public and private teacher-training institutions; the curriculum for the training of personnel, placing emphasis on the development of programs which are designed to assure that persons have the characteristics for good teachers. The committee should also formulate and recommend an effective teacher-recruitment program.

2. The State Board of Education should, without lowering standards, discontinue issuing "letters of authorization as soon
as possible.

In 1951-52 approximately 13 per cent of the total professional personnel were employed under "letters of authorization". Data indicate that cooperative, effective effort by local boards of education and their administrative officers can eliminate non-certified personnel from the secondary schools. Further, approximately one-fourth of the "authorized" elementary teachers now have secured 183 hours or more of academic preparation so that in these cases proper certification is possible. The remaining three-fourths should be replaced or brought up to certification standards.
Since it is believed by this writer that the factors which probably most affect personnel policies and practices in any school district are:

1) the total number of teachers, principals, and supervisors employed,
2) the size of the administrative staff, and
3) the training and experience of the superintendent and his assistants, seven Utah school districts were selected to represent all areas of the state by which procedure it was hoped to gain a sampling of the complete range of the variance of these three factors in all the Utah school districts.

For the presentation of the data which follows, these seven representative districts are arranged for identification according to the total number of teachers, principals, and supervisors employed by them, and they will be identified consistently throughout the study by the capital letters A through G which have been assigned to them as shown in Table 7. This table also classifies the seven districts according to the number of elementary teachers, principals, and supervisors employed by the system; the size of the administrative staff; and the amount of training, as indicated by the highest degree held, and the amount of administrative experience of the superintendent and assistant superintendents employed.

Practices of Teacher Selection and Appointment

After preparing a check-list (see Appendix A) to be used as a guide in gathering the data for this study, appointments were made with the superintendents of the seven selected school districts for personal interviews. The check-list was constructed in the form of a questionnaire,
and as circumstances developed, five appointments for interview were
later cancelled and the respective superintendents filled out and re­
turned the form as a questionnaire. This section of the study is based
on the replies made by the seven superintendents to this inquiry.

Table 7. The school districts included in this study classified accord­
ing to total number of teachers, principals, and supervisors
in district; size of administrative staff; and training and
experience of the superintendent and assistant superintendents

<table>
<thead>
<tr>
<th>School/Total no.</th>
<th>No. elem.</th>
<th>Size of</th>
<th>Highest degree</th>
<th>Yrs. of admin.</th>
<th>held</th>
<th>experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dist.</td>
<td>teachers,</td>
<td>'teachers'</td>
<td>admin.</td>
<td>'Teachers'</td>
<td>staff</td>
<td>Supt.</td>
</tr>
<tr>
<td>A</td>
<td>457</td>
<td>266</td>
<td>8</td>
<td>Ed.D., MS, BS</td>
<td>13</td>
<td>6,7</td>
</tr>
<tr>
<td>B</td>
<td>288</td>
<td>165</td>
<td>3</td>
<td>MA</td>
<td>MA</td>
<td>21</td>
</tr>
<tr>
<td>C</td>
<td>195</td>
<td>122</td>
<td>3</td>
<td>MS</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>D</td>
<td>169</td>
<td>98</td>
<td>3</td>
<td>MS</td>
<td>MS</td>
<td>22</td>
</tr>
<tr>
<td>E</td>
<td>109</td>
<td>54</td>
<td>8</td>
<td>Ed.D., MS</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>27</td>
<td>12</td>
<td>1</td>
<td>MS</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>G</td>
<td>24</td>
<td>13</td>
<td>2</td>
<td>MS</td>
<td>-</td>
<td>10</td>
</tr>
</tbody>
</table>

Responsibility for selection and appointment of teachers. In re­
response to the question regarding the relative responsibilities of the
board of education and the superintendent of schools in the nomination
and appointment of teachers, all of the superintendents who participated
in this study reported that the superintendent nominates individual per­
sons for appointment to specific positions and that the board then makes
the appointment.

Information on the further direct participation of the board of
education on certain phases of personnel administration is given in

Table 8.

Table 8. Districts in which certain personnel actions are officially
voted upon by the board of education

<table>
<thead>
<tr>
<th>Personnel action</th>
<th>School district</th>
</tr>
</thead>
<tbody>
<tr>
<td>First appointment of new teachers</td>
<td>A B C D E F G</td>
</tr>
<tr>
<td>Reappointment when teacher will be filling</td>
<td>A D E G</td>
</tr>
<tr>
<td>the same position as before</td>
<td></td>
</tr>
<tr>
<td>Transfers involving change in rank or</td>
<td>A B D E G</td>
</tr>
<tr>
<td>salary</td>
<td></td>
</tr>
<tr>
<td>Transfers without change in rank or</td>
<td>D E</td>
</tr>
<tr>
<td>salary</td>
<td></td>
</tr>
</tbody>
</table>

Table 8 indicates that in all of the seven selected districts, the
board of education takes action on the first appointment of teachers. In
districts A, D, E, and F the board acts on the reappointment of teachers
when they will fill the same position as the previous year. In five
districts, A, B, D, E, and G the board acts on transfers of teachers
when changes of rank or salary are involved. In two districts, D and E,
the board also acts when teachers are transferred and no changes are made
regarding rank or salary.

Standards for eligibility. Local boards of education set their own
standards for eligibility within the framework of state law. While they
may not appoint a teacher, except by special permission, who does not
have a certificate issued by the state, they may set standards higher
than the state requires or reject candidates who meet state certification
requirements.

None of the selected districts reported minimum age limits, since this is practically set by state certification requirements of four years of college training. Three districts, C, F, and G, reported no upper age limits. Districts D and E reported upper age limits of 40 years; district B reported the limit of 45 years, but that generally "younger" teachers are hired; and district A claimed that while no definite age limit is set, "younger" teachers are preferred in all cases.

In response to the question regarding marriage as related to eligibility, all seven districts reported that married women are given appointments as full-time regular teachers. Districts A, B, C, E, and G indicated no discrimination against married women if qualifications are equal, while two districts, D and F, reported a preference for single women if all other factors are equal.

Residence was shown to be a factor of some influence in the seven school districts. Four of them, A, C, E, and F claimed that no favoritism is shown either local teachers or outsiders. Districts B, D, and G indicated that local residents are given preference if other qualifications are equal. The superintendent of district G said that, if possible, he maintains a ratio of about four local teachers to one outsider.

Regarding religion as a disqualifying factor, two districts, D and G, indicated that preference is given to teachers who claim affiliation with a certain religious sect. Districts A, B, C, E, and F reported no discrimination because of religion.

As previously mentioned, the state requirement for a teaching certificate is a minimum of four years of college training, and this
is also the minimum amount of education required for appointment as a
teacher in any of the seven districts. However, demands upon principals
and supervisors for further training vary as indicated in Table 9, which
shows that for elementary principalships four districts, A, B, E, and F,
require five years of college work. Districts C, D, and G require only
four years of college preparation. All of the selected districts, ex-
cept C, demand five years' preparation for elementary supervisor. Dis-
trict C requires only four years of college work for this supervisory
position.

