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A Study of Teacher Selection in North Dakota

William J. Tucker

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A STUDY OF TEACHER SELECTION
IN NORTH DAKOTA

A Thesis
Submitted to the Faculty of the Graduate Division
of the
University of North Dakota

By
William J. Tucker

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

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This thesis, presented by William J. Tucker in partial fulfillment of the requirements for the Degree of Master of Science in Education, is hereby approved by the examining committee.

G. B. Z. J. J. J.
Chairman

Vera Tacev.

Erch. Silke

Daryl E. Kufer
Dean of the Graduate School

1081-B

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CHAPTER I

THE PROBLEM

Introduction

Again this year, as in many years past, the superintendents of the schools in the state of North Dakota are faced with the rapidly growing problem of securing teachers for vacancies that have arisen in their school systems, caused by teachers going to larger systems lured by higher wages, or leaving the profession entirely for a different field of work.

Most school authorities agree that locating, selecting, and retaining high quality teachers is the prime task of the superintendents of schools. As harassing as problems of administration, supervision, organization, finance and school buildings may be, these problems are definitely secondary to securing top-quality teachers.

What caused the vacancy is of little concern at the time; it is there and must be filled. It is the business of the superintendent with the means he has at hand, to find the applicant most suitable and best trained for the position. What does he expect in the applicant and where is he going to secure him? This is the question to be considered. To propose that an adequate teacher selection and hiring procedure

that will enable all schools alike to procure more suitable teachers will result from this study would be a mis-statement.

The Problem

This study is limited to a general over-all picture of the procedures now being used within the state of North Dakota by superintendents of the various classes of schools. It also points out many of their own personal problems in teacher procurement.

Purpose of Study

The purpose of this study is to compile procedures, to interpret them, and to analyze as many suggestions as is possible in order to establish a better and closer relationship between the teacher placement bureaus and the superintendents in the selection and hiring of teachers in the various schools throughout the state of North Dakota.

At the present time the teacher turn-over, the number of the teachers leaving the profession, and the number of teachers leaving the state is increasing at an alarming rate.

Something must be done and done soon, if we are to keep our schools on an equal standing with those of other areas. The belief is that this turn-over can be curtailed to a certain degree, if there is a better understanding between our placement bureaus and the superintendents of schools.

The proper placement of the new teacher, with all factors taken into consideration, will result in a better adjusted teacher and lessen the percentage of teacher turn-over. More information about what superintendents want and require in a new teacher is needed by the placement bureaus so that their services may be better utilized. It has been proved that a well-placed teacher who remains in a school will add stability and balance to that school system.

Comparatively speaking, the smaller school systems have a bigger problem in selecting new teachers than the larger school systems. Experienced teachers prefer teaching in the larger centers which indicates that the smaller school systems will have to hire the new and inexperienced teacher.

Source of Data

The data for the study has been collected mainly from three sources: first, by superintendents within means of travel; second, from literature dealing with methods of teacher selection and hiring; and third, from a comprehensive questionnaire sent out to the superintendents of the schools of North Dakota.

Personal interviews with superintendents within means of travel were necessary to use as a comparison with the information received in the questionnaires. All superintendents volunteered their opinions freely and their information was a basis for some of the statements that follow in a later chapter.

Information in pamphlets, books, and magazines was selected with extreme caution. The authenticity of the articles was thoroughly checked. Many of the sources studied had to be discarded because of the age of the material or because they were not applicable to this state and its present day conditions.

The questionnaire was not used for exact information, but to secure an over-all picture of the factors, opinions, and interests that govern the selection of a new teacher. These statements came directly from the superintendents, and due to the timing of the questionnaire, the desired information was fresh in the minds of the superintendents many of whom were in the process of trying to secure new teachers.

Use of the Questionnaire

A questionnaire was the only feasible method at hand to secure the needed information and opinions of the superintendents, upon which a great part of this study is based.

The questionnaire consisted of three pages. The first page explained the study and requested the superintendents' help; page two contained nine questions, each ranging from one to fifteen individual parts with a rating system set up to rate each question as "one", "two", and "three" depending

on their importance; and page three included all teacher-preparing institutions in the state of North Dakota with a rating chart on all subjects normally taught in the high schools of North Dakota and the elementary schools. Each superintendent was asked to emphasize those institutions with which he had particular concern.

One hundred eighty-nine superintendents were picked at random, from the various schools throughout the state, and samplings were made in the four types of public schools - fully accredited, minor accredited, graded and consolidated, and the approved school - with a sliding percentage scale so as to obtain views from each of the above schools.

Within the first three weeks, one hundred one questionnaires were received; during the following two weeks another twelve were received resulting in a 59.79 per cent return.

In the letter accompanying the questionnaire, no mention was made of the purpose of the information. Only one superintendent requested that information. No mention was made of a tie-in with any school or any professors. The motive here was to eliminate any possibility of undue favoritism. Many of the superintendents signed their names to the questionnaires voluntarily, indicating personal interest in the study.

Each superintendent was requested to write one paragraph on each of the following statements:

- (1) My chief criticisms of teacher employment and placement bureaus in North Dakota are:
- (2) My chief suggestions as to how these faults may be corrected are:

The response to these questions was better than expected, with a great many superintendents volunteering their opinions, their criticisms, and in many cases complimenting the institutions or agencies. Many of these will be cited later.

Delimitations

The study was limited to the state of North Dakota, since the surrounding states have different requirements set up by state departments, bureaus and agencies. For this reason a separate study would have to be set up for each state and a comparison made from the various studies.

