EFFECTIVE WAYS OF SECURING

A TEACHING POSITION

BY

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CHAPTER I

INTRODUCTION

The writer's own efforts in securing teachers and association with other superintendents who are doing the same thing have revealed the presence of much inefficiency in the manner in which many applicants go about securing a teaching position. It has been the opinion of the writer that more specific information on "how to find a vacancy" and "how to make an application" has been needed. It is also believed that teachers generally should, as an obligation to themselves, place more emphasis upon securing a position in which they would be better paid and happier. Better positions do not naturally come to teachers who concentrate all their efforts on increasing the quality of their service and none on selling that service.

The existing need of some definite suggestions on the correct procedure for securing a teaching position has been the stimulus for this study. The limitations of the study are acknowledged. However, the value of the information gathered and set forth in this paper has been more than pay for the hours spent in this investigation. The writer, as a superintendent, wishes to provide the future candidates entering the teaching profession a more adequate set of procedures in securing a teaching position. If any future teacher is helped by reading this professional paper, there will be the feeling that all efforts have been rewarded.

The Problem

The main problem of this investigation was how to determine effective ways of securing a teaching position. It resolved itself into the

three minor problems: (1) how to find a vacancy, (2) how to make a written application and (3) how to make a personal application.

Procedures

To answer the question, how to find a vacancy, how to make a written application and how to make a personal application, a questionnaire and letters were sent out to a number of superintendents.

These superintendents brought out in their letters and questionnaires to the writer, that this was a study of importance to both candidates and administrators.

Mr. H. J. Goetz, Superintendent of Schools, Ennis, Montana, made the following statement to the writer:

> I believe that you are on the right track in dealing with this very important problem. Why don't you get your information gathered together and present it to the Montana Association of School Administrators toward a uniform or standardized form that could be used by teachers and employers alike?[1]

The personal investigation method of collecting data was used in making this study. Seventy-five letters were sent to city superintendents in various states. Of this number, about 75% replied to the following question which was asked of each superintendent: If you could make only three suggestions to candidates, who in the future were to make application to you for a position, what would those suggestions be?

The National Educational Research Bulletin for February 1957[2] was the only secondary source of information used.

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[1]Goetz, H. J., Superintendent of Schools, Ennis, Montana, in reply to inquiry sent out by the writer.

[2]National Educational Association, Research Bulletin, February, 1957, Washington, D. C.

Candidate must first find a vacancy in order to apply for a position. There are a number of ways in which he may make contacts to locate vacancies. Suggested ways are presented in Chapter II.

CHAPTER II

FINDING A VACANCY

The teacher who desires a position may find a vacancy through the three sources: (1) the college appointment bureaus, (2) state appointment bureaus and (3) commercial agencies and also by personal initiative in individual job contacts. These sources of contacts together with a discussion of their use and importance may be found in the following section.

Use of College Bureaus

Appointment bureaus in normal schools, colleges and universities do not charge for their services. Success of any college is partially determined by the number of graduates it places in desirable positions. Nevertheless, the student in school is by no means obliged to wait idly for the school to get a job for him. The person who goes out after the job is the person who usually gets it.

Another source of securing information in regard to vacancies is the state employment service.

Use of State Department and Teachers' Association Appointment Offices

Teachers who want teaching positions may also use the services of 1700 state and local offices of the United States Employment Service.[1] The employment service registers both teachers and employers and places, and places teachers in nurseries, kindergartens and all grades in public, private, parochial schools and colleges. No fee is charged either for application or placement.

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[1]State Employment Service, Teacher Placement Bureau, Sam Mitchell Building, Helena, Montana.

The Teacher Placement Bureau of the State Employment Service works with college and university placement bureaus in expediting credentials in the state school systems. It works with school systems in listing vacancies and in promoting candidate contacts. It also has a clearing house arrangement within the service which shows regularly what positions may be available in other states having the employment service. Applications at any local office make it possible for the teacher to be in touch with positions in various parts of the country. The address of a local office can be found in the telephone directory.

The third source of securing information about vacancies is the commercial teachers agency.

Use of Teachers Agencies

There are more than 80 commercial agencies in the United States which offer teacher placement service according to the Research Division of the National Educational Association,[2] Washington, D. C. In 1957 some 64 of these agencies, including branch offices were listed as members of the National Association of Teachers Agencies,[3] an organization founded in 1915. Membership in this association is open to any reputable agency that is willing to accept the NATA Code of Ethics, a code prepared in cooperation with superintendents, college education departments, and various state teachers associations. Members of the National Association of Teachers Agencies can be found in 26 states and the District of Columbia.[4] Nearly all of them serve public, private, and parochial schools and colleges but a few agencies offer specialized services.

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[2]National Education Association, op. cit.

[3]Ibid.

[4]Ibid.

Members of the National Association of Teachers Agencies charge a registration or investigation fee, most commonly $2.00. The commission fee for placement is standard throughout the country. All agencies charge 5% of the first year's salary as their commission. Any candidate who wishes to join an agency may secure this information from any of the agencies listed in Table 1.

TABLE 1. TEACHERS' AGENCIES LOCATED IN THE ROCKY MOUNTAIN AREA IN 1958 WITH NATA MEMBERSHIP.

State	Number of Agencies	Name of Agency	Location
Colorado	1	Western Teachers Exchange	Denver, 1
Montana	1	Huff Teachers Agency	Missoula
North Dakota	1	Midwest Teachers Service	Grand Forks
Washington	1	Clark Brewer Teachers Agency	Spokane, 8

The use of initiative many times helps the candidate find a vacancy on his own. Some ways in which initiative may be used in locating vacancies are given in the following sections.

Value of Personal Initiative. Personal initiative can be of great value to the candidate if used in the proper manner. The following are suggested ways.

Direct School Contact. The teacher can profit by remembering that superintendents often secure their teachers from other school systems. The following are a few suggestions to the teacher on the job who wants to be selected for a better position:

1. Become well known in own community.
2. Keep the favor of your superintendent.
3. Keep self well advertised professionally.
4. Get acquainted with out-of-town school people.
5. Attend educational meetings.
6. Improve his teaching.

Individual Effort. The method of locating vacancies by sending out letters of inquiry is not used now as much as it has been in the past. No doubt this is due to the present shortage of teachers. If a letter of inquiry is sent, the applicant should state definitely at the outset of the letter that it is a letter of inquiry. If this is done, even though the rest of the contents of the letter should resemble an application, the superintendent will not feel that the applicant is trying to undermine an employed teacher. On the following page a sample of a letter of inquiry is given.

Locating a vacancy is the first step in getting a job. The next step is making the application. Both written and personal application require a great deal of care. The desirable characteristics of both types of applications are presented in the next chapter.

Street address
City and state
Date

Mr. John D. Brown
Superintendent of Schools
City and State

Dear Mr. Brown:

I wish to inquire if you will have any vacancies in your science department of the senior high school for the coming year.

I am very much interested in your school and your community and would like to locate in your city.

If a vacancy does exist, I shall be very pleased to present a formal application and have my confidential papers sent to you immediately for your consideration.

If, however, no vacancy exists at the present time, I shall appreciate having my letter of inquiry placed on file for future reference.

I shall certainly appreciate a reply as to the possibilities of a vacancy existing.