Table 9. Educational requirements for appointment as teacher, principal,
and supervisor in the seven selected districts

<table>
<thead>
<tr>
<th>Preparation required</th>
<th>School district</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For elementary teacher</td>
</tr>
<tr>
<td>4 years</td>
<td>A B C D E F G</td>
</tr>
<tr>
<td>5 years</td>
<td>A B E F</td>
</tr>
</tbody>
</table>

In response to the inquiry regarding preference for more highly
trained personnel in the schools, all of the districts, except B, C, and
G, said they would prefer to have teachers, principals, and supervisors
who hold the master's degree or who have done work beyond the master's
degree. Districts B, C, and G indicated that they prefer principals who
have done work beyond the bachelor's degree. These last three districts,
however, as did two others in the interview, emphasized that because
training is only one factor considered in the selection of personnel,
no preference would be given any candidate on that basis alone.
In reporting their preference for candidates who received training from certain teacher training institutions, Districts B, E, and F indicated they have no favoritism whatsoever for out-of-state or any of the Utah institutions. Districts A, C, and G reported preference for candidates from any of the Utah institutions over outsiders; and District D indicated preference for candidates from one certain Utah institution.

All of the districts, except D, indicated they accept teachers for appointment who have had no previous experience. District D requires three years' experience for initial appointment. District E also qualified its response with the statement that preference is usually given to teachers with experience. Demands for previous experience for principals and supervisors vary and are shown in Table 10.

Table 10. Experience requirements for newly appointed teachers, principals, and supervisors; and experience preferred for newly appointed teachers in the selected districts

<table>
<thead>
<tr>
<th>Position</th>
<th>No. yrs. experience required</th>
<th>No. yrs. experience preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A   B   C   D   E   F   G</td>
<td>A   B   C   D   E   F   G</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>0    0    0    0    0    0  * 1 3 3 * 4 3 5</td>
<td></td>
</tr>
<tr>
<td>Elementary principal</td>
<td>3    3    5    3    * 5 1</td>
<td></td>
</tr>
<tr>
<td>Elementary supervisor</td>
<td>3    5    5    3    * 5 5</td>
<td></td>
</tr>
</tbody>
</table>

*Not reported

In indicating the candidate they would prefer to employ on the basis of previous teaching experience, as shown by Table 10, three districts, C, D, and G, said they would choose the applicant with three years' experience.
District F indicated four years as the optimum amount of experience; District B would accept any candidate with from one to five years' experience, and District C would accept applicants with from one to four years of experience. District A reported that since it is so important to procure "young" teachers, experience is not an influencing factor at all.

In reporting on definite policies that have been established by the boards of education governing teacher selection practices, the seven selected districts indicated the information presented in Table 11.

Table 11. Policies established by the boards of education in the selected districts governing teacher selection practices

<table>
<thead>
<tr>
<th>Established policies are in effect to govern:</th>
<th>School district</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum professional standards that must be met by all teacher candidates</td>
<td>A B D E F G</td>
</tr>
<tr>
<td>Practices and procedures of recruiting and selecting teachers for appointment</td>
<td>B E F</td>
</tr>
<tr>
<td>Standards of high scholarship and quality of educational background to be required of teacher candidates</td>
<td>D E</td>
</tr>
<tr>
<td>Employment of candidates who are related to members of the board of education</td>
<td>B C D</td>
</tr>
</tbody>
</table>

Table 11 indicates that all of the districts, except C, have policies that have been established by the board of education governing minimum professional standards that must be met by all teacher candidates. Districts E, E, and F have policies governing procedures to be followed in recruiting and selecting teachers for appointment; and only districts D
and E have policies to govern standards of educational background to be demanded of teacher candidates. A recently enacted Utah law, making illegal the employment of a teacher by a school board who is related to any of its members, makes unnecessary any policy, as reported by districts B, C, and G, to govern employment of such candidates.

Recruitment practices. Since it is an objective of this study to determine not only what procedures are followed in recruiting and selecting teachers for appointment, but also to discover why certain other practices that may be good are not employed, a considerable amount of data is presented in each of the tables in this and the following section. To conserve space, a code was devised whereby several types of information could be presented in one table, and this code will be utilized in Tables 12, 13, and 14. An explanation of the symbols used in the code follows in the succeeding paragraph and this should be used to interpret the three above mentioned tables.

Code used in tables 12, 13, and 14

* The school district usually follows this practice

** The school district has found this practice to be particularly effective or especially productive in procuring good teachers

1. This practice is not followed because it violates professional ethics.

2. This practice is not followed because it consumes too much time to make its use practicable.

3. This practice is not followed because it is too expensive to be commensurate with likely benefits.

4. The present teacher shortage does not permit such a selective practice.

5. This practice is not followed because it is unnecessary and serves no essential purpose.
6. This practice is not followed because of some other reason.

The information presented in Table 12 describes specific recruitment practices followed in the seven selected districts. It shows that the two most useful devices for recruiting teachers, as reported by all the districts, are (1) use of applications sent in voluntarily by candidates, and (2) obtaining names from teacher training institution placement bureaus. Only District G, though using the first mentioned technique, does not find it most productive; and District A, while using the second mentioned procedure, does not find it most useful.

Only District C publishes announcements of positions to be filled, while Districts A, B, and F do not use this device because they feel it serves no essential purpose. District D considers its use as a violation of professional ethics, and District G does not employ it because of the teacher shortage.

Districts C, E, F, and G get lists of names from the State Department of Education. District A does not use this device because it takes too much time and Districts B and D believe that this practice is unnecessary.

None of the districts get names from state teachers associations and no specific reasons were given for not doing so. However, three superintendents emphasized the fact that there are better sources for finding teachers.

Two districts, C and F, indicated that they employ the services of commercial teachers' agencies. Districts A, B, and D do not use this device because they feel it is unnecessary. District G reported such practice is useless because of the teacher shortage.
Districts A and D find that submitting specifications of each vacancy to teacher placement bureaus is an especially effective practice, and District F reported using this procedure. Districts C and G feel such practice useless in view of the present teacher shortage, and District E thinks it unnecessary.

District E follows the practice of inquiring in other school systems for teachers, while Districts A, B, D, and F refrain from such procedure because they feel it violates professional ethics. Districts C and G do not use this device because the teacher shortage does not allow such selective techniques.

Only District E makes inquiries for teachers at conventions and similar gatherings. The other districts feel that this practice is useless in view of the teacher shortage.

In response to the inquiry regarding usual time of beginning the recruitment program each year, Districts A, B, D, E, and F reported that they have a continuous program of recruitment and that list of qualified candidates are kept on file permanently so that some selection will be possible when a vacancy does occur. District C indicated that this practice is unnecessary and serves no essential purpose, and District G again thought the teacher shortage prohibits such a selective device. Districts C and G both reported that they conduct no recruitment activities until it becomes known that a vacancy is to occur when immediate attention is given to the procurement of a replacement.

When reporting procedures that are used for securing teacher participation in selecting new personnel for teaching vacancies in a given school, all of the districts, except G, indicated that the opinions and suggestions
Table 12. Usual recruitment practices, most productive recruitment practices, and reasons for not following certain recruitment practices in the selected school districts.