A limited number of the superintendents left some of the questions unanswered; the reason for this rested on the size of his school, his length of tenure as superintendent, or his not having encountered the specific problem.

The timing of the questionnaire beyond a doubt caused some superintendents to take care of other business if they

had no particular interest in this study. A great many superintendents were cautious when asked to give information on some questions. They stated that they did not choose to give personal comments on some of the material. The superintendents in this category are a minority in this study.

Definitions

Commercial agencies for teacher placement are those agencies rendering their services on a profit basis. These agencies are often referred to as private agencies, professional agencies, or agencies.

Public bureaus for teacher placement are those bureaus rendering their services on a non-profit basis, and are usually tax supported. These bureaus are often referred to as free bureaus, institutional bureaus, placement bureaus, and bureaus.

Credentials include all records of the teacher applicant: namely, letters of reference, school and church records, pictures, and any other information which may seem important.

CHAPTER II

SURVEY FINDINGS IN TEACHER SELECTION

Introduction

This chapter considers the procedures of superintendents of North Dakota in selection and hiring of teachers. It is generally based on the answers and opinions given by the superintendents of the various schools selected to participate in this study. Although careful consideration was given to each question in anticipation of ease in answering, it was found that in a few cases, some of the superintendents admittedly found themselves unqualified to complete some of the questions. This was found to occur in the smaller schools where the turn-over was relatively small, the superintendent's tenure was short, or where the superintendent had not encountered some of the problems referred to on the questionnaire.

The timing of the questionnaire was deliberate, having been mailed on the twentieth of May 1954, in order to capitalize on the information that would be available at that time. The motive was to contact the superintendent while he was actually in the process of trying to secure teachers for his system. The timing was successful, as some of the superintendents candidly stated their opinions on many of the questions which of course benefited the study tremendously.

Influence in Teacher Selection

The question as to who actually selects and hires the teacher for a school system is of interest and utmost importance not only to persons engaged in the educational plant, but of interest to the community as a whole and all persons interested in the welfare and education of the children in the public schools.

The first question of the questionnaire dealt exclusively with "who hires the teachers in your school?" The superintendent had four choices to indicate the field of authority in his school: the superintendent, the school board, the superintendent and school board jointly, or other persons. Space was provided for the superintendent to "write in" the answer. It is interesting to note at this time that only one superintendent used the "write in" space, and he stated that the principal was on an even basis with the superintendent in hiring the teacher.

It is interesting to note in Table I that the superintendents of the fully accredited schools did the selecting in fifty-three cases, as compared to one case for the board, and eighteen cases for the board and superintendent jointly, and one case where the principal was on even terms with the superintendent. In the minor accredited schools the superintendent

Table I
Participation of Each Authority in
Each Phase of Selection

School	Superintendent	Board	Superintendent and Board	Others
Fully accredited	53	1	18	1
Minor accredited	10	1	8	0
Graded and Consolidated	7	2	10	0
Approved	0	0	2	0

selected in ten cases, the board in one case, and superintendents and board jointly in eight cases. In the graded and consolidated schools the superintendent selected in seven cases, the board in two, and jointly in ten cases. In the approved schools, it was indicated that the superintendent and the board made the selection.

Raldo R. Johnson,¹ the superintendent of schools at Minnesota Lake, Minnesota, indicated in a study of schools of less than 5,000 population in 1929, that the participation in the selection and hiring of teachers by the various authorities in school systems differed in accordance with the tenure

¹R. R. Johnson, "Hiring of Teachers in Small School Systems," American School Board Journal, 79: 69-60, Nov., 1929.

of superintendents, and the size of school systems being served. His findings in smaller school systems differed from those in larger systems in that:

1. The average tenure of superintendents for schools within this study was 2.7 years.
2. The professional training of small school system superintendents was generally much less than that of the larger school systems superintendents.
3. The school board members were usually of long standing and possessed more knowledge of the local conditions than did the superintendents of the schools, but little did they know of the technical phases of education and the educational plant.

He indicated that the tenure of superintendents directly influenced their participation in the selection and hiring of teachers, and that a short tenure superintendent was definitely a hazard to school efficiency. He further stated that when the smaller school systems were in a position to demand better superintendents, they then would be expected to be on a better standard to recognize the superintendents professional status. Table II, as set up from Johnson's study as a result of 359 questionnaires received, gives an excellent percentage rating as to how the participation in teacher selection was handled at that time.

Table II
 Authorities Participation in Teacher
 Selection in Minnesota, 1929

	Per cent of systems using each method in group		
	I	II	III
Board, Committee without Superintendent	0.4	0.2	3.7
Superintendent nominates candidate	38.1	46.1	58.0
Superintendent appoints, board rejects or confirms	28.2	22.9	20.6
Other methods	1.5	0.2	3.6
Combination of above methods	31.9	30.6	14.1

I - Cities between 10,000 and 30,000 population

II - Cities between 2,500 and 10,000 population

III - Cities between 0 and 2,500 population

Only that part of the table representing schools of cities with population of 30,000 or less, has been reproduced to coincide with the representative populations of North Dakota cities.

Methods of Securing New Teachers

Rating is one of the more important problems facing the superintendent or the school board as the case may be. There appeared to be very little uniformity in the rating of the teacher sources, and teacher-preparing institutions within the state. The variety of sources is responsible for some

of the difficulty. The many sources, each with its own set of ethics and problems, are: teacher-preparing institutions, state employment service, and commercial or private agencies. Reports carried from neighboring schools and salesmen are beginning to constitute a problem to many superintendents. Mention of neighboring schools as a source of teachers was rated by superintendents as either "with confidence" or "satisfactory" in sixty-five cases, as shown in Table III. This method was in no way connected with the "stealing" of teachers; rather it was the higher wages, desire to teach in a larger system, or a change in locality that caused the teacher to leave.