Sincerely yours,

_____

Enc.: Self-addressed envelope

CHAPTER III

DESIRABLE CHARACTERISTICS OF WRITTEN AND PERSONAL APPLICATIONS

The desirable characteristics of the written and personal application are points that should be given careful consideration by all applicants. A superintendent of a large city school system has set forth what is generally considered a proper point of view for the applicant for a teaching position in the following statement:

> A teacher who is seeking a position is in exactly the same position as a salesman who has a product to sell. The teacher is attempting to sell his services. The best advice that can be given to the candidate is that it is always worth while to study the (employer) buyer. What are the peculiarities of the school department in which he wishes to work? What are the peculiarities of the employing officer? Study them ahead of time and approach them with the same skill and preparation that a good salesman would approach them. Have your sales talk well organized and be prepared to present it effectively.
>
> The applicant must absolutely realize that he belongs to a professional group and his task in life is to give professional service; but he must remember that it is impossible to give that service until he gets a job. During the job hunting period he must approach the task as a sales task.[1]

The characteristics of both written and personal applications are discussed in the following sections.

Characteristics of Written Applications

Keeping Records Up-to-Date. The importance of a complete, up-to-date personal record is indispensable to the applicant who is seeking a teaching position. No applicant can ever hope to get a job without furnishing an authentic record of his own personal data and academic

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[1]Howe, H., Superintendent of Schools, Gig Harbor, Washington, in answer to an inquiry sent by the writer.

training for the prospective employer. The business-like way to handle the personal record is to have it up-to-date, complete and immediately available to prospective employers.

Where to Keep Record. The applicant may have his record kept in the files of one of the following:

1. College or university placement bureau.
2. Placement bureau of state department of education.
3. United States Employment Service.
4. Commercial teachers' agency.

Information Necessary in Record. Placement bureaus make it their business to get a complete record of those persons whom they expect to place in a position. The applicant needs only to fill out their blanks and follow all instructions.

A study of many blanks used by teachers' agencies, the results of which were published in the Research Bulletin of the National Education Association, February 1957,[2] revealed that the information generally called for is:

1. Type of position desired.
2. Time when position could be accepted.
3. Salary that would be accepted.
4. Personal data.
5. Training and educational data.
6. Experience.
7. References.
8. Photographs.

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[2]National Education Association, op. cit.

Information Needed Before Making an Application. In the following quotation Howe points out the importance of knowing the superintendent's name.

> What is the superintendent's name? When writing a superintendent, take the trouble to find out his name. A teacher interested in a position should make it a point to know who is superintendent of the school in which she asks for a position.[3]

Many times the commercial teachers' agencies will provide the candidate with a listing of superintendents and their vacancies.

Information and Experience. Information about the amount of training required of applicants can, and should be, obtained by writing directly to the superintendent in the schools before application is made. This information about training requirements will not only help the teacher, but will also give the superintendent an opportunity to select the teacher best fitted for the position. The following quotation briefly states the point of training.

> Applicants should painstakingly find out the requirements of a school system and not apply for a position for which they are not in every sense qualified.[4]

Before applying for a position in any school system of any size, the applicant should write to the superintendent of schools for definite information concerning the experience required for appointment.

Certificate Status. School officials are governed by state laws concerning the certification of teachers. They have no choice in the

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[3]Howe, op. cit.

[4]Dean, A. L., Superintendent of Schools, Polson, Montana, in answer to the inquiry sent out by the writer.

matter. The applicant must make sure that he has or is entitled to a certificate necessary for the work he wishes to do.

Salary Considerations. The purchase price of teacher service is fixed by the employing superintendent or board of education and not by the applicant. The following quotation states this point quite clearly.

> Teachers, as a general rule, are too much interested in financial returns. Practically every school system has a salary schedule, and an explanation of placement for beginners and experienced teachers in that schedule. This schedule is printed together with the general regulations of the school system and can be had for the asking. If teachers would show more interest in wanting to teach children and improve in this particular part of public school work, school executives would usually be more interested in these individuals. The secretaries in the office of school executives are qualified to answer questions concerning salary schedules, and it is highly important and of much greater advantage to the applicant that they discuss with the executive the work of the departments in which they may be interested.[5]

The attitude of this superintendent indicates clearly that salary schedules usually are quite definite. It would be well for the candidate to emphasize attitude rather than salary.

Determining Nature of the Position. There are two very distinct reasons why the applicant should find out all he can about the position before applying for it. In the first place, the position may be so undesirable in school facilities and attitudes, that the applicant may not want to apply for it. In the second place, the applicant will be able to make a better application. He will be able to convince the superintendent that he is the applicant best qualified to handle the particular position. Securing information about the superintendent is important.

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[5] Dean, op. cit.

Information About the Superintendent. The salesman always find out all he can about the prospective buyer before he tries to make a sale. He can make a more appropriate approach and consequently a better first impression. He knows what kind of a sales talk to use. For similar reasons, the applicant should find out all he can about the employing officer before making personal or written application.

Procedure for Making Application. Procedures for making application are not universally the same. If the applicant wishes to make a favorable impression upon the employing officer, he should be careful that he makes his application in the manner customary to that school system. Before making an application, he should secure from the superintendent's office the method and information concerning the established procedure for making an application.

Organization and Presentation of Material. The organization and presentation of qualifications offer the applicant an excellent opportunity to show his material and also his ability to plan carefully and to present it in a clear, definite, concise manner -- a very desirable ability in a teacher.

Language. The applicant is going to be judged not only by what he says in regard to the position he seeks but by how he says it. All statements must be clear, concise, brief, definite, terse and pertinent. All expressions must be made in complete, unified sentences. The organization of his material must reveal knowledge of correct English. The language must be forceful and professional. The following quotation of one of the superintendents in regard to the use of English should be noted by the applicant:

> The language should be clear and concise. I frequently write candidates that their language is so unprofessional that I do not care to file their application.[6]

Another characteristic of importance in the written and personal application is the necessity for brevity and conciseness.

Brevity and Conciseness. Both brevity and conciseness must be shown in the application whether it is written or personal. Both are fundamental to teaching success, and both are traits for which the superintendent is looking. Therefore, the applicant should make his application show that he knows the value of brevity and conciseness.

Extremes should be avoided. Necessary information must not be omitted. The applicant should be as brief as is consistent with the information given.[7] Unnecessary words should not be used solely for the purpose of showing erudition.

Clarity and Definiteness. In many of the applications examined in making this study the rules of clarity and definiteness were often violated. Many applicants stated that they had several years of successful teaching experience instead of giving the exact number of years. Another common fault found to be quite prevalent was for the applicant to give his training and qualifications in a rambling sort of fashion. The applicant must, in his presentation of all material in the application, be consistently and everlastingly clear and concise.

Completeness. Incompleteness of information is due perhaps to the applicant's ignorance of the information the employing officer must

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[6] Cunningham, J. G., Superintendent of Schools, Neihart, Montana, in answer to an inquiry sent by the writer.

[7] Frazer, Wesley, Superintendent of Schools, American Falls, Idaho, in answer to an inquiry sent by the writer.

have before he makes a decision on any applicant. All the information given in the outline on Page 26 is needed by the employing officer.

The following quotations of superintendents are suggestive of the need for completeness of information in the application:

> More accurate information on teaching, preparation is needed especially practice teaching, experience and specific subjects.[8]
>
> I would like applicants who appear personally to be prepared to give me not only personal information about their training and experience but have some reasonable explanation why they want to teach the grade or subject area applied for. It seems to me too frequently there is some scatter gunning by many in elementary and secondary.[9]
>
> The development of a feeling of pride in and for the profession. This would be embraced by a background that indicated a loyalty toward teaching, former administrators and school systems. I dislike intensely those who induct a statement of disloyalty toward their former position. This attitude will undoubtedly carry into the new position.
>
> A desire to serve youth, the community and the Nation, also the profession. Our profession is in a service area of humanity and the young candidate should indicate his ability, background and preparation before going into the more menial.[10]
>
> I would suggest to the teacher who is about to make an application that all applications should contain full description of professional preparation, experience and references. The application should present the qualities of the teacher as fully as possible.[11]
>
> The applicant should give complete information about herself relative to training and experience. Nothing should be taken for granted. The information should present the qualities of the teacher as fully as possible.[12]

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[8]Bird, T. C., Superintendent of Schools, Boise, Idaho, in answer to an inquiry sent by the writer.