<table>
<thead>
<tr>
<th>Practice</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use applications sent in voluntarily by candidates</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>*</td>
</tr>
<tr>
<td>Publish announcements of positions to be filled</td>
<td>2,5</td>
<td>5</td>
<td>*</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Get names from placement bureaus of teacher training schools</td>
<td>*</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>*</td>
</tr>
<tr>
<td>Get lists from state department of education</td>
<td>2,5</td>
<td>5</td>
<td>*</td>
<td>5</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Get names from state teachers' association</td>
<td>2,5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Get lists from commercial teachers' agencies</td>
<td>2,5</td>
<td>5</td>
<td>*</td>
<td>1</td>
<td>5</td>
<td>*</td>
<td>4</td>
</tr>
<tr>
<td>Submit specifications for each vacancy to various placement bureaus</td>
<td>**</td>
<td>2</td>
<td>4</td>
<td>**</td>
<td>5</td>
<td>*</td>
<td>4</td>
</tr>
<tr>
<td>Make inquiries in other school systems</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>*</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Make inquiries at conventions and similar gatherings</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>*</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

1/ See page 43 for explanation of code used in this table to interpret data.

of the principal of the school concerned are solicited and given consideration. District G reported that the teacher shortage prohibits this practice in that area. None of the districts solicit the opinions or suggestions of individual teachers, nor of representative groups of teachers, because they consider it to be too time-consuming and of too little practical value in view of the teacher shortage. District A
reported that individual teachers are consulted for reference purposes, and that supervisors are consulted, as well as principals, in the placement of teachers.

**Procedures for appraising candidates for selection.** The information reported by the seven selected districts regarding practices usually followed, and reasons for not using certain other procedures, in appraising teacher candidates is presented in Table 13. The explanation of the code symbols presented on page 43 of this study should be employed to interpret the data.

Table 13 shows that Districts A, B, C, D, and E find the practice of having teacher candidates fill out formal application blanks to be an especially useful technique. District F does follow this practice, but District G does not use it because of the shortage of teachers.

All of the districts collect information concerning teacher candidates by soliciting opinions from persons named as references. Districts B, D, E, and F said this practice is especially useful. All of the districts contact former employers who were named as references, and Districts B and F give particular attention to information submitted by this source. All of the districts, except D, F, and G who find the practice unnecessary, contact business men named as references by teacher candidates. All of the districts, with B and F giving special attention to this source of information, contact college professors and officials named as references.

All of the districts except G, who does use it however, report that the personal interview is an especially useful device for appraising candidates.

None of the districts require applicants to take written examinations.
Table 13. Practices usually followed, practices found to be most productive, and reasons for not following certain procedures of teacher appraisal in the selected school districts

<table>
<thead>
<tr>
<th>Practice</th>
<th>School district</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have applicants fill out a formal application</td>
<td>** ** ** ** ** * 4</td>
</tr>
<tr>
<td>Collect information and opinions from persons named as references</td>
<td>* ** * ** ** ** *</td>
</tr>
<tr>
<td>Former employers</td>
<td>* ** * * * * ** *</td>
</tr>
<tr>
<td>Business men</td>
<td>* * * 5 * 5 5</td>
</tr>
<tr>
<td>College officials</td>
<td>* ** * * * * ** *</td>
</tr>
<tr>
<td>Hold personal interviews with applicants</td>
<td>** ** ** ** ** ** *</td>
</tr>
<tr>
<td>Require applicants to take written examinations</td>
<td>5 5 5 2 5 5 4</td>
</tr>
<tr>
<td>Require applicants to have a physical examination</td>
<td>6 5 6 5 * 5 6</td>
</tr>
<tr>
<td>Observe classroom work of applicant</td>
<td>* 2 2 2 * * 4</td>
</tr>
<tr>
<td>Require applicants to submit transcripts of college preparation</td>
<td>* ** ** * * * * *</td>
</tr>
<tr>
<td>Require proof of legal certification for position sought</td>
<td>* ** ** * * * * *</td>
</tr>
<tr>
<td>Verify experience records</td>
<td>* ** * * * * 4</td>
</tr>
<tr>
<td>Establish lists of eligible candidates</td>
<td>* * 5 * * * 5</td>
</tr>
</tbody>
</table>

Districts A, B, C, E, and F feel that such a requirement is unnecessary.
District D indicates it would take too much time, and district reported
that the short supply of teachers prohibits this practice.

District E requires applicants to have a physical examination. Districts A, C, and G may make such a requirement, depending on the circumstances; and Districts B, D, and F believe that this requirement is unnecessary and that it serves no essential purpose.

Districts A, E, and F reported that they sometimes observe the classroom work of applicants, while Districts B, C, D, and G indicated that such practice would consume too much time to be commensurate with likely benefits.

All of the districts indicated that they require applicants to submit transcripts of college credit. Districts B and C claimed this procedure to be particularly effective in finding good teachers.

All of the districts, with B and C again indicating the practice to be especially good, require proof of legal certification for the position sought.

All of the districts, except G who finds the procedure unnecessary, verify experience records reported by applicants. District B pays particular attention to this detail.

All of the districts, except C and G who find the practice to be unnecessary and impractical in view of the present teacher shortage, establish lists of eligible candidates for vacancies.

All of the seven school districts reported that the superintendent is responsible for interviewing candidates and that he usually performs this function. Districts B and D reported that the assistant superintendent or other personnel officer also shares this responsibility. Districts B, C, D, E, and F indicated that the principal or other supervisory officer
to whom the teacher may be responsible may also do the interviewing.

District C reported that the members of the school board interview applicants when it is so recommended by the superintendent.

Since the personal interview seems to be the most common technique used in selecting teachers, an inquiry was made regarding the purposes the interview is intended to serve. The responses given by the seven selected districts in response to this question is presented in Table 14, which shows that all of the districts use, and all of the districts except D and F find especially useful, the interview to obtain a general appraisal of the candidate's personality. Also, all of the districts, excepting A and F, use the personal interview to explore orally the candidate's grasp of the subject matter he proposes to teach.

Districts B, C, D, and G consider obtaining information concerning the candidate's education and experience an important objective of the interview. District F usually seeks this information also, but districts A and E feel that it is unnecessary to inquire after such data during such a personal conference.

All of the districts, except F who did not give any reason for not doing so, try to evaluate the candidate's voice and physical characteristics during the interview.

Table 14 also shows that all of the districts make use of the personal interview to gain some insight into the candidate's educational philosophy and professional outlook. Districts B, C, and D reported that they consider this a special objective.