The state employment service rated "with confidence" by seventy-six superintendents, by thirty-one as "satisfactory", and by five "with caution". College bureaus were rated "with confidence" by fifty-seven superintendents, as "satisfactory" by forty-one, and fourteen rated them "with caution". Only one superintendent failed to report on them.

Commercial agencies had a "with confidence" rating by three, a "satisfactory" rating by twenty-one, and "with caution" by sixty-six. Twenty-three failed to report. Teachers applications were rated "with confidence" by four,

Table III
Sources of Teachers

	With Confidence	Satis- factory	With Caution	Not Reporting
College Bureaus	57	41	14	1
Commercial Agencies	3	21	66	23
State Employment Service	76	32	5	0
Neighboring Schools	24	41	21	27
Teachers' Applications	4	51	38	20
Others (write in)	2	0	2	109

"satisfactory" by fifty-one, "with caution" by thirty-eight. Twenty superintendents failed to report on this question. The word "other" was used to cover any other area that may have been missed; two reported it as "with confidence", two "with caution", and one hundred nine did not report on this factor.

Securing of Teachers

The first step in filling any vacancy is the locating of the source from which a qualified candidate can be secured. Some schools have certain requirements to meet to fulfill their obligations to the North Central Association; the schools

who hold membership in this organization are very conscious of their standing and do their utmost to abide by the rules set forth by the organization. The necessity of fulfilling the requirements set up by the NCA occasionally causes some superintendents to issue notices of the vacancy in his school to all of the varied sources, see Table IV, in order to secure the teacher that will also fulfill the requirements of the organization.

In North Dakota the superintendents have the following sources from which teachers may be secured: the six teachers colleges; the University of North Dakota, the North Dakota Agriculture College, the State Employment Service, commercial agencies, neighboring schools, and teachers' personal applications.

Table IV
Superintendents Sources of Teachers

	First Choice	Second Choice	Third Choice	Not Reporting
College Bureaus	43	56	6	3
Commercial Bureaus	3	7	43	55
State Employment Service	83	19	2	4
Other Schools	3	1	33	71
Teachers' applications	16	7	54	32

The "not reporting" column was inserted after numerous superintendents stated that they had not used the services of a particular employment source and felt unqualified to judge it.

This section of the questionnaire was based on the superintendents' own past experiences with these sources. The "not reporting" column intimated that they had not used the other sources and therefore felt they could not give a just rating to the sources.

As contested by many superintendents, it is definitely a fallacy to assume that graduation from a higher rated school will guarantee superior performance in teaching duties assumed by the individual. An inculcation of many favorable habits may be acquired from a higher school of learning since it is able to employ an exceptionally high grade of instructors. These habits may not be so easily acquired in the smaller teacher-preparing institutions.

With the above presumption, the results of the questionnaire indicated that the superintendents of some localities, for various reasons, were forced to use all available methods in order to secure the needed number of teachers for their systems. Many of the smaller systems were forced to hire teachers who would not be teaching in either their major or minor fields. This brought about the unfortunate knowledge that sooner or later a qualified teacher would have to be found, to replace the newly hired teacher. A distasteful condition brought on by necessity.

Another problem that is becoming increasingly difficult due to the above condition is the hiring of home-town teachers. Many superintendents commented that against their better judgement they were being forced to employ local people. Superintendents of the rural and outlying areas are faced with this problem since modern housing facilities, little if any recreational activities, and poor transportation facilities are factors in the teacher-hiring situation.

Otis Young¹ states that under ideal conditions the matter of residence should not be considered in hiring teachers. The duty of every board member and superintendent should be to employ the best staff of teachers possible, without regard to residence. However, in the time of stress it seems to be natural for many communities to feel that the local applicants should receive preference. The leading argument for the home town teacher is that they represent a family that has assisted in building up the community. Absurd as it sounds, the logic here is the same as proposing that home town merchants should be patronized regardless of higher prices or inferior merchandise. Under this plan, the system could eventually be crippled. Familiarity of the area and the local conditions

¹Otis E. Young, "Problems in Hiring of Local Teachers," American School Board Journal, " 93: 32-, January, 1937.

does not imply any special ability to successfully cope with teaching problems, as hands of the local teachers are often tied whereas a person from the outside is able to meet the situation more adequately.

The results of a survey conducted in the state of Minnesota, (Table V) shows the preferred source of teacher applicants in the years 1924-25. Teachers colleges, individual teacher's applications, and private commercial agencies rated high, with only fourteen per cent using the State Employment Service. This indicates a low percentage compared with the results secured in North Dakota, as eighty-three superintendents gave "first choice" to the State Employment Service and forty-three gave "first choice" to the college bureau placement services. The time element enters into a consideration of the results as a span of nineteen years separates the two surveys.

Table V
Sources From Which Minnesota Schools
Obtained Teachers in 1924-25

	Per cent
State Teachers Employment Bureau	14
State Teachers Colleges	26
Private Commercial Agencies	21
Visits to Schools to Seek Teachers	4
Applications by Individual Teachers	25
Other Methods	3

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CHAPTER III

TEACHER PREPARATION AND BACKGROUND

Introduction

The policy of securing a teacher merely to fill a vacancy is definitely unjust, both in thought and practice. The preferred individual must be exceptionally strong in personality and character, truthful in intentions, to establish a strong and balanced system. Too often new teachers are indoctrinated into a system and shortly thereafter acquire the feeling of being just another fixture in the school plant. It is during this early period in the teacher's life that direct guidance is needed. Appropriate guidance at this point is often responsible for the teacher's decision to make a worthwhile contribution to the school system or to leave the profession for other fields. Many superintendents neglect to observe the need for this guidance which would result in a better adjusted teacher. Who is in a better position to lend a helping hand to the new teacher than the man who hired him? Is it not his duty and obligation to assist him?