[9]Ward, W. G., Superintendent of Schools, Idaho Falls, Idaho, in answer to an inquiry sent by the writer.

[10]Scott, Wallace, Superintendent of Schools, Savage, Montana, in answer to an inquiry sent by the writer.

[11]Cunningham, op. cit.

[12]Ibid.

The greatest criticism I have to make on teacher applications is that they do not give all the information, which they should know any superintendent would require.

Too many young teachers do not make an application. They are merely inquiring about a job and this is all. The administrator seems to be the one who has to go out and sell his particular school to them or you cannot hire them.[13]

Candidates should be taught to make a simple straight forward application for a position. The letter should be courteous, stating the facts and should include a photograph and a stamped, self-addressed envelope.[14]

Be definite about professional qualifications. Give education in complete summary and if no degree, state the number of credit hours in the various fields. Make a complete statement in regard to experience.[15]

Complete up-to-date set of credentials, including a recent photograph. State where references can be obtained.[16]

I am more interested in the things that a person's references gives than in what he puts in his application. There should be some way in which we could find out that a college graduate cannot speak good English or that he has acquired very little of the culture that a college graduate should have.

For an experienced teacher I want all the superintendents under whom he taught listed with their addresses if possible. For an inexperienced person, I want all college people qualified to rate him listed as references.

Prepare themselves for an interview by writing down questions they are interested in and having a knowledge of the position which they wish to secure.[17]

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[13]Williams, Homer, Superintendent of Schools, Grace, Idaho, in answer to an inquiry sent by the writer.

[14]DeWitt, Lloyd, Superintendent of Schools, Colstrip, Montana, in answer to an inquiry sent by the writer.

[15]Click, Leo, Superintendent of Schools, Pocatello, Idaho, in answer to an inquiry sent by the writer.

[16]Short, Orley C., Principal, Park County High School, Livingston, Montana, in answer to an inquiry sent by the writer.

[17]Cunningham, op. cit.

The preceding quotations state clearly the importance of completeness in making out the application.

Truthfulness. The great importance of the need for being truthful is clearly brought out in the following quotations of three superintendents.

> A serious fault with many applicants is that they do not state the truth. Some of the applicants state they do not smoke, really mean that they do smoke, but that they believe they can do it in such a way that the superintendent will not find it out. I do not seriously object to smoking, but I do object to being imposed upon in this manner.[18]

> Do not omit answering any questions asked on the application blank sent to the applicant, or try to evade giving truthful answers. If you are 40 years of age, don't write 35 plus. If you are Catholic, don't write Christian, and if Protestant, give church preference.[19]

> Do not hedge in order to make your training appear more comprehensive than it is.[20]

Proof of Qualifications. The applicant's honesty is not questioned by the employing officer, but the school executive must not take any chances. It would be embarrassing for any efficient school superintendent to employ a teacher who was not qualified. The employing officer must have definite proof of the applicant's qualifications as all administrators must first think of what is best for the child.

Applicants should prove their qualifications by having some good men willing to recommend them. They must also back up all their claims withdefinite proof of their ability to perform. Superintendents are

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[18]Scott, op. cit.

[19]Haines, Keith, Superintendent of Schools, Livingston, Montana, in answer to an inquiry sent by the writer.

[20]Scott, op. cit.

looking for teachers whose life and record justify placing them in charge of boys and girls.

Originality. In the letter of application the candidate should find a way to tell the whole story of his personal, social and academic life briefly, concisely and with an original touch.

Originality is essential in either the written or the personal application, but the applicant must be moderately conservative in the means used to show originality. Particular attention must be attracted to the application by the use of some kind of originality that is not distasteful to the employing officer.

Superintendents complain that all applications are alike. They want something different. The application that contains all the necessary information clearly and definitely presented will be different enough to attract attention.

Ability to Teach Specific Subjects. Simply because a teacher is a college graduate does not mean that he is qualified to teach any subject in the high school curriculum. Neither is a person who has attended a normal college qualified to teach any grade or subject in the public school. A person who cannot sing certainly cannot teach music. The employing officer must know what the applicant is specifically qualified to do in order to determine the applicant's fitness for a teaching position in his school system. The necessary information concerning the applicant's ability to teach specific subjects must be included in the application.

Scholarship. Superintendents never have any serious objections to high marks especially in the more difficult subjects, and are always conscious of the fact that good scholarship indicates better preparation.

In many cases, they employ teachers who have specialized in their respective fields. They look for an English teacher who has majored in English at the college or university and has met acceptable scholarship standards.

Discipline. What can the applicant do or say during the personal interview that will give the employing officer the impression that he (the applicant) is a good disciplinarian? He can show self control, poise, confidence, clear judgment, an understanding of children, and moderation of voice. In other words, he can show every possible quality necessary to the good disciplinarian.

What can the applicant do or say to give the impression that he is a good disciplinarian if making application by letter? The best suggestion is to have some person competent to judge the applicant's ability to discipline and write an evaluation in the form of a recommendation.

It is a mistake for the applicant to try to show sternness in the facial expression of the photograph. The stern person may have good discipline in the school room, but it must be remembered that it is possible for the stern teacher to have good discipline and still not be a good disciplinarian. The good disciplinarian maintains good conduct in the classroom not by sternly dominating the pupils but by securing a spirit of rapport and willingness to cooperate through stimulating interest in the work. Many ways of securing discipline exist, but the underlying principles are not centered around being hard-boiled. The general attitude of the employing superintendent has been expressed by Wallace in the following quotation:

> Like the character of Caesar's wife, a teacher's discipline must be above suspicion. I cannot imagine myself hiring a person who is reputed to be failing in discipline, or even fair in

discipline. Other things being equal, a superintendent will select a strong disciplinarian.[21]

Interest. With respect to attracting interest, the presentation of an application, whether written or personal, is not unlike the presentation of a lesson. A teacher may present a number of facts to a class, and still the class will feel that nothing has been accomplished; and they will be right unless those facts are properly grouped around some major idea that stimulates interest. The lesson must have a paramount aim and a definite objective. There must be some distinct highlight.

One way of making the application command attention is for the applicant to make some part of the application show with regard to his ability to work with people, attract interest, or demonstrate ability, stand out from the rest of the material presented. The following quotations justify the writer's plea that applicants attract interest in their applications.

> Have some major interest -- one or two things to strive to put across.[22]

> Take an inventory of what you have to sell and put some of your best in the show window.[23]

> It is probable that teachers miss an opportunity in neglecting to assume that superintendents know that they can teach. Scholarship, teaching ability, and good character are naturally anticipated. A superintendent wishes to know what a teacher can do in addition to teaching. How will they fit in the general

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[21] Wallace, Gerald, Superintendent of Schools, Lewiston, Idaho, in answer to an inquiry sent by the writer.

[22] Ward, op. cit.

[23] Scott, op. cit.

> pattern of the community? What special contribution can they make to his school system? Stating this negatively, how much mischief will they get into that may embarrass school officials? An application must set forth some "highlights" in order to be singled out from the multitude.[24]

Applying for Proper Position. The absence of definite choice of position gives the employing officer the impression that the candidate must be prepared to teach nothing very well. If the applicant is especially trained and qualified for a particular position he should so state. He will realize the importance of getting a position in which he can do the things for which he is best trained and qualified. The applicant must not appear to be a "jack of all trades and a master of none."