Only districts F and G do not use the interview to learn of the candidate's ambitions and plans for the future. The reason these districts
Table 14. Practices followed, practices found to be most useful, and reasons for not using certain procedures in interviewing candidates; and person who conducts interview in the seven districts

<table>
<thead>
<tr>
<th>Purpose served by the interview:</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore orally candidate's grasp of subject matter he proposes to teach</td>
<td>A B C D E F G</td>
</tr>
<tr>
<td>To obtain a general appraisal of the candidate's personality</td>
<td>** ** ** * **</td>
</tr>
<tr>
<td>To get information of the candidate's education and experience</td>
<td>5 ** ** ** 5 * **</td>
</tr>
<tr>
<td>To evaluate candidate's voice and physical characteristics</td>
<td>* * * * * # **</td>
</tr>
<tr>
<td>To gain some insight into candidate's educational philosophy and professional outlook</td>
<td>* ** ** * * *</td>
</tr>
<tr>
<td>To learn of candidate's ambitions and plans for the future</td>
<td>* * * * * # 5</td>
</tr>
</tbody>
</table>

Who Interviews the Applicants:

<table>
<thead>
<tr>
<th>Who Interview the Applicants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The superintendent of schools</td>
</tr>
<tr>
<td>Assistant superintendent or personnel officer</td>
</tr>
<tr>
<td>Some supervisory officer to whom teacher may be responsible</td>
</tr>
<tr>
<td>Members of board of education</td>
</tr>
<tr>
<td>Committee of school officers</td>
</tr>
<tr>
<td>Committee of school staff, including classroom teachers</td>
</tr>
</tbody>
</table>

#Not reported
do not explore this item is that they believe it to be unnecessary and that it serves no essential purpose.

When asked if any plan of written examinations is used, all of the seven districts replied in the negative. District D said that such a procedure was too time consuming and that the present teacher shortage does not permit such a selective device anyway, and District E stated that such a plan serves no essential purpose. The other districts did not give any reason for not using written examinations.

Promotions. In response to the inquiry regarding the extent to which teachers within the service are given preference in filling the higher paid positions such as principalships and supervisory positions, Districts A, B, C, E, and G reported that teachers already employed within the school system usually are given preference. Districts D and F indicated that vacancies are open to outsiders and to teachers within the system on an equal basis.

When promotions are made within the staff, District C reported that promotions are limited, for the most part, to those who voluntarily seek promotions. Districts D, E, F, and G indicated that supervisory officers are expected to call attention to those who are qualified for promotion, whether or not the individuals concerned have asked to be considered. Districts A and B reported that they follow both of the above mentioned practices.

In making the final selection among candidates for promotion, all of the districts indicated that no standard procedure is followed, but that rather promotions are handled on an informal and individual basis.

Table 15 presents the information reported by the seven selected
districts in response to an inquiry made regarding the extent to which men or women fill the major administrative and supervisory posts in the school systems. The various districts were also asked to report their policy as to the desired relative numbers of men and women in the administrative and supervisory posts, in view of the proportions reported in Table 15. All of the districts, except A who indicated the desire to have men in all of the elementary principal positions, reported that the distribution of men and women in these positions of administration and supervision is "about right".

Table 15. Comparison of men and women who fill the major administrative posts in the seven selected districts

<table>
<thead>
<tr>
<th>School district</th>
<th>Elementary principal</th>
<th>Elementary supervisor</th>
<th>Director or ass't. sup't.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>A</td>
<td>14</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>15</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>26</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>G</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Status of the Professional Personnel**

An evaluation of the above reported employment practices followed in the selected school systems for this study may perhaps be better made when consideration is given to the data included in a report submitted
by the Utah State Department of Public Instruction entitled *Status of Teacher Personnel in Utah, 1952-53*. The information included in this section of the study was taken from this report and it indicates the present status of school personnel in the seven selected districts regarding (1) distribution of teachers according to age and sex, (2) proper certification or authorization, and (3) training and academic preparation.

**Distribution of teachers according to sex.** Table 16 indicates the number of men and women employed as elementary teachers in the selected districts, and in the entire state, during the school year 1952-53.

Table 16. Number of men and women teachers in elementary schools in each district with state total, 1952-53 (55, p. 13)

<table>
<thead>
<tr>
<th>School district</th>
<th>Men</th>
<th>Women</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>A</td>
<td>42</td>
<td>16%</td>
<td>224</td>
</tr>
<tr>
<td>B</td>
<td>44</td>
<td>27%</td>
<td>121</td>
</tr>
<tr>
<td>C</td>
<td>49</td>
<td>40%</td>
<td>73</td>
</tr>
<tr>
<td>D</td>
<td>36</td>
<td>37%</td>
<td>62</td>
</tr>
<tr>
<td>E</td>
<td>12</td>
<td>22%</td>
<td>42</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>17%</td>
<td>10</td>
</tr>
<tr>
<td>G</td>
<td>4</td>
<td>31%</td>
<td>9</td>
</tr>
<tr>
<td>State total</td>
<td>870</td>
<td>26%</td>
<td>2525</td>
</tr>
</tbody>
</table>

It is interesting to note that, as reported by Stubbs (50) of all the elementary teachers newly appointed in 1951-52, 24 per cent of them were men and 74 per cent women, the same distribution as for all Utah
elementary teachers employed in 1952-53.

**Distribution of teachers according to age.** Table 17 illustrates the age distribution of the elementary school teachers in the selected districts in 1952-53.

Table 17. Age distribution of elementary teachers by district with state totals (55, p. 14)

<table>
<thead>
<tr>
<th>District</th>
<th>20-</th>
<th>25-</th>
<th>30-</th>
<th>35-</th>
<th>40-*</th>
<th>45-</th>
<th>50-</th>
<th>55-</th>
<th>60-</th>
<th>65+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>23</td>
<td>24</td>
<td>31</td>
<td>21</td>
<td>28</td>
<td>43</td>
<td>36</td>
<td>34</td>
<td>16</td>
<td>9</td>
<td>266</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>27</td>
<td>12</td>
<td>11</td>
<td>20</td>
<td>30</td>
<td>27</td>
<td>17</td>
<td>7</td>
<td>4</td>
<td>165</td>
</tr>
<tr>
<td>C</td>
<td>11</td>
<td>18</td>
<td>9</td>
<td>17</td>
<td>16</td>
<td>22</td>
<td>17</td>
<td>9</td>
<td>3</td>
<td>-</td>
<td>122</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>22</td>
<td>18</td>
<td>13</td>
<td>5</td>
<td>-</td>
<td>98</td>
</tr>
<tr>
<td>E</td>
<td>4</td>
<td>16</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>54</td>
</tr>
<tr>
<td>F</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>State total</td>
<td>287</td>
<td>451</td>
<td>307</td>
<td>295</td>
<td>371</td>
<td>588</td>
<td>435</td>
<td>350</td>
<td>172</td>
<td>40</td>
<td>3395</td>
</tr>
</tbody>
</table>

*The state median is 40.18

It is to be observed that the median age for the entire state, 40.18 years, is approximately the same as the maximum age limit that most of the superintendents of the selected districts indicated they would prefer to set in employment policies, especially when new teachers are hired. It is of further interest to note that approximately 60 per cent of Utah's teachers are over 40 years of age.
Distribution of teachers according to certification. Table 18 indicates the number of elementary teachers, principals, and supervisors employed in the selected school districts with respect to their status regarding certification, or authorization, for teaching in Utah schools in 1952-53.