In most cases, the hiring authorities have the privilege of examining the new teacher's past history and accomplishments to determine whether he is the desired teacher for the school

system. They feel that it is a just and honorable practice. How often is the applicant able to examine the past history of the board, the superintendent, and the school system? This one-sided practice has often been fatal to many teachers as they must fulfill their contract for the length of the term even after they have become dissatisfied with the system. A better understanding between authority and applicant would be acquired if all the factors of the situation were discussed frankly before the contract was signed.

Status of Teacher Preparation

The questionnaire requested that superintendents express their personal feelings on the subject of teacher preparation. Table VI gives their decisions in the order of first, second, and third choices. Results indicated that the trend among administrators is to rank subject-matter background, general cultural background, education courses, and extra-curricular preparation in that order. General cultural background and subject-matter background was rated the highest as "most valuable", while education courses and extra-curricular preparation rated highest in the "valuable" column.

Table VI
Superintendents Rating of Factors
in Teacher Preparation

The Factors	Most Valuable	Valuable	Least Valuable	Not Reporting
General Cultural Background	51	39	16	3
Subject Matter Background	59	41	5	3
Education Courses	15	50	33	9
Extra-Curricular Preparation	8	56	38	6

Preference of Teacher Background

Question five on the questionnaire asked superintendents to rate fifteen different but related factors on background which arise when a new teacher appears before the hiring authorities. Exceptional response was noted, with very few superintendents not reporting.

The majority of the superintendents rated character, personality, discipline, and personal habits as "most valuable" traits for teacher background. Moderate emphasis was placed on appearance, and the remaining factors received noticeable ratings in the "valuable" category, with nationality, religion, dependents, and marital status as a "least valuable" factor. (Table VII)

Table VII
Various Factors Used in
New Teacher Selection

	Most Valuable	Valuable	Least Valuable	Not Reporting
Character	96	9	3	0
Personality	90	15	1	2
Marks	4	64	31	9
Age	5	57	40	6
Appearance	30	68	5	5
Marital Status	3	31	64	10
Dependents	4	31	66	7
Draft Status	18	45	35	10
Sex	8	32	60	8
Nationality	0	14	88	6
Discipline	82	20	3	3
Personal Habits	65	33	3	7
Religion	3	16	82	7
Rural Background	1	42	56	9
Related Experiences	16	62	20	10

✓ In 1936, E. M. Hanson¹ brought out the following points as a result of a study conducted by superintendents and higher educational institutions in the state of Minnesota:

Marital Status: Forty-two per cent of the superintendents preferred married men; only two per cent required specifically that the men be married; and two per cent, on the other hand, required that the men be single. Eighty-four per cent required that the women be single and that they stay single. No provision was made for maternity leaves.

Age: Preferred age of women teachers was from twenty to twenty-five years of age by all but five superintendents. The maximum age for women was forty-five with only thirteen superintendents willing to accept women past that age. Three-fourths of the superintendents specified twenty-five to thirty years of age as the upper limit for men desired. ✓

Lowry S. Howard,² of Menlo School and Junior College in California prepared the following statement for presentation to all those who desire positions at Menlo. The statement is quoted in its entirety:

In selecting teachers for Menlo School and Junior College the following qualifications are deemed essential to success in our type of organization.

¹Hanson, Ernest M., "Mores and Teacher Selection in Minnesota," School and Society, April, 1937.

²Campbell, Laurence R., "Teacher Misplacement," School and Society, 32: 588-90, November 1, 1930.

First: A man of strong personality and character, viewing life with a positive and constructive philosophy, capable of independent thought and judgment, yet willing to cooperate effectively with the faculty and administration. Members of the faculty who pride themselves on being temperamental are not regarded with favor. (Score, 25 per cent)

Second: A man thoroughly imbued with his mission as an educator. He should be carefully trained in his subject-matter, understand boys and be well versed in educational practice, including adolescent psychology, the use of visual-aids, and in student counselling. The high school teacher should have an A.B. degree, several years experience and training in at least two subjects. The junior college instructor should have an M.A. degree in the subject in which he specializes, and a minimum of three years teaching experience. (Score, 35 per cent)

Third: A man genuinely interested in extra-classroom interests and activities. He should be able to appreciate the twenty-four hour program of a boarding school. (Score, 15 per cent)

Fourth: A man of poise, who can meet all kinds of people with ease and confidence. He should be able to discuss students' work with parents and guardians, handle emergency cases in the dormitory and classroom, always be the boys' friend, yet commanding their obedience and respect. He should be neat in his appearance. The social life of this community offers real opportunity for a man who cares to meet interesting people. (Score, 25 per cent)

Fifth: Menlo desires the opportunity to investigate thoroughly the training and character of applicants and will appreciate all possible references on these points.

This summary of qualifications may not fit the needs of all public school systems; nevertheless, every school has specific policies and practices. A practice such as used here will often lay the foundation for a more stable relationship between the applicant and the hiring authorities.

Status of Recommendations

The question pertaining to the reliance placed on letters of recommendation should be clarified. The intent here was to secure a rating on only those sources which would be helpful in recommendations for professional positions, although it is a well recognized fact that letters of recommendation from bankers, clergy, and other business men are more helpful as character references, but of little value in educational placement.