The following quotation states the general attitude of school executives regarding the necessity of applying for the job for which the candidate is qualified:

> State your preference in work or grades. Too many times an applicant through her anxiety to secure a position will state that she is prepared to teach any grade in the elementary schools. This attitude on the part of the applicant has lost many applicants a position.[25]

Filling Out the Application Blank. Every bit of information called for on the formal application blank is needed by the employing officer; and for the applicant to fail to give the information called for is not only failing to show due respect to the employing officer's wishes but is hurting his own chances of election. The application blank must be filled in according to instructions, carefully, legibly and in complete detail without misrepresentation and without misspelling.

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[24]Scott, op. cit., and Livingston, Glen, Superintendent of Schools, Cody, Wyoming, in answer to an inquiry sent by the writer.

[25]Haines, Wallace, and Williams, op. cit.

To Whom It May Concern. Applicants should never send to any school system "To Whom It Is Concerned" credentials. The use of such credentials is at the present time generally taboo. They defeat their own purpose; instead of helping the applicant's cause, they hinder it.

References. School officials do not care to read testimonials from persons not competent to judge the applicant's teaching ability. College professors, critic teachers, supervisors, principals and superintendents are best qualified to write recommendations about teaching ability. It is not advisable to have doctors, lawyers, ministers, bankers and other influential friends write recommendations on teaching as they do not know the teaching ability of the individual. They are better able to make character recommendations.

Five recommendations are sufficient. A few pertinent recommendations are better than a score of general recommendations.

One poor recommendation will hurt the applicant's cause. Recommendations are confidential; that is, the applicant does not get to read them. It is advisable, therefore, for the applicant to ask the person whom he wishes to use as a reference if he can and will recommend him.

Having the recommendation filed up-to-date with the personal record, will save the employing officer the necessity of writing to references for rating of the applicant, and will also save the references the necessity of writing more than one recommednation for the same person.

Success in Teaching. The teacher who is employed should remember that his success as a teacher is more important to future employment than his college training was to his first job. A fine success record carries more weight than a degree.[26]

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[26]Cunningham, op. cit.

Tenure of Office. Tenure of office is another matter carefully investigated by the employing officer before he makes a decision on any applicant for a position for which experience is required. Coy reveals the danger of frequent changes in position in the following quotation:

> If a teacher shows a tendency to change positions too frequently, the employing officer is not interested in the applicant.[27]

Submitting Credentials. If the applicant has followed a business-like procedure in handling his record, and has had it filed in some bureau where it is available, it is a good plan, when making a written application or before making a personal application, to have that bureau send to the prospective employer the complete record. This saves the employing officer the trouble of assembling the candidate's record. Anything that saves the school executive work or trouble makes a favorable impression on him.

Initiative. Although few applicants will be able to show initiative in the same way as was shown by the applicants which a superintendent speaks of in the following quotations, the statements point to the necessity of showing some initiative and aggressiveness when there is an opportunity:

> Many teachers think that because they are well trained and have had good experience they may expect positions to come to them. Sometimes this happens, but the positions are more likely to go to those who show some initiative and aggressiveness.[28]

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[27] Coy, S. C., Superintendent of Schools, Worland, Wyoming, in answer to an inquiry sent by the writer.

[28] Wallace, op. cit.

> I am not particularly attracted to teachers who are too timid or too modest. I like to see candidates show some form of aggressiveness and some initiative. Last year I had received favorable reports on two teachers who were teaching in a distant part of the state. I had not suggested that they come to see me although their records looked very favorable. One of them had a Ford. As soon as school closed on Friday they got into the Ford and drove all night, and when I came to my office on Saturday morning, they were on the job just as bright and fresh as if they had not driven all night. The initiative of these girls made a very favorable impression, and since I had vacancies, I engaged them on the spot. They have turned out to be much what I expected, and I am very much pleased with them.[29]

Value of Persistency. The applicant must not be too insistent that he is the one applicant suitable for the position. However, the best salesmen are persistent. Somewhere there is a very thin dividing line between being persistent and being a pest. The best advice that can be given to the candidate is not to be a pest, but certainly to be persistent to the point that he has done everything in a proper manner to convince the employing officer.

Pull. The candidate is at libery to go after the job with all his energy as long as he does not try to influence the employing officer to hire him except on personal merit. He must not at any time use political pressure to bring about a forced decision. It may be noted by the following quotations that the use of pull makes a very unfavorable impression upon school officials.

> When trying for election in a town, don't have numerous people going to the school board or the superintendent to "say a good word for you." Probably these people would not be able to judge your teaching if they saw it, and their recommendation is a more or less mild form of meddling.

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[29] Howe, op. cit.

> In every city where the superintendent's prerogative is recognized, it really hurts a teacher's cause to try to pull political wires to secure a position. One becomes suspicious that something is wrong with the candidate if she resorts to such methods and one feels sure that she will fail to be a loyal supporter of the institution after her election.[30]

Church. One's lodge or church or family connections should not be cited in applying for a position. They won't help you with your teaching as indicated by one superintendent who stated:

> I am not interested at all in what church they may attend or whether they are democrats or republicans.[31]

The Written Application

Although very few applicants are selected for positions without first appearing for a personal interview, the general procedure is for the applicant to make a written applicantion first. Therefore, it is of primary importance for every applicant to know how to write an application. This part of the chapter deals with the written application.

The study of the written application has been approached in the following manner: First, an outline of information necessary in the written application was secured from the results of a study made by the Research Division of the National Education Association and published in the Research Bulletin, January, 1932.[32] Second, a number of separate parts of actual sample written applications received were selected for

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[30]Olson, H. C., Superintendent of Schools, Eatonville, Washington, in answer to an inquiry sent by the writer.

[31]Laird, J. W., Superintendent of Schools, Joliet, Montana, in answer to an inquiry sent by the writer.

[32]National Education Association, Research Bulletin, January, 1932.

special comment. The selection of phases for analysis was based upon the suggestions contained in the letters which the writer received from school superintendents. Third, criteria for judging written applications were selected. These criteria were based upon the frequency of information contained in letters from superintendents. Fourth, several actual letters of application are reproduced. The first of these letters was evaluated according to completeness of information and general quality. A sample of what superintendents indicated was expected in written letters of application appears on the following pages.

Suggested Content for Written Application

I. Introductory matter

A. Type of position desired
B. Time when position could be accepted
C. Salary that would be accepted

II. Personal data

A. Name
B. Address
C. Marital status
D. Physical matter

1. Health
2. Weight
3. Height
4. Physical defects

E. Date and place of birth
F. Race and citizenship
G. Photograph

III. Training and educational data

A. Name of institutions attended
B. Dates of attendance
C. Year of graduation
D. Credits and degree received
E. Course taken
F. Professional reading
G. Ability to teach specific subjects
H. Certificate held

IV. Experience

A. Number of years experience
B. Nature and kind of schools
C. Length of last experience
D. Dates of last experience
E. Place of last experience
F. Present salary
G. Reasons for desire to change positions

V. References

Explanation of Content for Written Application

Introductory Matter. The type of position desired must be definitely stated. The candidate must not assume that the superintendent will naturally suppose the application is for a position for the next school year. State that fact definitely. If a salary schedule has been obtained in advance, the applicant may expect a definite salary and should state that he will accept a definite salary. If a salary schedule has not been obtained, the applicant should state that he will accept the salary for that position.

Personal Data. Suggestions have indicated that it is a good practice for the applicant to write his complete address together with his name in the heading of the letter of application. Marital status means married or single and number of children. A good picture should be sent with the application. The applicant should let the picture be a natural likeness of himself instead of trying to look like a disciplinarian. Any photographer can advise concerning the correct size for the application picture, usually $2\frac{1}{2}$" x 3". The name, address and date when the picture was taken should be written on the back of the photograph. Physical matters such as height, weight, age and physical defects should also be written or printed on the back of the photograph. The applicant, if stating his age in the application, should do so by giving the date and place of birth. It is to be naturally assumed that the applicant is an American citizen, but this fact must be so stated because it is required by law.