Table 18. Number of elementary teachers, principals, and supervisors; number of authorized elementary teachers, principals and supervisors; and per cent of elementary staff certificated, 1952-53 (55, p. 8)

| Dist- | No. teachers, | No. authorized | No. without | Percent of |
| district | principals, | teachers, prin- | certification | staff cer- |
| | supervisors | cipals, superv. | or author. | tificated |
| A | 266 | 36 | 2 | 85.7% |
| B | 165 | 21 | - | 87.3% |
| C | 122 | 25 | - | 79.5% |
| D | 98 | 7 | - | 92.9% |
| E | 54 | 4 | 1 | 90.7% |
| F | 12 | 1 | - | 91.7% |
| G | 13 | 5 | 1 | 53.8% |
| State total | 3395 | 632 | 15 | 80.9% |

In its annual analysis of "letters of authorization" which were issued to all school personnel in Utah in 1952-53, the State Department of Education reported (55) that approximately 7 per cent of the authorizations were made to elementary teachers who held the wrong teaching certificate, that 71 per cent were issued to elementary teachers who
held no certificate at all, and that 2 per cent were issued to elementary principals who did not hold the proper administrative certificate. The remaining 20 per cent of the "letters of authorization" issued that year went to secondary school personnel.

**Distribution of teachers according to training and academic preparation.** The amount of training and academic preparation of all the elementary teachers, principals, and supervisors in the selected school districts in 1952-53 is shown in Table 19. In the columns showing the number of people holding the bachelor's and master's degrees, the percentages of the total number of elementary personnel in the respective school districts holding these degrees are also shown. The status of

Table 19. Elementary teachers, principals and supervisors of the selected districts classified by college credit (55, p. 17)

<table>
<thead>
<tr>
<th>District</th>
<th>Bachelor</th>
<th>Master</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-44</td>
<td>45-89</td>
</tr>
<tr>
<td>A</td>
<td>183</td>
<td>69%</td>
</tr>
<tr>
<td>B</td>
<td>113</td>
<td>68%</td>
</tr>
<tr>
<td>C</td>
<td>79</td>
<td>64%</td>
</tr>
<tr>
<td>D</td>
<td>68</td>
<td>69%</td>
</tr>
<tr>
<td>E</td>
<td>43</td>
<td>80%</td>
</tr>
<tr>
<td>F</td>
<td>7</td>
<td>58%</td>
</tr>
<tr>
<td>G</td>
<td>8</td>
<td>61%</td>
</tr>
<tr>
<td>State</td>
<td>2269</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>343</th>
<th>334</th>
<th>115</th>
<th>30</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the personnel in each of the selected districts may be compared to the state totals and averages which are given on the same table. Approximately 67 per cent of all elementary personnel in the state hold their bachelor's degree, and about 9 per cent of the elementary personnel hold the master's degree. Of the remaining 24 per cent, approximately 6 per cent have evidently been granted certification on the basis of 135 to 182 hours of college credit that they have earned without having been granted a degree, and 18 per cent of the elementary school personnel are teaching under "letters of authorization".

A complete summary of the various employment practices as followed in each of the seven selected districts is presented in Appendix B of this study.
SUMMARY

One of the stated objectives of this study was to establish some criteria by which the teacher selection practices followed by Utah school administrators might be evaluated. However, it was felt by this writer that in order to define good methods of looking for good teachers it should first be determined what qualities are usually possessed by successful teachers, and that methods of teacher selection should then be based upon efficient techniques of discovering and appraising these qualities.

From the investigation made of similar studies and of the professional literature it was determined:

1. That while no specific criterion seems to determine teacher effectiveness, such factors as personality, intelligence, amount and quality of training, scholarship as evidenced by records of academic achievement, and health and physical fitness seem to indicate some prognosis of teaching success. Therefore, these factors should definitely be considered by employing officials when appraising teacher candidates.

2. That the forward-looking school administrator will consider that (a) no one of the various methods of teacher selection taken by itself is entirely adequate to provide all the information desirable for the selection of teachers, (b) each method must be utilized with care and with attention to the procedure required for it to yield maximum validity, (c) each source must be used only for those areas to which it is best suited, (d) each of the methods used should be employed to its maximum advantage, and (e) a sufficient number of the various techniques should be employed to give a total picture of the candidate's qualifications in relation to the teaching situation.

Specific criteria for good teacher selection practices, derived from the review of literature, are stated as principles in the following paragraphs. Each principle is accompanied by a summary of the corresponding
procedures followed by the seven representative districts included in this study.

1. The superintendent of schools nominates specific teachers for specific appointments; the board of education makes the appointments.

This practice is followed by all of the seven districts.

2. Other qualifications being equal, no discrimination should be made against teachers for reasons of age, marital status, residence, nor religious affiliation. Neither should the lack of previous teaching experience be considered a disqualifying factor in teacher selection practices.

None of the selected districts have minimum age limits. Three districts reported having no upper age limits, two districts have upper age limits of 40 years, one district has a limit of 45 years, and one district indicated that a preference is given to "younger" teachers in all cases.

All the districts give appointments to married women as full-time regular teachers. Five districts reported having no preference for single women, while two districts indicated that they prefer to employ single women.

Local residence is not a factor one way or the other in four districts, while three districts give preference to local residents.

Religious affiliation of candidates is in no way an influencing factor in five districts. Two districts give preference to candidates who claim affiliation with a certain sect.

All of the districts, except one which requires three years' previous experience, accept new teachers for appointment.

3. Four years of collegiate study, including suitable professional courses in education, is the minimum acceptable professional preparation for teaching; and five years of collegiate study is a desirable standard for professional preparation for administrative or supervisory positions.
All of the seven districts reported that they require the minimum of four years of college preparation for teaching positions. Four districts require five years' preparation for principalships, and six districts require five years' preparation for supervisory positions. Four districts indicated that they prefer to employ teachers, principals, and supervisors who hold, or have done work past, the master's degree.

Four districts reported that they prefer candidates who have received all, or most, of their training from any one of the Utah teacher training institutions.

4. When selecting teachers, the school administrator seeks candidates who will fill specific needs in his schools. This is accomplished by submitting specifications for each vacancy to college teaching placement bureaus and to whatever other teacher placement agencies whose services are available.

Only three districts of the seven included in the survey reported that they submit specifications for each vacancy to teacher placement agencies.

5. All such available records as reports of medical examinations, transcripts of college credits, teaching certificates, letters of reference, application blanks, and records of achievement are used to determine (a) amount and quality of professional preparation and scholarship, (b) certification, (c) area of specialization, (d) integrity of character, (e) amount and quality of teaching experience, (f) health and physical fitness, and (g) outstanding achievements.

All of the districts selected for the study, except one, have applicants fill out a formal application blank. All of the districts collect information and opinions from persons named as references. None of the districts, except one, require the applicants to have a physical examination. All of the districts require applicants to submit transcripts of college preparation, and to furnish proof of legal certification for the
position sought. All of the districts, except one, verify experience records.

6. The personal interview may generally be considered as a very useful device for asaying such characteristics as personality, attitudes toward the profession, general appearance, refinement and social presence; but its use should be confined for the most part to the gathering of information that cannot be obtained from existing written records.