Barnes, in a study of the types of references desired by the superintendents of the state of Michigan in 1936, found the following preferences:

1. Previous superintendents, if teaching experience has been had.
2. The critic teacher during apprentice teaching.
3. The professor in the applicant's major subject.
4. The director of extra-curricular activities.

He further stated that the placement problem is of major importance to a teacher-training institution just as recruiting is a major problem for a superintendent of schools. From the superintendent's point of view, the problem is to secure the best teacher available for the salary that his school can afford.¹

¹Richard A. Barnes, "Institutional Teacher Placement and Service," Elementary School Journal, March, 1938.

The result of the survey (Table VIII) indicated that the superintendent rated the recommendation from another superintendent who had had the teacher in his service as "most valuable", along with the same rating for personal interviews, and as "valuable" the recommendations from college instructors and boards of education. It would appear that, under any circumstances, those people who have had occasion to come into direct contact with the applicant are the best source of all recommendations.

Table VIII
Status of Recommendations Preferred
by Superintendents

	Most Valuable	Valuable	Least Valuable	Not Reporting
Recommendations from college instructors	8	68	30	2
Recommendations from superintendents	87	17	3	1
Recommendations from boards of education	5	61	37	4
Other recommendations	2	35	52	19
Personal interviews	77	24	3	4
Pictures	0	50	43	15

Pictures received a rating as "valuable" in approximately fifty per cent of the cases, with no superintendent giving them a "most valuable" rating.

Methods of Interviewing Teachers

In addition to information on hiring teachers, the following questions were asked: When about to employ a teacher which of the following courses do you follow? (Table IX) Do you travel to see the teacher? Do you have the teacher travel to you? Do you employ both courses as may best fit the situation? Seventeen of the superintendents recorded that they travelled to interview the teacher; some indicated that they had a contract in their pocket at the time. Fifty superintendents had the teacher travel to see them; many had the thought in mind that the teacher could look over the school system and meet some of the local residents. Forty-four inferred that they tried to use both methods, depending on the distance to be traveled and the many other circumstances that would govern their making the trip. Enlightening as it may be, not one of the superintendents made any remarks as to whether the teacher making the trip was reimbursed or not. This last suggestion could readily be a stumbling block depending on the financial situation of the teacher.

Table IX
Methods of Interviewing Teachers

	Travel to Teachers	Teacher to School	Neither but Both
Fully Accredited Schools	11	29	30
Minor Accredited Schools	6	8	6
Graded and Consolidated Schools	0	12	7
Approved Schools	0	1	1

Experience Requested by Superintendents

Of the superintendents reporting on this factor of experience (Table X), only seven indicated they would accept a non-experienced teacher; four of these were superintendents of fully accredited schools. The superintendents requesting one years experience numbered thirteen; sixty-four superintendents required two years experience; thirteen requested three years; and four preferred four years experience. Superintendents of four fully accredited schools looked for teachers with five or more years experience. It would be appropriate to mention here that of the schools requesting one or more years experience, many stated that they often had to accept teachers with less experience, depending on the

availability of teachers. Some of the superintendents also indicated that the larger schools were in a better position to ask for more experience in their new teachers than were the smaller systems, due to wage scales and modern facilities.

Table X
Experience Requested by Superintendents

Number of years	0	1	2	3	4	5 or More	Not Reporting
Fully Accredited Schools	4	5	43	7	2	4	3
Minor Accredited Schools	2	4	8	2	1	0	1
Graded and Consolidated Schools	0	4	12	2	1	0	0
Approved Schools	1	0	1	0	0	0	0

CHAPTER IV

TEACHER PREPARING INSTITUTIONS RATED TO SUBJECT TAUGHT

Introduction

A rating chart accompanied the questionnaire, and each superintendent was requested to indicate all selections on which he may have had definite feelings. The superintendent was not asked to give a rating on any institution that he had not used as a source of teachers, this would be an unjust rating on his part and also to the institution. Therefore, the tables indicate only the number of choices the institution received, according to a first, second, and third preference.

One must interpret or classify the institution as to its outstanding courses for which it is known, that is, under vocational agriculture (Table XXXVII) one would naturally look to a school that offered the course to find the better trained teachers of this subject. This reason alone would cause many superintendents to leave the choice blank as his school may not be large enough to have this subject in the curriculum.

The tenure of the superintendents, which many mentioned, was another reason why some left the table unanswered.

The tables follow in alphabetical order, including every subject taught in the schools of North Dakota, the exact number of superintendents reporting on each subject is given rather than the percentage, to give a more understandable method of placing each institution.

Table XI
Art Teacher Source

	First Choice	Second Choice	Third Choice
University of North Dakota	12	6	1
North Dakota Agriculture College	1	6	3
Minot State Teachers College	5	1	1
Valley City Teachers College	4	4	2
Dickinson Teachers College	2	2	1
Mayville Teachers College	3	1	2
Ellendale Teachers College	2	1	3
Jamestown Teachers College	2	1	1

Table XII
Audio-Visual Teacher Source

	First Choice	Second Choice	Third Choice
University of North Dakota	19	7	0
North Dakota Agriculture College	6	4	1
Minot State Teachers College	6	5	2
Valley City Teachers College	3	3	4
Dickinson Teachers College	1	2	0
Mayville Teachers College	2	3	2
Ellendale Teachers College	0	3	1
Jamestown Teachers College	1	3	0