Training and Educational Data. This part of the application is very frequently not given in any definite form and very often is not complete. The educational training of the applicant may well be given in outline form.

The employing officer wishes to know what educational literature the applicant makes a practice of reading. He expects at least one professional book has been read every year. The National Educational Journal is a good professional magazine for teachers to have read when applying for a job. The applicant's professional reading program should be given in the application.

For a discussion of qualifications for teaching specific subjects, the reader is referred to Page 18, and for a discussion of the certificate held, refer to Page 11. The applicant must state in the application what certificate he holds or is entitled to hold.

Experience. Number of years of experience, nature and kind of schools, length, dates, and place of last experience should be given. Outline form is satisfactory. One's present salary must be stated. Reasons for desire to change positions should always be given.

Reference. (See Page 22).

Stationery. The application should be written on the proper kind of stationery. By the proper kind of stationery is meant a good grade business sheet and not paper used for social correspondence.

Address. The letter of application should be addressed personally to the proper administrative officer. That person is usually the superintendent of schools, but may be the clerk of the school board. A discussion of ways of finding out the superintendent's name is given on Page 11.

Return Postage. Written applications and all requests for favors should include stamped, self-addressed envelopes. There are two reasons for this. It is due consideration shown to the employing officer, and it shows that the applicant does not expect his letter to be answered at

public expense. If applicants send a stamped, self-addressed envelop, they are more likely to receive a reply.

Form. Poor form makes an unfavorable impression. The proper margins at the top, bottom and sides of the paper must be observed. When the form of the letter is correct, every page of the letter will appear orderly and well-balanced.

Organization. (See Page 13).

Definiteness. (See Page 14).

Neatness. An untidy letter shows a poor attitude on the part of the applicant. Lack of neatness might lead the reader to think of the candidate as having undesirable character traits. The letter must be neat. There should be no erasures, dirty finger marks or blotches of any kind on the letter. Care should be taken not to run words together or in any other way give the letter a crowded appearance.[33]

Penmanship. Since the majority of superintendents prefer hand-written applications, the penmanship should be as good as it is possible for the applicant to make it. If the letter is typed, there should be no typographical errors.[34]

Spelling. No words should be misspelled. If in doubt, a dictionary should be consulted.[35]

Capitalization. No mistakes are permissible. If in doubt, the English should be checked carefully.[36]

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[33]Howe, op. cit.

[34]Scott, op. cit.

[35]McDonald, A. B., Superintendent of Schools, Moscow, Idaho, in answer to an inquiry sent by the writer.

[36]Click, op. cit.

Punctuation. No mistakes are permissible. If in doubt, an English text should be consulted.[37]

English. No mistakes are permissible. If in doubt, use any English text as a source guide.[38]

Paragraphing. The paragraphs must have unity. They must be selected carefully if the employing officer is to be given the impression that the applicant knows how to organize his thinking.[39]

Sentences. The sentence must show clear thinking and unity of thought. No fragmentary sentences are acceptable.

Brevity. (See Page 14).

Character. In view of the fact that the employing officer will undoubtedly attempt to read character from the letter of application, the writer offers the following suggestions to the applicant in regard to putting "character" into the letter of application:

1. Show clear thinking by proper organization of material.
2. Show neatness by writing a neat letter of application.
3. Show conciseness by terse expression.
4. Show confidence by stating abilities frankly.
5. Show ability to use English correctly by a properly written application.

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[37]Haines, op.cit.

[38]Click, op. cit.

[39]Haines, op. cit.

The following points stand out in a favorable letter of application. Sample of this type is shown on page 33.

1. The superintendent's name
2. Position for which you are applying
3. Education -- majors and minors
4. Academic record and where it can be obtained
5. Salary schedule
6. Further information
7. Photograph
8. Suggestion of personal interview
9. Self-addressed envelope

The following points are unfavorable in the sample copy of the letter of application on page 36.

1. Poorly organized
2. Not definite as to position wanted
3. Bragging
4. Cooperation not clear
5. Too demanding as to salary
6. Letters of reference from all superintendents

The written letter of application is very important and especially since most contacts with vacancies are made in this way. To make certain of correctness, it is suggested that the candidate examine these samples very carefully.

Another important means of making a job application is through applying in person. Characteristics of the interview are given in the section on page 36.

Letter of Application Favorably Considered

(Applicant's name)
(Street address)
(City and state)
(Date)

(Name of Superintendent)
(City)
(State)

Superintendent's name:

The Teachers' Placement Division of the Montana State Employment Service has notified me of a position in Grade and High School Vocal Music in your school system.

In June, 1955, I shall have graduated from the University of Idaho with a Bachelor of Science degree, having a major in Music Education (emphasis in the vocal department) and a minor in English.

As a transfer student from Concordia College, Moorhead, Minnesota, I entered the University of Idaho, September, 1954. Information concerning my academic record and other personal data may be obtained from the Placement Bureau, University of Idaho, Moscow, Idaho.

I should like to inquire as to what the salary will be for this particular vacancy, what funds are available to the music department and the policies of your school system.

Enclosed please find personal data sheet and a recent photograph. If I am considered for this position, I shall be very glad to make a personal application or send you any additional information you might need.

Very truly yours,

Candidate's name

Enclosures: Data sheet
Photograph

PERSONAL DATA SHEET

Personal Description

Name:	Candidate's Name
Present Address:	Forney Hall, University of Idaho Moscow, Idaho
Home Address:	Box 25, Stockett, Montana
Description:	Birthdate, 6/12/34; Height, 5' 4" Weight, 126 lbs. Health--excellent

Education

Graduate of Stockett-Sand Coulee High School, Stockett, Montana, May 1951.
Attended Concordia College, Moorhead, Minnesota, September 1951 to June 1954.
Graduate of the University of Idaho, Moscow, Idaho with a Bachelor of Science Degree, June 1955.

Qualifications

57 credit hours in my major field
22 credit hours in my minor field
Completion of all professional training courses
Am applying for certification

Practice Teaching

Moorhead Public Schools Moorhead, Minnesota	Grades 1-6, Music
Moscow Public Schools Moscow, Idaho	Junior and senior high school music

Special Abilities

Chorus work.
Play the piano, organ and sing (well enough to appear in public).
Able to direct or assist assemblies, festivals, operettas.
Took private tap and ballet lessons for 10 years.

Organization

Chapel Choir and Concert Choir (toured from Minnesota to the East Coast, 1953, Concordia College)
Mu Sigma Phi Literary Society, Concordia College
Vandaleers (Concert Choir) University of Idaho

Employment Other Than Teaching

Great Falls, Montana
Bureau of Reclamation -- Steno-typist
June, 1952 to September, 1952

American Insurance Company -- Steno-typist
June, 1953 to September, 1953
June, 1954 to September, 1954

References

Professor Glen R. Lockery, Music Department
University of Idaho, Moscow, Idaho

Dr. C. N. Coe, Department of Humanities
University of Idaho, Moscow, Idaho

Professor Elwyn Schwartz, Department of Music
University of Idaho, Moscow, Idaho

Mr. William Zupan, Superintendent of Schools
Stockett-Sand Coulee High School
Stockett, Montana

Letter of Application Unfavorably Considered

April 23 - 1948 -

(Superintendent's name)
(City and State)

Dear Sir:

I wish to apply for a place in your school for the Principalship of High School also I am a degree man that is qualified to teach Mathematics in High, Social sciences, English and History.

I have had 10 years experience as Supt. or Principal of North Dakota schools. I am an honor student at the college where I received my degree. My whole college course can show you over an average of 90. I also have coached Athletics for the past 7 years and have had several all county track teams.