All of the seven districts reported that they hold personal interviews with applicants. Five districts use the interview to explore orally the candidate's grasp of the subject matter he proposes to teach; all of the districts try to obtain a general appraisal of the candidate's personality during such conference. Four districts obtain information of the applicant's education and experience, and six districts evaluate the candidate's voice and physical characteristics during the interview. All of the districts attempt to gain some insight into the candidate's educational philosophy and professional outlook in the interview, and five districts seek to learn of the candidate's ambitions and plans for the future.

7. School authorities establish lists of candidates eligible for various positions and make appointments so far as possible in the order of the qualifications of the candidates.

Only five districts of the seven reported that they establish lists of eligible candidates for teaching positions.

In making the final selection among candidates for promotion, all of the districts reported that no standard procedure is followed, but that rather the promotions are handled on an informal and individual basis.
CONCLUSIONS

Evidence has been presented to support reasonably well the following conclusions:

1. Except in the case of one or two specific practices, no pattern of employment procedures are followed consistently in any of the Utah school districts.

2. In only a few cases have policies been established by boards of education to govern teacher selection practices, or standards of educational background and achievement to be required of candidates for teaching, principalship, or supervisory positions.

3. School officials generally disregard the health and physical fitness of teacher candidates when they fail to demand that all applicants, upon employment, submit to a thorough physical examination.

4. Preference is frequently given to certain candidates on the basis of such factors as religious affiliation, place of residence, the institution from which training was received, and marital status.

5. Employers need to be more analytical and thorough in evaluating and verifying all the available personnel records and data.

6. While most employing officials practice the technique of interviewing teacher candidates, a source of valuable information is left untouched when administrators fail to interview training supervisors and officials at the teacher training institutions.

7. While some administrators evidently feel that the practice of certain favorite procedures are sufficient to procure good teachers, and that to use any other procedures would be a waste of time, too expensive, or otherwise unnecessary, it seems to have been definitely demonstrated that the school officials, in general, spend too little time and attach too little importance to the personnel practice of selecting teachers.

8. In most cases, those districts that employ the larger and better trained administrative staffs follow the most
desirable procedures of recruiting and selecting teachers for appointment.

The original objective in making the survey for this study was to include certain school districts which would represent all areas in the state where such factors as (a) number of pupils enrolled, (b) number of teachers employed, (c) size and training of the administrative staff, and (d) geographical location of the respective districts would vary from one extreme to the other. However, the reader's attention is invited to the fact that this objective was not attained in that (1) all of the superintendents who participated in this study held either the master's or the doctor's degree, while 52 per cent of the 40 district superintendents in the state hold only the bachelor's degree; and (2) all of the districts included in this study were within at least 100 miles of some teacher training institution and a fairly large city, while many of the Utah school districts are considerably more remote from such advantages. Therefore, upon the authority of the conclusion last mentioned above, this writer assumes that the extent to which desirable employment practices are followed in the seven districts included in this study is somewhat greater than in many of the other districts that are not so favorably located nor that do not employ such highly trained administrators.
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(27) Lindsay, Elizabeth. Characteristics of teachers which form the basis for the selection of teachers in six Utah districts. (M. S. Thesis, School of Education) Brigham Young University, Provo, Utah, 1924.


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INSTRUCTIONS

1. The questions in the first three sections of this questionnaire which pertain to recruitment, methods of selection, and participation by school personnel in teacher selection have a two-fold purpose: (1) to discover what practices are actually followed in your district, and (2) to determine the reason or reasons that other practices are not employed. Therefore, please mark all items in sections I, II, and III according to the following key:

- For each item that applies in your case.
- For each item that you have found especially productive or particularly effective in procuring good teachers.

For each item that you do not use, please indicate the reason it is not employed by inserting the appropriate number from the following code:

1  This practice violates professional ethics.
2  Consumes too much time to make its use practicable.
3  Too expensive to be commensurate with likely benefits.
4  The present teacher shortage does not permit such a selective practice.
5  Unnecessary—serves no essential purpose.
6  Other reason—describe on the reverse side of this page, please.

2. In sections IV, V, and VI please indicate only those items that apply in your case with a check mark (✓).

3. Unless otherwise indicated the replies to questions should apply only to classroom teachers in the elementary schools for the school year 1951-52.

General Information

Name of school district ___________________________
Number of equivalent full-time professional staff members for your elementary schools:

____ General administrators, supervisors, etc.
____ Principals
____ Classroom teachers
I. RECRUITMENT

1. What practices usually are followed by your school system in locating applicants for teaching positions?
   ______ a. Use applications sent in voluntarily by candidates.
   ______ b. Publish announcements of positions to be filled.
   ______ c. Get names from placement bureaus of teacher training institutions.
   ______ d. Get lists from state department of education.
   ______ e. Get names from state teachers association.
   ______ f. Get lists from commercial teachers agencies.
   ______ g. Submit specifications for each vacancy to various placement bureaus.
   ______ h. Make inquiries in other school systems.
   ______ i. Make inquiries at conventions and similar gatherings.
   ______ j. Other procedures (please describe). __________

2. When do you usually begin to recruit new teacher personnel each year?
   ______ a. We have a continuous program of recruitment. Lists of especially well qualified candidates are kept on file permanently so that selection of superior personnel will be possible when a vacancy does occur.
   ______ b. No recruitment activities are conducted until it becomes known that a vacancy is going to occur; and then immediate attention is given to the procurement of a replacement.
   ______ c. No recruitment activities are conducted until contracts have been signed and returned, immediately after which attention is given to filling all vacant positions.
   ______ d. We have better results in procuring teachers if we wait until a month or so prior to the opening of school to fill every vacancy.
   ______ e. Other practice (please describe) __________

II. METHODS OF SELECTION

3. What practices usually are followed in selecting teachers?
   ______ a. Have applicants fill out a formal application.
   ______ b. Collect information and opinions from persons named as references:
      ______ former employers
      ______ business men
      ______ college professors and officials.
   ______ c. Hold personal interviews with applicants.
   ______ d. Require applicants to take written examinations.
e. Require applicants to have a physical examination, given by:
   ___ The school physician or a physician approved by the board of education.
   ___ Any licensed physician.

f. Observe classroom work of applicant.

g. Require applicants to submit transcripts of college preparation

h. Require proof of legal certification for position sought.

i. Verify experience records reported by applicants.

j. Establish lists of eligible candidates.

k. Other procedure (please describe briefly) ________

4. If any personal interviews are used, who usually does the interviewing?

   a. The superintendent of schools.
   b. An assistant superintendent or personnel officer.
   c. The principal or other supervisory officer to whom the teacher may be responsible.
   d. Members of the board of education.
   e. A committee of school officers designated for the purpose.
   f. A committee of school staff, including classroom teachers.
   g. Other interviewer (please name) ________________

5. If personal interviews are used, which of the following purposes are the interviews intended to serve?

   a. To explore orally the candidate's grasp of the subject matter he proposes to teach.
   b. To obtain a general appraisal of the candidate's personality.
   c. To get information of the candidate's education and experience.
   d. To evaluate candidate's voice and physical characteristics.
   e. To gain some insight into candidate's educational philosophy and professional outlook.
   f. To learn of candidate's ambitions and plans for the future.
   g. Other purposes (please list). ____________________

6. Is a plan of written examinations used? ___ Yes ___ No

   If yes, what is its scope?

   a. General test, the same for teachers of all grades and subjects.
____ b. Specialized test for each subject or school division.
____ c. Combination of general and special tests.
____ d. Other type (please describe)

7. If written examinations are used, where are the test materials prepared?
   ____ a. Prepared by local staff.
   ____ b. Prepared by outside agency (e.g., National Teachers Examination or other standard tests).
   ____ c. Part of the materials prepared locally; part prepared by an outside agency.

