

A STUDY OF APPLICATION BLANKS AS USED BY SCHOOL
SUPERINTENDENTS IN SECURING APPLICANTS

A THESIS

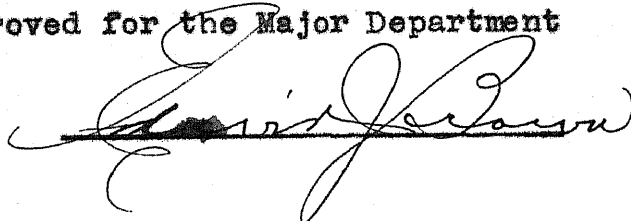
SUBMITTED TO THE DEPARTMENT OF
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THE REQUIREMENTS FOR THE DEGREE OF
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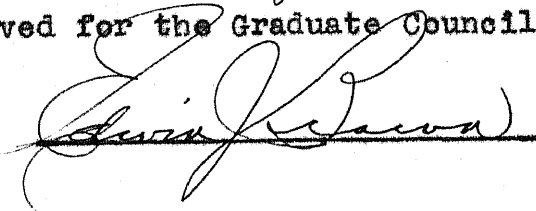
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J. W. P.

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CHAPTER I

INTRODUCTION

School administrators are interested in the information that is found on application blanks, because the application blank is an aid in the proper selection of teachers.

THE STATEMENT OF THE PROBLEM

The particular purpose of this study has been to investigate the uniformity or lack of uniformity of the blanks in use in the first and second-class city schools of Kansas and the larger schools outside of Kansas in the United States as to size, content, adaptability of questions, and adequacy of the blanks used at the present time.

School administrators are confronted with several problems in deciding what blank they will use: Shall it be a commercial blank, or shall it be their own blank? Shall it be a card size, or shall it be one or two-sided sheet or a three or four-page folder? Is it economical? Does it contain the desired questions as to Personal Data, Preparation, Experience, Position Desired, and References? Does it needlessly repeat questions? Does it properly group like information? Are all questions

clear and concise? Does the blank, when properly filled out, give the administrator all the desired information about the applicant? To summarize, consolidate, and, if possible, clarify in the afore stated problem has been the work of this survey.

REASONS FOR THIS STUDY

That there is a need for this study is indicated in the replies that the writer received from the school superintendents in compliance with his suggestion that criticisms of their present blank be written on the back of the writer's letter.

"It is by means a satisfactory form to me, but they had "gobs" of them on hand and under the present economic stress I did not feel it wise to print a new supply."

"We expect to use a folder type of blank as it lends itself more efficiently to filing and can be used to hold incidental memos gathered from other sources than the applicant, but which are an essential part of the application."

"Our form is obsolete--have had no need for one in the last several years."

"I would be glad to see a better application form developed which would be available to all of us."

"Too many questions are asked where answer is

obviously "Yes". This blank does not have a place for references."

"Our blank is too general in its questions, and does not give sufficient opportunity for the applicant to express his qualifications."

"It is quite unsatisfactory and we plan to have others printed in a short time."

"My present supply is getting low. When I get a new supply I expect to make some changes--just what yet, I do not know."

"No space on this blank for a date."

As all criticism need not be adverse, some of the favorable comments that were made in regard to the blanks that the school administrators were using are as follows:

"This form serves us all right."

"This blank serves as a folder for recommendation and other data. Quite satisfactory."

"This covers most of the desired information on applicants."

"The blank is the same general form that we have used for some years with slight modifications, and those of us who have to consider applications feel that they are now in satisfactory shape."

Some of the replies were as follows:

"We do not have application blanks for teachers. We employ our teachers through personal interview and personal application."

"I prefer that the applicant set forth his qualifications by letter for I believe I can judge him better in this way."

"We do not use a formal application blank. We prefer to use the applicant's personal letter and application together with inquiry to the places where the applicant may have taught."

These quotations tend to show the lack of unanimity as to the utility of the forms now in use by school administrators.

SOURCES OF DATA AND SCOPE OF STUDY

In this study letters were sent to the superintendents in the eleven first-class cities and in the seventy-seven second-class cities in Kansas, and to thirty-five of the larger cities outside of Kansas in the United States asking for the blank or blanks that they were using in securing applicants. A copy of this letter is found in Appendix A. Ten of the eleven first-class cities sent blanks. The returns were 91% in this particular group. Only one school failed to respond. Fifty-five schools of the second-class sent blanks. The returns were 71% in this group. Nine other schools of the second-class replied, but did not send a blank, and thirteen failed to reply. In the third group, the larger cities from outside the state,

(hereafter referred to as the C group) thirty-one superintendents sent blanks. The returns were 89% in this group. Two cities failed to reply, and two others did not send any blanks.