I am strong for trying to cooperate with my Superintendent under whom I am working. Now if you are interested in my application, you may feel free to use these people to find out my qualifications: John Brown Dallas, Texas, Dr. J. E. White, Seattle, Washington. Mr. Jim Clearwater, Helena, Montana.

Now I would want a salary of $4800 per. year.

I would be the person to try to build up the school and help put over just a little better work than I did the year before. I am interested in Band work I have had bands in my schools the past 2 years.

Now if you have application blanks which you wish me to fill out if your interested in my application I will be gald to fill one in and send it with references even written from some of my former supt. or school boards where I have formerly taught.

Hoping to receive an early reply,

Yours truly,

(Applicant's signature)

Applying in Person

Only those matters which are valuable to the personal application are discussed in the following paragraphs, such as preparation, dress, time and place

Personal Interview. The extent to which the personal interview is used is shown by the statement of one superintendent:

> The personal interview with candidates for teaching positions is now one of the most widely used procedures in city school systems.[40]

The teacher who is to get a job should and must know how to make a personal application. If two candidates with the same qualifications make a personal application for the same position, the one who makes the best application will most likely be selected for the position. Employing officers demand a personal interview because they can better evaluate the candidate. The candidate needs to realize this and to present himself during the interview so that the superintendent or employing officer's evaluation of him will not be unfavorable to his election. The following pertinent comments should be noted of information received on questionnaires sent out by the writer:

> I demand a personal interview. Of course, I must know what letters they write after their names, but those letters count for little if personally they do not demonstrate that they have the ability.[41]

> In 35 years of experience as an employer of teachers I have always made it a practice to interview them personally.[42]

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[40] Bell, op. cit.

[41] Dean, op. cit.

[42] Livingston, op. cit.

> I decline to nominate any candidate who has not appeared for a personal interview. This presents an opportunity for personal opinion as to the adaptability and resourcefulness of the candidate.[43]

Preparation for Interview. Delivering a speech is a small part of the work of the public speaker. Preparation is the difficult part. If the preparation is thorough, the delivery is simple. The salesman wouldn't think of interviewing a buyer without first knowing his sales talk perfectly. He knows that he must convince the buyer. In like manner the applicant for a teaching position should be prepared to convince the employing officer that he is the person for the job. The preparation for the interview should be as complete and as thorough as it is humanly possible for the candidate to make it. The candidate has much to offer if properly dressed.

Proper Dress. The importance of personal appearance was stressed by many of the superintendents who were contacted by questionnaires and letters. Personal appearance, fortunately, is a factor of the personal application which the candidate, with a little care, can make work in his favor. Long years of training are not needed to learn how to dress properly for an interview. The suggestions contained in the following quotations will furnish the candidate with information which is suggestive:

> Some of the applicants overdress or use too much cosmetics, in making their first call on administrative people. The normal or every day life of the person applying should be demonstrated as nearly as possible. School executives are much more interested in applicants if they can appear in the most natural way at the first

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[43] Bell, op. cit.

meeting. There is no doubt that appearance plays a large part in the estimation of the teacher, but it surely must be a natural appearance as far as this is possible.[44]

Personal appearance as a probable indication of teacher's characteristics is of considerable importance, and is used as an indication of self reliance, responsibility, adaptability, neatness and similar characteristics.[45]

A teacher should dress neatly, not gaudily, and show that she knows professional attitudes toward dress.[46]

Quite frequently pupils imitate the acts of the teacher. A teacher that is neat, well dressed and takes an active interest in keeping up her personal appearance is more desirable than a teacher who neglects the personal factor.[47]

Dress neatly; be immaculately clean. A man should shave every morning unless he wears a beard. He should look the part, conservative and professional.[48]

Making an Appointment. Do not call at the superintendent's home on Saturday afternoon or during the evening. The candidate should never call on Sunday. Call by appointment at the superintendent's office on Saturday morning.[49]

Go alone to the interview. The applicant usually forfeits all chances for election when he takes someone along with him to the interview. The applicant who does take someone along to the interview probably reasons something like this: I must make an impression upon the employing official. I want him to think that I am a good teacher, but

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[44]Anderson, M., Superintendent of Schools, Eden, Idaho, in answer to an inquiry sent by the writer.

[45]Snow, Max, Superintendent of Schools, St. Anthony, Idaho, in answer to an inquiry sent by the writer.

[46]Wallace, op. cit.

[47]McDonald, op. cit.

[48]Ward, op. cit.

[49]Click, op. cit.

I can't just tell him that I am good. That would be bragging, and I don't want to brag. I will take someone along with me to do the bragging.

Promptness in the Interview. The importance of being on time is obvious. The candidate must not pass up the opportunity given by the interview for demonstrating promptness -- a very necessary quality in a teacher.

Opening the Interview. The applicant must show ease and grace in his introduction of himself. Immediately upon meeting the employing officer the candidate is under rigid inspection. His personality traits are being evaluated. He is making an impression, either good or otherwise.

Whether or not any casual remarks are passed between the applicant and the employing officer before the business of the interview is taken up will depend upon the disposition of the employing officer at the moment. Ordinarily, there will be no preliminary.

A man should shake hands like one and not merely leave the feeling of the "wet tail on the dead fish" in the superintendent's hand. This importance of the consideration of the time element was well illustrated by a statement of a superintendent:

> When applicants have personal interviews with superintendents, they should state at once their qualifications, what type of position they want, and be considerate of the busy superintendent by taking as little time as possible.[50]

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[50]Anderson, op. cit.

Importance of Being at Ease. The candidate cannot do justice to his cause during an interview if he has stage fright. Fright prevents being natural, and that is what he, by all means, must be. The employing officer wants the applicant to be perfectly natural. The candidate can take precautions against nervousness only by complete and thorough preparation. His introduction of himself must be predetermined. He should outline and practice his presentation of his qualifications before going to the interview. He must be prepared to show a degree of confidence during the interview. The following quotations are pertinent to the being at ease:

> To my mind the most noticeable weakness of candidates during the personal interview is an unnaturalness which they seem to think they must assume. Usually a few questions will put them at their ease and they begin to act like human beings; but on the start too many of them try to be what they think the superintendent wants them to be instead of what they are.
>
> The applicant should leave his self-consciousness at home and come for the interview with an openness and frankness to discuss the position and his fitness for it.[51]

Need for Pleasing Personality. The statements of superintendents do not define personality or say definitely how the applicant can show a pleasing personality; but they do contain valuable suggestions and are reproduced here with that end in view. Some of the separate factors of personality such as voice, manner, and dress are discussed under separate headings.

The teacher should show poise.[52]

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[51] Walker, Wesley, Superintendent of Schools, California, in answer to an inquiry sent by the writer.

[52] Walker, op. cit.

> The applicant should be more amiable and show a pleasing personality or a pleasant disposition. Most candidates are inclined to be too reserved, too dignified or too professional. If they are to deal with young people, this is a trait that must be developed long before they apply to principals, supervisors and superintendents.[53]

> Personality is a dominating factor in so far as the interview is concerned. In fact, the applicant is usually engaged in a general conversation in an attempt to place him at his ease and at the same time enable the superintendent to obtain a cross section of the applicant's general knowledge.

> Probably the factor that appeals to any superintendent most at the time of the personal interview, is the personality of the teacher applying. I think what is commonly called address is a quality most to be desired in an applicant and one very frequently not found.[54]

Part of Intelligent Questioning. One superintendent suggested that the applicant have some pertinent questions to ask during the interview. The questions should be so designed that they will reveal the proper professional attitude and sincere interest of the applicant. Further, the questions must have some direct bearing upon the position for which the candidate is applying.[55]

Value of Good Posture. Good posture is an essential quality in the teacher. The applicant should remember this when he is making a personal application. The employing officer may recline easily in his chair while interviewing the applicant, but the applicant must assume and retain a somewhat dignified posture throughout the entire interview.[56]

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[53] Williams, op. cit.