8. Are eligibility lists established? _____ Yes _____ No
   If yes, which of the following descriptions fits them best?
   ____ a. Rated lists, with candidates ranked from highest to lowest within their various classifications.
   ____ b. Unrated lists--the names of approved candidates, with no preferential ranking.
   ____ c. Other type of list (please describe)

9. If eligibility lists are established, are the lists made public? _____ Yes _____ No

III. PARTICIPATION BY SCHOOL PERSONNEL IN SELECTING NEW TEACHERS FOR APPOINTMENT

10. What procedures are used for securing teacher participation in selecting new personnel for teaching vacancies in a given school?
   ____ a. The opinions and suggestions of individual teachers in the school concerned are solicited and given consideration.
   ____ b. The opinions and suggestions of the principal of the school concerned are solicited and given consideration.
   ____ c. The whole staff of teachers, or their elected representatives, act as a committee to submit suggestions and/or recommendations.
   ____ d. Other practice (please explain)

IV. QUALIFICATIONS AND DISQUALIFICATIONS

11. How many years of educational preparation beyond high-school graduation are required for initial appointment as a full-time regular teacher in your district. (Please write in the minimum number of years required for each category.)
   _____ Elementary school teacher.
   _____ Elementary school principal.
   _____ Elementary school supervisor.
12. If a sufficient number of applications are available, to whom do you give preference as elementary teachers?

___ a. Candidates who possess the minimum requirements; namely, the bachelor's degree with teaching certificate.

___ b. Candidates who have done work beyond the bachelor's degree.

___ c. Candidates who hold the master's degree.

___ d. Candidates who have done work beyond the master's degree.

13. To whom do you give preference as elementary principals and supervisors?

<table>
<thead>
<tr>
<th>Principals</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>a. Candidates who possess the bachelor's degree with teaching certificate.</td>
<td></td>
</tr>
<tr>
<td>b. Candidates who have done work beyond the bachelor's degree.</td>
<td></td>
</tr>
<tr>
<td>c. Candidates who hold the master's degree.</td>
<td></td>
</tr>
<tr>
<td>d. Candidates who have done work beyond the master's degree.</td>
<td></td>
</tr>
</tbody>
</table>

14. If all other factors are approximately equal, do you have a preference for candidates who received all or most of their training from:

___ a. Any certain Utah teacher training institution.

___ b. Any of the Utah institutions of higher learning over out-of-state institutions.

___ c. Out-of-state teacher training institutions.

___ d. No preference given for either out-of-state or Utah institutions.

15. How many years of previous teaching experience are required for initial appointment as a full-time regular teacher in your district? Please indicate the minimum number of years required for each category. (Write "0" to indicate none required.)

___ Elementary school teacher.

___ Elementary school principal.

___ Elementary school supervisor.

16. If all other factors are approximately equal, which candidate would you choose on the basis of his previous teaching experience?

___ a. No experience

___ b. One year

___ c. Two years

___ d. Three years

___ e. Four years

___ f. Five years

___ g. Six to ten years

___ h. More than ten years

17. Are age limits set for new appointees to the teaching staff?

___ Yes

___ No
If age limits are set, please write in the limits in years of age.

___ Lower age limit for elementary teachers.
___ Upper age limit for elementary teachers.

18. Are married women given appointments as new full-time regular teachers?

___ Yes  ___ No  ___ Under special conditions

a. If married women may be appointed as new teachers, is there a preference for single women when qualifications are equal?

___ Yes  ___ No

b. If married women usually are not appointed as new teachers, is the policy of nonappointment based on a rule officially adopted by the board of education?

___ Yes  ___ No

c. If married women usually are not appointed as new teachers, are exceptions made for married women who are responsible for the support of dependents?

___ Yes  ___ No

19. What is your prevailing practice with respect to appointment of local residents as teachers?

___ a. Only local residents are appointed.
___ b. Local residents are given preference over outsiders, if qualifications are equal.
___ c. No local residents are appointed as new teachers until they have had one or more years of teaching experience elsewhere.
___ d. Residence is not a factor one way or the other.
___ e. Other practice (please explain) __________________________

20. Other factors being equal, is preference given to candidates who claim affiliation with any certain religious sect?

___ Yes  ___ No

21. Have definite policies been established by the board of education governing the following? (Please check each item that applies in your case):

___ a. Minimum professional standards that must be met by all teacher candidates.
___ b. Practices and procedures of recruiting and selecting teachers for appointment.
___ c. Standards of high scholarship and quality of educational background to be required of teacher candidates.
d. The employment of candidates who are related to members of the board of education:
   Such candidates are automatically excluded from employment.
   Such candidates may be employed under certain conditions.
   Preference is usually given to such candidates.

V. NOMINATION AND APPOINTMENT

22. What are the relative responsibilities of the board of education and the superintendent of schools in the nomination and appointment of teachers?

   a. The superintendent nominates individual persons for appointment to specific positions; the board makes the appointment.
   b. The superintendent nominates two or more qualified persons for appointment to a given position; the board makes the final choice and appointment.
   c. The board of education or a committee of the board selects and appoints teachers without official participation by the superintendent.
   d. The superintendent selects and appoints teachers without official action by the board of education.
   e. Other procedure (please describe): ________

23. Which of the following personnel actions are officially voted upon by the board of education?

   a. First appointments of new teachers.
   b. Reappointments of teachers for the coming school year when teachers will be filling the same position as before.
   c. Transfers involving a change in rank or salary.
   d. Transfers that do not involve a change in rank or salary.