Of the entire group ninety-six schools set one or more blanks. The returns were 78% for the one hundred twenty-three letters. One second-class city sent both an elementary and a high school blank, making a total of fifty-six blanks. Three towns in group C sent two blanks each; one city sent three blanks, and Des Moines (Iowa) sent the most elaborate and detailed set-up of all the cities, which included a general application form, and four supplementary forms for the following divisions: kindergarten, early elementary grades, later elementary grades, and junior and senior high schools. This makes a total of forty blanks.

Starting with the first-class cities, the writer found that each city had a different blank; therefore, he used the ten blanks from the first-class cities. In the second-class cities, the writer found twenty duplications of forms used by first-class cities or other second-class cities, so only thirty-six forms were studied of the fifty-six forms received. The writer found one duplication in group C, and did not think it fit to use the blanks from New York City, Denver (Colorado) and Des Moines (Iowa) in this study, because of the great differences in the make-up of the blanks. The writer used two blanks Boise (Idaho)

Madison (Wisconsin) Portland (Oregon) and St. Paul (Minnesota). Therefore, a study was made of thirty-one blanks in this group.

Of the one hundred twenty-three superintendents that received letters, replies were received from one hundred seven cities, and blanks were received from ninety-six towns with a total of one hundred six blanks. Eliminating the blanks that were duplications, and those from the above-mentioned towns, a study was made by the writer of seventy-seven blanks from seventy-two towns.

The forms of the blanks were so diverse in size, in data called for, and in arrangement of data that no general classification of blanks or sizes of blanks could be made. The writer found the name of the applicant was generally asked for at the top of the blank; but, in a few instances, he found the name asked for at the very bottom of the page.

The towns were grouped together in three classes: the first-class cities of Kansas; the second-class cities of Kansas; and the larger cities outside of Kansas in the United States. Each group was then listed alphabetically and vertically on the writer's check sheets. The items of data found on the forms were classified and listed at the tops of the sheets. Cross-section paper with five squares to the inch was used. The Master Check Sheets are found in Appendix B. The check sheets list all items that appeared

three or more times on the seventy-seven blanks. In general, items appearing only once or twice are named in Chapter II.

VALIDATION

The application material from sixty-five of the eighty-eight first and second-class cities of Kansas plus the material from thirty-one out-of-state towns furnishes the original data for this study. Of the one hundred six forms that were received, seventy-seven forms were used in the study. Sixty-six forms appear to be personal or individual forms while eleven are commercial forms. Table I on the following page shows the total number of times each form appeared.

TABLE I

THE NUMBER OF TIMES THAT SIMILAR FORMS APPEARED
IN THE ONE-HUNDRED-SIX BLANKS

FORMS	FREQUENCY	CLASS OF CITY			TOTALS
		FIRST	SECOND	OUT-OF-STATE	
1	7	1	6	0	7
1	6	0	5	1	6
1	4	0	4	0	4
1	2	0	2	0	2
3	3	0	9	0	9
4	1	1	2	1	4
8*	1	0	0	8	8
66	1	8	28	30	66
85		10	56	40	106

* This group of blanks is not used in the study.

Read Table thus: The same blank form appeared in seven schools. Another blank appeared in six schools. Sixty-six blanks appeared in only one school each.

PREVIEW OF ORGANIZATION

This study has been made in an attempt to answer the questions: (1) What should an application blank contain? (2) What form should be used in recording the information?

The writer is unable to locate any material related to this subject. Therefore, the entire thesis is built from the study of the seventy-seven original blanks. In the original checking of the seventy-seven blanks the writer found six hundred eight points. The meaning was the same in several instances, but was stated differently. In rechecking, the points were combined, bringing the total number of items to four hundred fifty-one.

As an aid in the analysis of the blanks, seven classifications have been made of the material.

A summary of the entire work is given. The blank that is given is the outgrowth of a careful study of the blanks in use plus the written comments submitted by the superintendents of the schools replying.

CHAPTER II

QUESTIONS OR STATEMENTS APPEARING ON ONLY ONE OR TWO BLANKS

The "One" Items

As the items appearing but once or twice were eliminated from all Master Check Sheets except No. I, this chapter is divided into two divisions: first, the items appearing on only one of the seventy-seven blanks; and second, the items appearing on only two of the seventy-seven blanks. The same general order of recording these items in this chapter will be followed as was used in making up the Master Check Sheets; that is, Personal Data, Preparation, Experience, Position Desired, References, Miscellaneous, and Official Data.

The items appearing only once under the division of Personal Data were as follows: Rate yourself as to temperament. What is the color of your hair? What is the color of your eyes? Are you a legal voter? Do you exercise franchise? What was the date of your marriage? What is the occupation of husband or wife? What was the date of birth of youngest child? (married women). Is your voice soprano, contralto, tenor, baritone, or bass? Underline. Do you expect to attend some church in the community in which you work? Do you engage in Sunday School work as a pupil? Do

you engage in Sunday School work as a teacher? In what department of the Sunday School do you work? How many years have you been active in church work? Will you positively abstain from use of tobacco in public while in our employ? List your interests in extra-curricular activities. What branch of athletics have you coached? What is your athletic record? Can you sponsor a class? Can you read or recite? To what extent do you think teachers should participate in community activities? Have you had any experience in P. T. A. etc.? Do you regard a signed contract as binding on teacher as on board? Do you have a goiter? Do you have any body defects or blemishes?