[54] Bell, op. cit.

[55] Walker, op. cit.

[56] Howe, Cunningham and Haines, op. cit.

Show of Confidence. The applicant must show confidence during the interview. This can be done without bragging. Stated negatively, it cannot be done by bragging. Somewhere between bragging and showing confidence there is a bisecting line which must not be overstepped by the applicant.[57]

Show of Intelligence. The employing officer will judge the applicant's intelligence and knowledge. The applicant must be prepared to "Talk intelligently about school work."[58] Extremes should be avoided. The applicant should not try to give the impression that he knows it all.[59]

Showing Adaptability. How can the applicant show adaptability during the interview? He can show adaptability by easily adjusting himself to the conditions of the interview. He must show poise, ease of manner and self control. The candidate must give the impression that he would fit into that particular school system and community.[60]

Correct English Usage. If the applicant can use correct English, particular care should be taken to show the employing officer that he is able to do so. If the candidate cannot use correct English, it is better that the employing officer discover the fact, for there is no place in the schoolroom for the teacher who cannot use the English language correctly.[61]

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[57] Walker, op. cit.

[58] Ibid.

[59] Livingston, op. cit.

[60] Walker, op. cit.

[61] Weston, Roy, Superintendent of Schools, Aberdeen, Idaho, in answer to an inquiry sent by the writer.

The following quotations of administrators' answers to inquiry concerning the value of good English usage should be noted:

> A teacher should show an ability to use the English language correctly.[62]

> When asked questions, don't "oh ah" or "why ah" before you answer. These traits are very distressing to children who must listen to them all day and are the mark of an indecisive teacher.[63]

Revealing Good Manners. Good manners are essential to teaching success. The teacher's work calls for frequent contacts with the public in which instances good manners are certainly essential. The teacher must also teach the children under his supervision good manners and conduct, and a knowledge of good manners and conduct is necessary if the teacher is to do this.

Employing officers as a rule do not consider a teacher who is uncouth or crude, but prefer those who are courteous and natural in their makeup.[64]

Importance of Voice. There are some things the applicant can do about an unpleasant voice. He can subdue its irritating harshness. He can moderate its volume. He can put volume into a weak voice. He can pronounce words correctly with any kind of a voice.

During the interview the applicant must be careful to show the employing officer that his voice is not unpleasant. "One of the first things superintendents consider in candidates making a personal application is quality of voice and manner of speech."[65]

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[62] Ibid., op. cit.

[63] Walker, op. cit.

[64] Ibid.

[65] Ibid.

Show of Proper Attitude. The "do's" and "don't's" listed in the following quotations of superintendents must be observed if the candidate is to show the kind of an attitude that will favorably impress the employing officer.

> Don't brag about your success, your friends, and your influence. The right type of superintendent will be looking for a person to fill a position in the interest of the children and students. He can easily find out what other people think of the candidate.
>
> Don't try to leave the impression that you know it all, but rather that you are anxious to listen and to learn.[66]
>
> Do not be too insistent that you are the one applicant suitable for the position.[67]
>
> Be frank and courteous, but do not attempt to tell the employing officer how to run his office. Do not repeat the statement too often that you are anxious to be appointed to a position in this particular system. It is taken for granted that the applicant is anxious to or he would not be making application.[68]
>
> Through evidence, if possible, make clear your attitude toward:
>
> 1. Progressive educational practices
> 2. Teacher professional growth
> 3. Children or students
> 4. Co-workers and supervisors
> 5. The community and your responsibility.[69]

Leave when Through. Many teachers talk themselves out of a job. The disposition of the employing officer must be sensed and respected. The applicant should not leave before the superintendent has learned all he wishes to know. If the employing officer seems to be anxious to draw

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[66] Walker, op. cit.

[67] Haines, op. cit.

[68] DeWitt, op. cit.

[69] Bell, Bird, op. cit.

the applicant into a general conversation, the applicant should not appear reluctant. The employing officer has a motive for what he does. On the other hand, the applicant must not make any attempt to prolong the interview.

CHAPTER IV

SUMMARY AND CONCLUSION

Summary

The main purpose of this investigation was how to determine effective ways of securing a teaching position. It resolved itself into the three minor problems: (1) how to find a vacancy, (2) how to make a written application and (3) how to make a personal interview.

To answer these questions, how to find a vacancy, how to make a written application and how to make a personal interview, a questionnaire and letters were sent out to 75 superintendents. It has been found from the above sources, that the three factors stated in the above paragraph required a great deal of preparation on the part of the candidate, if he wishes to secure a particular position in the teaching field.

The writer suggested two ways to the candidate of locating a teaching vacancy. One was the use of agencies with the college placement bureau, state employment service and commercial agencies as sources. The other method suggested was the use of personal initiative on the part of the candidate. It was suggested by the superintendents that direct contacts with school people was one of the ways of using personal initiative. Being professionally minded and doing a good job of teaching will be of great value to the candidate in establishing job contacts. The method of locating vacancies by sending out letters of inquiry was also considered important. If a letter of inquiry is sent, the applicant should state definitely at the outset of the letter that it is a letter of inquiry and not a letter of application.

The second part of the investigation dealt with the writing of the application and again the superintendents' statements on the questionnaires stressed definitely the importance of careful preparation and considered it a must if the candidate wished to be considered by the employing officer. A copy of a well-prepared, written application can be found on Page 33.

The superintendents in their letters and questionnaire returns stated desirable characteristics of the written application and their importance to the candidate and the superintendent. They listed the important characteristics as being: keeping records up-to-date, a well-organized personal data sheet, type of position desired, time that position could be accepted, training and educational data, experience, references, type of certificate now held and a recent photograph were all considered items of information that were highly essential.

The superintendents also stressed the importance of a well-organized application that was complete, and that stated all information in regard to the candidate in an honest, neat, concise and definite statement and written in the very best handwriting of the candidate and using the best English.

The third part of the study was to determine the proper way in which the candidate should present himself and his credentials in person to the superintendent or employing officer. The same factors of preparation apply to the personal interview as apply to the written application such as keeping records up-to-date, personal data sheet, experience and type of certificate held. The preparation for the personal interview should be as complete and thorough as it is humanly possible for the candidate to make.

The teacher who is to get a job should and must know how to make a personal interview. The one who makes the best application, according to the superintendents, will most likely be selected for the position. The personal interview was a distinct request of the employing officers in order to better evaluate the candidate. The candidate needs to realize this and to present himself during the interview so that the superintendent or employing officer's evaluation of him will not be unfavorable to his election. Therefore, preparation for the interview is of greatest importance to the candidate.

In planning for the interview, it has been suggested by the replies of the questionnaire that the candidate should dress neatly, but should not over-dress. A good suggestion made by one superintendent was that dress should be neither too far in advance nor too far behind the present day style of dress.

The superintendents revealed that they considered their time as valuable and that the candidate must show their appreciation for the time given for the interview. Therefore, they indicated that all candidates should call by appointments made in advance, preferably on Saturday.

It was brought out by the superintendents on their replies that the candidate cannot do justice to his cause during an interview if he has stage fright. The candidate can take precaution against nervousness only by complete and thorough preparation.

The candidate must show at all times a pleasing personality as stated by various superintendents in the questionnaires. Some of the separate factors of personality, such as voice, manner, dress, poise, posture, attitude, combined with the use of good English and intelligence were shown to be of vital importance to the candidate in his interview.

Many teachers talk themselves out of a job. The disposition of the employing officer must be sensed and respected. The candidate must not make any attempt to prolong the interview.

Conclusion

Both the written application and the personal interview are ways in which the candidate sells himself to his future employer. The individual who can present himself as the best product is usually the successful candidate for the position sought.