VI. PROMOTIONS

24. To what extent are teachers within the service given preference in filling the higher paid positions such as principalships and supervisory positions?

   a. Teachers already employed within the school system usually are given preference.
   b. Vacancies are open to outsiders and to teachers within the school system on an equal basis.
c. Persons not already employed in the system usually are given preference.

d. Other plan (please explain): __________________________

25. In making promotions within the staff, what persons are considered for promotion?

a. Promotions are limited, for the most part, to those who voluntarily seek promotion.
b. Supervisory officers are expected to call attention to those who are qualified for promotion, whether or not the individuals concerned have asked to be considered.
c. Other procedure (please explain): __________________________

26. What procedure is followed in making selection among the candidates for promotion?

a. No standard procedure is followed; promotions are handled on an informal and individual basis.
b. A definite plan of promotion is followed; individuals submit their credentials and careful comparison is made for qualifications.
c. Other procedure (please describe): __________________________

27. To what extent do men or women fill the major administrative and advisory posts in the school system? (Approximate numbers of each sex)

a. Elementary school principals: Men Women
b. Elementary school supervisors: Men Women
c. Directors, assistant superintendents, and the like: Men Women

28. In view of the proportions reported in Question 27 above, what is the policy as to the desired relative numbers of men and women in administrative and supervisory posts?

a. Elementary school principals:
   ___ More men wanted
   ___ More women wanted
   ___ Present distribution about right

b. Elementary school supervisors:
   ___ More men wanted
   ___ More women wanted
   ___ Present distribution about right

c. Directors, assistant superintendents, and the like:
   ___ More men wanted
   ___ More women wanted
   ___ Present distribution about right
SUMMARY OF PRACTICES FOLLOWED IN THE
SEVEN SELECTED DISTRICTS

All of the seven districts included in this study reported that the superintendent is responsible for the nomination of specific individuals for specific positions, and that the school board is responsible for making the appointment.

Other employment practices vary from district to district and they were reported as follows:

School District A

(a) "Younger" teachers are preferred in all cases; there is no discrimination against married women; there is no preference for local residents nor for out-of-state teachers; no preference is given to teachers who claim affiliation with any certain religious sect.

(b) Requires 4 years of college preparation for elementary teacher, 5 years for principalship, and 5 years for supervisor; prefers teachers, principals, and supervisors who have a master's degree or more; has a preference for candidates trained in any of the Utah training institutions; accepts new teachers who have had no previous experience; has no preference for teachers who have had experience as long as they are "young".

(c) Uses applications sent in voluntarily by candidates; gets names from placement bureaus of teacher training schools; submits specifications for each vacancy to various placement bureaus; has a continuous program of recruitment and maintains a list of eligible candidates.

(d) Has applicants fill out formal application blanks; solicits opinions from persons named as references, holds personal interviews with candidates; observes occasionally the classroom work of applicants; requires transcript of college preparation, legal proof of certification; and verifies all experience records submitted by applicants.

(e) When promoting personnel to higher paid positions, teachers already employed within the district are given preference.
School District B

(a) The upper age limit at which new teachers may be employed is 45 years; no preference is given to single women; give preference to local residents; no preference is given teachers of any certain religious sect.

(b) Requires four years of preparation for teacher, five years of college work for principals and supervisors; has no preference for candidates who were trained in any of the Utah institutions; usually accepts teachers who have had no previous teaching experience, but has a preference for candidates with from one to five years of experience.

(c) Accepts applications sent in voluntarily by candidates; gets names from placement bureaus of teacher training institutions.

(d) Requires applicants to fill out a formal application blank; collects information and opinions from persons named as references; holds personal interviews with applicants; requires a transcript of college preparation and proof of legal certification for the position sought; maintains a continuous program of recruitment and keeps a list of eligible candidates.

(e) In making promotions to the higher paid positions, teachers already employed within the district are given preference.

School District C

(a) Has no age limits at which new teachers may be employed; gives no preference to single women, to local teachers over outsiders, nor to teachers who claim affiliation with any certain religious sect.

(b) Requires four years of preparation in college for the positions of teacher, principal, and supervisor; has preference for teachers who were trained in one of the Utah institutions; will accept candidates who have had no experience, but prefers teachers who have had three years of previous experience.

(c) Accepts applications sent in voluntarily by candidates; publishes announcements of positions that are to be filled; gets names from placement bureaus of college and commercial agencies, and from the state department of education.

(d) Requires applicants to fill out a formal application blank; collects information and opinions from persons named as references; conducts a personal interview with candidates; requires a transcript of college preparation; and requires proof of legal certification for the position sought.

(e) Give preference to teachers already employed within the district when promotions are made to higher paying positions.
School District D

(a) The maximum age at which new teachers may be employed is 40 years; has preference for single women; has preference for local residents; has preference for teachers who claim affiliation with a certain religious sect.

(b) Requires four years of college preparation for teachers and principals, and five years of preparation for supervisors; prefers teachers, principals, and supervisors who hold, or have done work beyond the master's degree; has preference for teachers trained in the Utah institutions; usually accepts only teachers who have had at least three years of previous teaching experience.

(c) Accepts applications sent in voluntarily by candidates; obtains names from placement bureaus of teacher training institutions; submits specifications for each vacancy to various placement bureaus.

(d) Requires applicants to fill out formal application blank; solicits opinions from persons named as references; holds personal interviews with the candidates; requires a transcript of college preparation; requires proof of legal certification for the position sought; has a continuous program of recruitment and maintains a list of eligible candidates.

(e) Gives no preference to teachers already employed within the district when making promotions.

School District E

(a) The upper age limit for new teachers is 40 years; no preference is given to single women, to local residents, nor to persons who affiliate themselves with any certain religious sect.

(b) Requires four years of college preparation for teacher, five years for principal and supervisor; prefers personnel who hold, or who have done work beyond the master's degree; usually accepts new teachers who have had no previous teaching experience.

(c) Uses applications sent in voluntarily by candidates; gets lists of names from placement bureaus of teacher training institutions and the state department of education; makes inquiries for teachers in other school systems and at conventions and similar gatherings.

(d) Has applicants fill out formal application blanks; solicits opinions and information from persons named as references; holds personal interviews with candidates; requires applicant to have a physical examination; observes classroom work of the applicant when
possible; requires the candidate to submit a transcript of college credits, and proof of legal certification for the position sought, has a continuous program of recruitment and maintains a list of eligible candidates.

(e) Gives preference to teachers already employed within the system when making promotions.

School District F

(a) Has no age limits at which new teachers may be appointed; gives preference to single women; gives no preference to local residents, nor to persons claiming affiliation with any certain religious sect.

(b) Requires four years of college preparation for teacher, and five years for principal and supervisor; prefers teachers, principals, and supervisors who hold, or have done work beyond, the master's degree; usually accepts candidates who have had no previous teaching experience, but prefers teachers who have four years of experience.

(c) Accepts applications sent in voluntarily by candidates; gets lists of names from college and commercial teacher placement agencies, and from the state department of education.

(d) Has applicants fill out a formal application blank; collects information and opinions from persons named as references; holds personal interviews with candidates; requires applicants to submit a transcript of college credits, and proof of certification for the position sought; has a continuous program of recruitment and maintains a list of eligible candidates.

(e) Gives no preference to teachers already employed within the district when promotions are made.

School District G

(a) Has no age limits for new teachers; gives preference to local residents and to persons who claim affiliation with a certain religious sect; gives no preference to single women.

(b) Requires four years of college preparation for teacher and principalship positions; requires five years of preparation for supervisor; prefers candidates who have been trained in any of the Utah institutions; accepts teachers who have had no experience, but prefers persons who have had three years of previous experience.

(c) Accepts applications sent in voluntarily by candidates; obtains lists of names from teacher training institutions and their placement
bureaus, and from the state department of education.

(d) Solicits information and opinions from persons named as references; holds personal interviews with the candidates; and requires applicants to submit a transcript of college preparation.

(e) Does not give preference to teachers already employed within the district when promotions are made to higher paid positions.