Table XIII
Boys Physical Education Source

	First Choice	Second Choice	Third Choice
University of North Dakota	26	10	5
North Dakota Agriculture College	8	7	2
Minot State Teachers College	12	9	3
Valley City Teachers College	15	8	6
Dickinson Teachers College	11	5	2
Mayville Teachers College	7	9	1
Ellendale Teachers College	2	4	3
Jamestown Teachers College	10	10	4

Table XIV
Business Education Source

	First Choice	Second Choice	Third Choice
University of North Dakota	27	4	3
North Dakota Agriculture College	1	8	2
Minot State Teachers College	6	10	4
Valley City Teachers College	6	3	4
Dickinson Teachers College	0	4	5
Mayville Teachers College	4	3	5
Ellendale Teachers College	1	2	5
Jamestown Teachers College	5	6	3

Table XV
Source of Coaches

	First Choice	Second Choice	Third Choice
University of North Dakota	16	14	5
North Dakota Agriculture College	6	7	4
Minot State Teachers College	17	8	3
Valley City Teachers College	18	8	5
Dickinson Teachers College	0	7	5
Mayville Teachers College	5	11	2
Ellendale Teachers College	2	6	2
Jamestown Teachers College	15	7	5

Table XVI
Source of Drama Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	16	10	1
North Dakota Agriculture College	5	5	2
Minot State Teachers College	6	6	1
Valley City Teachers College	2	5	1
Dickinson Teachers College	1	6	3
Mayville Teachers College	1	5	3
Ellendale Teachers College	0	5	1
Jamestown Teachers College	14	2	4

Table XVII
Source of Driver Education Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	5	7	4
North Dakota Agriculture College	3	1	4
Minot State Teachers College	5	12	3
Valley City Teachers College	2	5	2
Dickinson Teachers College	0	4	1
Mayville Teachers College	39	3	2
Ellendale Teachers College	0	4	0
Jamestown Teachers College	0	5	0

Table XVIII
Source of English Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	25	8	3
North Dakota Agriculture College	5	4	2
Minot State Teachers College	10	5	2
Valley City Teachers College	13	8	4
Dickinson Teachers College	3	4	2
Mayville Teachers College	3	9	2
Ellendale Teachers College	1	4	2
Jamestown Teachers College	13	6	2

Table XIX
Source of French Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	11	3	0
North Dakota Agriculture College	2	4	1
Minot State Teachers College	2	0	3
Valley City Teachers College	0	2	2
Dickinson Teachers College	0	1	2
Mayville Teachers College	0	1	2
Ellendale Teachers College	0	1	2
Jamestown Teachers College	3	2	2

Table XX
Source of Geography Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	12	8	3
North Dakota Agriculture College	2	7	2
Minot State Teachers College	5	5	3
Valley City Teachers College	15	3	2
Dickinson Teachers College	5	2	0
Mayville Teachers College	2	7	2
Ellendale Teachers College	1	3	3
Jamestown Teachers College	3	0	3

Table XXI
Source of German Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	12	3	0
North Dakota Agriculture College	2	6	1
Minot State Teachers College	1	1	1
Valley City Teachers College	0	2	1
Dickinson Teachers College	1	1	1
Mayville Teachers College	0	2	1
Ellendale Teachers College	0	1	2
Jamestown Teachers College	3	2	3

Table XXII
Source of Guidance Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	35	4	0
North Dakota Agriculture College	7	9	3
Minot State Teachers College	2	5	3
Valley City Teachers College	1	6	2
Dickinson Teachers College	0	5	0
Mayville Teachers College	1	4	2
Ellendale Teachers College	0	3	1
Jamestown Teachers College	1	3	1

Table XXIII
Source of Girls Physical Education Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	22	7	2
North Dakota Agriculture College	8	6	0
Minot State Teachers College	9	5	6
Valley City Teachers College	10	7	3
Dickinson Teachers College	3	3	1
Mayville Teachers College	6	4	3
Ellendale Teachers College	1	0	5
Jamestown Teachers College	3	3	4

Table XXIV
Source of Home Economics Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	7	30	1
North Dakota Agriculture College	56	2	0
Minot State Teachers College	1	3	4
Valley City Teachers College	1	3	3
Dickinson Teachers College	1	2	2
Mayville Teachers College	0	3	2
Ellendale Teachers College	0	4	5
Jamestown Teachers College	0	1	5

Table XXV
Source of History Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	30	4	1
North Dakota Agriculture College	5	5	4
Minot State Teachers College	11	3	3
Valley City Teachers College	9	9	0
Dickinson Teachers College	3	6	1
Mayville Teachers College	3	4	4
Ellendale Teachers College	1	2	2
Jamestown Teachers College	5	8	3

Table XXVI
Source of Industrial Arts Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	17	7	3
North Dakota Agriculture College	5	10	2
Minot State Teachers College	2	3	1
Valley City Teachers College	2	2	1
Dickinson Teachers College	2	1	2
Mayville Teachers College	0	3	0
Ellendale Teachers College	30	6	1
Jamestown Teachers College	1	2	0

Table XXVII
Source of Junior High School Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	3	5	2
North Dakota Agriculture College	0	4	1
Minot State Teachers College	8	5	2
Valley City Teachers College	10	2	1
Dickinson Teachers College	5	2	0
Mayville Teachers College	6	2	4
Ellendale Teachers College	1	1	1
Jamestown Teachers College	1	2	1

Table XXVIII
Source of Journalism Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	36	0	0
North Dakota Agriculture College	3	4	2
Minot State Teachers College	2	3	4
Valley City Teachers College	2	4	1
Dickinson Teachers College	0	3	3
Mayville Teachers College	0	2	3
Ellendale Teachers College	0	3	1
Jamestown Teachers College	2	5	0