It was the consensus of all superintendents who assisted by furnishing information for the study and the writer's opinion, that candidates must plan both the written and the personal application in advance in order to be the successful candidate.

The writer wishes to impress upon future candidates wishing to secure a teaching position that preparation is of great importance.

It is hoped that the purpose of this investigation will give some assistance to candidates seeking a teaching position. If such may be the case, the writer will feel well rewarded for his efforts.

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Coy, S. C., Superintendent of Schools, Worland, Wyoming.

Cunningham, J. C., Superintendent of Schools, Neihart, Montana.

Dean, Lawrence, Superintendent of Schools, Polson, Montana.

DeWitt, Lloyd L., Superintendent of Schools, Colstrip, Montana.

Frazer, Wesley, Superintendent of Schools, American Falls, Idaho.

Goetz, H. J., Superintendent of Schools, Ennis, Montana.

Haines, Keith, Superintendent of Schools, Livingston, Montana.

Howe, Homer, Superintendent of Schools, Gig Harbor, Washington.

Laird, J. W., Superintendent of Schools, Joliet, Montana.

Livingston, Glen, Superintendent of Schools, Cody, Wyoming.

McDonald, A. B., Superintendent of Schools, Moscow, Idaho.

National Educational Association, Research Bulletin, Washington, D. C. 1956.

Olson, H. C., Superintendent of Schools, Eatonville, Washington.

Scott, Wallace, Superintendent of Schools, Savage, Montana.

Short, Orley, Principal Park County High School, Livingston, Montana.

Snow, Max, Superintendent of Schools, St. Anthony, Idaho

State Employment Service, Teacher Placement Bureau, Sam Mitchell Building, Helena, Montana.

Walker, Wesley, Superintendent of Schools, California.

Wallace, Gerald, Superintendent of Schools, Lewiston, Idaho.

Ward, W. G., Superintendent of Schools, Idaho Falls, Idaho.

Weston, Roy, Superintendent of Schools, Aberdeen, Idaho.

Williams, Homer, Superintendent of Schools, Grace, Idaho.

APPENDIX

APPENDIX A

Questionnaire

The existing need of some definite suggestions on the correct procedure for securing a teaching position has led me to believe that a study of this nature would be of great help to both the applicant and the administrator. With this in mind, I shall certainly appreciate the help of all administrators in the following manner:

If you could make only three suggestions to candidates who in the future were to make application to you for a teaching position, what would those suggestions be?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Remarks: _____

_____

_____

_____

_____

Thanking you very kindly for your assistance in securing this necessary information.

Very truly yours,

A. C. McDonald
Superintendent

APPENDIX B

Letter of Application Favorably Considered

(Applicant's name)
(Street address)
(City and State)
(Date)

(Superintendent of Schools)
(City)
(State)

Dear Sir:

Please consider my application for a position in your school system for the coming year.

I have attended Colorado State Teachers College three years and hold the life certificate granted by the college.

I have had three years of experience, in the Intermediate Grades of the public schools of Casper, Wyoming.

My references and credentials are all on file in the Placement Bureau of Colorado State Teachers College, and will be promptly sent to you upon receipt of the enclosed card.

I will be glad to fill out a formal application blank, and give other necessary information, and at your convenience I would like to hear from you concerning your decision in regard to my application.

Yours very truly,

(Applicant's signature)

Enclosure: 1 card

(Copy of enclosed sheet giving more complete information)

(Data of Candidate's Name)

Application for Position in the Department of History or English

Personal Data:

Age - 25 years
Weight - 150 pounds
Height - 5 ft. 10 in.
No physical defects
Church - Protestant
Married and have one child

Educational Data:

Montana State College	B. S.	1935
University of Washington	15 hours	1937
University of Washington	15 hours	1940

Hours of Credit in Major and Minors:

History - 54	English and Speech - 50
Sociology - 10	Biology - 24
Economics - 12	Education - 40

Teaching Experience:

Helena High School Cadet Teaching - 1934
Hobson High School - 2 years -- 1936 - 1937
Big Sandy High School - 1 year -- 1938

Chief Extra-Curricular Interests:

President Associated Students
Editor of College paper and college annual
College oratorical championship
Rhodes scholarship candidate
Pi Kappa Delta
Honor Roll
College tennis championship
Chairman - social science section 1938
District M. E. A. 1931

References:

Superintendent John Brown, Big Sandy, Montana
Superintendent James Smith, Hobson, Montana
Professor David Jones, University of Washington

Letter of Application Favorably Considered

(City and State)
(Date)

(Superintendent's name)
(City and State)

Dear Sir:

Please consider me as an applicant for a position in your teaching force for the coming year.

I am a graduate of the University of Montana, Missoula, Montana. This summer at the University of Montana, I will complete my third quarter of graduate study which will fulfill the requirement for the Master's Degree except for five hours of thesis credit.

I desire a position in the department of history or English, preferably history. I now have 78 hours of Social Science credit and 50 hours of English credit including work in speech. I have 40 hours in Education. I have had three years experience at Hobson, Montana and one year at Glendive. In addition to teaching courses in Social Science and English I have coached numerous extra-curricular activities including school paper, school annual, debate, oratory, dramatics, tennis and basketball.

I am including a picture of myself and a tabulated sheet giving more complete information. My credentials are on file at Montana State Employment Service, Helena, Montana. I will be glad to fill out an application blank for your convenience if necessary.

Yours very truly,

(Applicant's signature)

Enclosure: Photograph
Tabulated sheet

Letter of Application Unfavorably Considered

(Street address)
(City and State)
(Date)

(Superintendent's name)
(City and State)

Dear Sir:

I am very desirous of obtaining a position as teacher of bookkeeping, mathematics, or physical training (Junior High) at your school. I have had experience in these three lines for the past several years in Moore, and I am at present time teaching typewriting and bookkeeping at the Moore night school.

I have recommendations from Mr. John Jones, Principal of the night school; Mr. Charles Brown, Head of the Commercial dept.; Mr. Samual Wright, also a member of the school Board and Mr. William Green, Chairman of the School Board and a lawyer in Moore. I also have a recommendation from Mr. Hatch, Secretary of the Moore general store.

I am sure that I can measure up to the standards necessary for a successful instructor at your school if given this coveted opportunity.

I trust that you will give this letter of application favorable consideration, and if there is an opening I will be given a chance to prove my worth.

Hoping to hear from you soon, I am

Respectfully yours,

(Applicant's signature)

Letter of Application Unfavorably Considered

(City and State)
(Date)

(Superintendent's name)
(Supt. of Schools)
(City and State)

Dear Sir:

I have just been notified by the Rocky Mr. Agency that you have two primary grade vacancies, one the first grade alone, and the other, the two combined, that is first and second.

I I am anxious to locate in the West, being practically alone; so am applying for either one of these positions since I have had experience in both. My choice, however, is always first primary. Would be willing to accept the one for which you think I am best fitted to teach.

I have taught seven years, five of which have been first grade (one of those being first and half of second. The other two years I had the intermediate grades.

I am especially well qualified, having post graduated at Normal following College work. At the Ill. State Normal, Normal, Ill., I specialized in all lines of primary work for the first three grades. Had a two year course, majoring in Education.

I also attended Normal for review in 1935 and Teachers College, Chicago, in 1937, both for summer work for teachers. At Teachers College I made six semester hrs. Credits, all primary work, including Reading.

I am qualified to teach art, physical culture, music and other speical subjects in my own grade. Have also taught them under supervision in Genoa, Ills, the past two years.

I am very fond of working with young children and successful with them.

I play the piano for my own room. Also play the violin. Have had playground work.

Should you decide on me as one of your teachers I feel sure I can give you splendid work and assure you I would cooperate with supt. and teachers.

I am following this letter with copies of several recommendations.