Table XXIX
Source of Elementary-Kindergarten Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	2	2	2
North Dakota Agriculture College	1	1	2
Minot State Teachers College	14	7	7
Valley City Teachers College	19	8	2
Dickinson Teachers College	6	5	2
Mayville Teachers College	11	5	1
Ellendale Teachers College	4	5	0
Jamestown Teachers College	1	2	3

Table XXX
Source of Latin Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	14	0	0
North Dakota Agriculture College	4	2	0
Minot State Teachers College	0	1	3
Valley City Teachers College	0	1	2
Dickinson Teachers College	0	1	2
Mayville Teachers College	0	1	2
Ellendale Teachers College	0	1	2
Jamestown Teachers College	2	3	1

Table XXXI
Source of Library Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	12	6	5
North Dakota Agriculture College	4	5	2
Minot State Teachers College	10	6	2
Valley City Teachers College	4	2	6
Dickinson Teachers College	3	2	1
Mayville Teachers College	2	5	1
Ellendale Teachers College	1	3	2
Jamestown Teachers College	2	3	1

Table XXXII
Source of Mathematics Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	25	7	2
North Dakota Agriculture College	12	8	1
Minot State Teachers College	6	4	5
Valley City Teachers College	3	3	3
Dickinson Teachers College	3	4	1
Mayville Teachers College	2	3	3
Ellendale Teachers College	3	1	2
Jamestown Teachers College	5	4	2

Table XXXIII
Source of Music Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	20	14	3
North Dakota Agriculture College	6	8	3
Minot State Teachers College	17	5	4
Dickinson Teachers College	4	4	2
Mayville Teachers College	4	3	3
Ellendale Teachers College	0	4	3
Jamestown Teachers College	8	4	7

Table XXXIV
Source of Science Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	25	13	2
North Dakota Agriculture College	21	7	1
Minot State Teachers College	7	4	5
Valley City Teachers College	7	3	2
Dickinson Teachers College	2	7	0
Mayville Teachers College	3	2	4
Ellendale Teachers College	1	3	2
Jamestown Teachers College	7	3	3

Table XXXV
Source of Spanish Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	8	4	0
North Dakota Agriculture College	2	3	2
Minot State Teachers College	2	0	2
Valley City Teachers College	1	2	2
Dickinson Teachers College	0	2	1
Mayville Teachers College	0	2	1
Ellendale Teachers College	0	2	1
Jamestown Teachers College	3	2	1

Table XXXVI
Source of Upper-Elementary Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	3	2	3
North Dakota Agriculture College	1	1	2
Minot State Teachers College	16	5	2
Valley City Teachers College	21	3	3
Dickinson Teachers College	8	4	1
Mayville Teachers College	10	2	3
Ellendale Teachers College	2	2	3
Jamestown Teachers College	1	2	4

Table XXXVII
Source of Vocational Agriculture Teachers

	First Choice	Second Choice	Third Choice
University of North Dakota	1	3	3
North Dakota Agriculture College	53	1	0
Minot State Teachers College	0	1	4
Valley City Teachers College	0	2	3
Dickinson Teachers College	0	1	3
Mayville Teachers College	0	0	4
Ellendale Teachers College	0	1	3
Jamestown Teachers College	0	0	3

CHAPTER V

SUMMARIZED CONCLUSIONS AND RECOMMENDATIONS

If hiring authorities adopt a specific policy of selection and hiring of teachers, it must be in line and in agreement with modern trends. An applicable code of ethics among those hiring teachers should reflect their professional interest in both the teacher and the school system. A more thorough investigation should be made by the hiring authorities and there would be less complaint along the line of ethical habits of the teacher source. The institution or agencies are too often criticized for recommending a poor teacher when the responsibility should rest on the hiring authorities. A little more tact on the part of the superintendent in selecting the teacher may make life more worthwhile for the teachers, and assist the school in maintaining a high quality of teacher service.

The use of more discretion toward the number of applications sent to superintendents by all sources will reduce the amount of time spent by the superintendent in reviewing the papers only to be disappointed in never hearing from or seeing the prospective teachers. A careful system of screening should be set up with only the papers of the interested applicants

being sent out. Many times the papers are misplaced or retained too long by the disgusted superintendent when they should have been returned to the source. Many superintendents complained that the private or commercial agencies gave unreliable references for misfits, and that these "misfits" were "sold" to the school. A statement should be made here that the source should readjust or reroute the misfits and unqualified teacher. Replacement by schools is expensive as well as time-consuming and this practice leads to disappointment to all parties concerned.

College bureaus have been understaffed for some time. They are doing a fine job keeping in mind the proper placement of the new teacher in the right system, but they cannot be expected to do the impossible. They should have adequate funds and adequate help available at all times. The teacher shortage has in many cases overburdened the staff. Too often the professor in charge has a full load of teaching duties besides directing the office. Consequently, this affects the quality of service that the office produces. The importance of the placement bureau warrants a full-time director, with teaching experience, to maintain professional services to superintendents.

Interviews must cease to be one-sided. At the present time it is the only possible method of choosing teachers for

the system. Why not put it on a mutual basis, giving the applicant the opportunity to look over the policies of the superintendent, board and the community as a whole? This policy would prevent many teachers from being misplaced. Every superintendent should adopt a "let's talk it over" attitude, which would reveal the wants, wishes, and needs of both parties. Since files are kept on all teachers, why not have a complete file on each school system, with the opportunity for the teacher to look through them before actual contact work is started? Much time and expense would be saved by both parties.

Although letters of recommendation from the clergy, doctors, and business men are appreciated and do give information about a teacher's character and personality, they can give little information about a teacher's professional ability. A more sincere and careful collection of letters of reference has to be organized, as superintendents are no longer placing too much reliance on what the local grocer thinks of the teacher. The hiring authority is more interested in the background of experience and preparation of the teacher than his social ability.

Definite files on "follow-up" on the teacher's past accomplishments are lacking in most cases. Most files have only the minimum information on the positions he has held, and do

not include the performances in those positions. This situation could be handled through a central office or by some designated department using a questionnaire sent to superintendents at given intervals, or these reports could follow the pattern of progress reports.

The custom of rating applicants much higher than they deserve must be eliminated. A point system should be devised whereby the teacher is rated on the basis of experience, teaching ability, and professional progress. This eventually would raise the teaching standards, would eliminate the unqualified teacher, and would give the teaching profession a better reputation.

The practice of recommending the better qualified teachers to the larger systems brought many legitimate complaints from the superintendents of the smaller school systems. They stated that their responsibility to the community was as important as the superintendents of the larger systems, and for this reason they preferred a system of open notification of all available teachers, regardless of the size of systems and salary schedules. They asked for a fair chance to compete for the better qualified teachers to raise standards and experience levels in their systems. However, the smaller school systems will have to show improvement in housing and recreational facilities, before they can compete with the larger schools in securing better qualified teachers.

The rate at which teachers are leaving the profession and the state warrants considerable research into the situation to determine the cause. These causes should be eradicated as soon as possible. There is little uniformity in keeping in close contact with teachers until they have decided to leave the profession. The supply of teachers is not meeting the demand and statistics indicate that the situation will not improve. A committee with sincere intentions, should be able to point out the reasons and make suggestions that would assist in easing the problem.

A means of educating the public to the social responsibility of the teacher in the community, and his professional status, must be sought. Too many reports of unappreciated teachers and restrictions placed on the social life of the teachers, have produced ill feelings and have resulted in the teacher becoming disgusted and leaving the profession.

A tenure salary schedule is needed to place the teachers of North Dakota on an equal basis with the teachers in other states. Security for teachers must be established if we are to keep enough teachers in the state to meet the demand. Raising the salaries of the teacher and improving the standards of the profession is certain to attract more able teachers into the teaching profession.

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APPENDIX A

APPENDIX A

Letter of Transmittal for the Questionnaire

Pembina, North Dakota
20 May 1954

Dear Superintendent:

I should like to ask your cooperation in a study of the experiences, opinions, and procedures of North Dakota Superintendents relative to the selection and hiring of teachers. Will you please give your attention to the enclosed questionnaire and then state your frank opinions and answers.

I am aware that this is a very busy time of the year, but the timing of this questionnaire was deliberate in order to capitalize on the interest concern, and information present at this time.

Enclosed you will find a stamped, self-addressed envelope for your convenience in answering.

Please accept my sincere thanks for your interest and assistance in making this study possible.

Yours truly,

William J. Tucker

If you are interested in the main findings and recommendations, please check here. _____

At what college did you do your undergraduate work? _____

At what college did you do your graduate work, if any?

QUESTIONNAIRE

Questionnaire Mailed to One Hundred Eight-Nine
Superintendents Within the State of North Dakota

A Study of Teacher Selection in High Schools

1. Please check who has the most influence in the selection and employment of teachers in your school. The superintendent _____; The board _____; The Board and Superintendent jointly; Other (write in) _____
2. Where do you as superintendent go to secure your teachers? (please rate; 1-first choice, 2-second choice, 3-third choice)

College Bureaus	_____
Commercial Bureaus.	_____
State Employment Service.	_____
Teachers Applications	_____
Other Schools	_____
3. Based on your experience, how do you rate the following teacher sources? (please rate; 1-with confidence, 2-satisfactory, 3-with caution)

1. College Bureaus.	_____	4. Neighboring Schools. _____
2. Commercial Agencies.	_____	5. Teacher Applications _____
3. State Employment Service _____		6. Other (Write in). . _____
4. How do you rate the following factors when choosing teachers? (please rate; 1-most valuable, 2-valuable, 3-least valuable)

1. General Cultural Background.	_____
2. Subject Matter Background.	_____
3. Education Courses	_____
4. Extra-curricular Preparation	_____
5. How do you rate the following factors when choosing a teacher? (please rate; 1-most valuable, 2-valuable, 3-least valuable)

1. Character.	_____	9. Sex.	_____
2. Personality _____		10. Nationality.	_____
3. Marks.	_____	11. Discipline	_____
4. Age.	_____	12. Personal Habits.	_____
5. Appearance _____		13. Religion	_____
6. Marital Status _____		14. Rural Background	_____
7. Dependents	_____	15. Related Experiences.	_____
8. Draft Status _____			

6. How do you rate the reliance that you place on the following?
(please rate; 1-most valuable, 2-valuable, 3-least valuable)
1. Recommendations from college instructors. _____
 2. Recommendations from superintendents. . . . _____
 3. Recommendations from board of education . _____
 4. Other recommendations _____
 5. Personal interviews _____
 6. Pictures. _____
7. How many years experience do you prefer that new teachers have before you employ them? (please circle one) 0, 1, 2, 3, 4, X-or more.
8. When about to employ a teacher, what is your practice?
1. Travel to interview teacher. _____
 2. Have teacher come to you for an interview. _____
 3. Not one or the other, but employ both. . . _____
9. On the back of this sheet would you write two paragraphs on the following items.
- a. My chief criticisms of teacher employment bureaus and agencies in North Dakota.
 - b. My chief suggestions as to how these faults might be corrected.