The items appearing but a single time under the division of Preparation are as follows: What junior high school did you attend? What extension work have you done? What was your minor subject graduate and your semester hours of credit? What were your grades for major hours in college? What were your grades for minor hours in college? What was your grades for major subject graduate? What was your major department? List the fields of study in which you have completed ten semester hours of work. Give detailed report of college work in semester hours in mathematics, language, natural sciences, miscellaneous, history and social sciences, and English? What were your total hours in subject field including graduate hours? Have you had Educational Measurements? What courses in professional training have you

taken during the past five years? What amount of work in term points, or credits? Total term points or credits required for graduation. What was your percentile rank in your class in college? From what school were you graduated? By whom was the degree issued? What courses or practice have you had in public speaking? Have you ever had special guidance training? Do you understand the project method? Do you understand standardized tests? Do you understand socialization? Under-score specialities three times; under-score twice the subjects which are your second choice; underscore once subjects you have studied. Are you prepared to teach as special subjects in a platoon school: drawing, literature, music, penmanship, physical education, and supervised study? If your preference is for academic subjects, can you also teach art, music, etc.? Do you feel prepared to teach equally well any of the elementary subjects? Do you teach in your grade: penmanship, music, and drawing? Completed the eighth grade? Yes or No. Can you play accompaniments for school programs? Have you ever directed a chorus? Can you direct an orchestra? Have you ever directed an orchestra? Can you teach bookkeeping? Can you teach elementary science? What training have you had in school art? Can you teach classroom art under supervision? What method of penmanship do you practice? Do you have a life certificate? Is your certificate valid in "Kansas 4 yr. High Schools"? Your certificate is for what grades? Your

certificate is for what subjects? Are you sure that you will have a valid certificate? Do you hold a penmanship certificate?

Your continued professional growth is displayed by such questions as the following: What general reading do you enjoy most? What educational meetings did you attend last year? What professional work did you do? What were the evidences of professional growth such as: articles in print, addresses given, and offices and committee assignments held?

There were fifteen items appearing but once in the group headed Experience. In speaking of location--"If in this county give rural district". What were the number of teachers in the building? If in a graded school, what were the number of teachers in the city? If in high school, what was the total enrollment? Number of years experience in cities under 5,000 and over 5,000? What grade are you now teaching? Describe your present duties. Where were you last employed? Have you had experience as Home Room teacher? Have you taught in schools where the platoon system is in effect? What was the largest number of pupils managed at one time? What experience other than teaching have you had working with young people? Have you ever taught manual training? Have you ever taught penmanship?

Eight questions in regard to Position Desired, were listed but once on the seventy-seven blanks. The following

are the items. Work desired: primary, intermediate, junior high, and senior high. Check department which you are prepared and willing to teach: college, senior high, junior high, trade school, elementary, or kindergarten. Is your preference in the elementary, junior or senior high? My preference in teaching elementary school music, art, penmanship, and physical education is the following: 1, 2, 3, 4. What is your first choice, subject or grade, and building? What is your second choice, subject or grade, and building? Are you willing to teach in junior high? What subjects in an elementary system do you desire to teach?

In listing the References the following directions appeared but once on the seventy-seven blanks. To whom would you like to have us refer concerning you and your work? Members of school boards and superintendents are preferred. We prefer to get our letters of recommendation from your references. Include superintendents and principals under whom you have taught. Banker for non-professional reference. Give name of college or university placement bureau if registered. List your former superintendent of schools and your pastor. Give four references including present superintendent and principal who have knowledge of the quality of your teaching during the past five years, and two references who can speak of your scholarship and educational fitness.

Under the heading of Miscellaneous the following

items appeared only one time. How do you regard the profession of teaching as to its comparative desirability? Are you happy in your work as teacher? In what particular do you think yourself most successful in your teaching? Have you other special interests? Do you usually make the community in which you work your community or do you expect to leave town over week-ends? If elected, will you work cheerfully wherever assigned? Would you devote your full time to teaching? If there are subjects which you are not prepared to teach or which you are unwilling to teach, name. What distinct contribution could you make to our schools? Can you manage a study hall of 200? How many can you handle in study hall supervision? Are you familiar with Home Room Plan? Are you committed to the Home Room idea as an integral part of the high school teacher's assignment? If the school-day included eight periods of forty minutes each, how many would you care to teach? What salary are you offered next year? What has been your salary for the past five years? Will your superintendent give you an honorable release? May we telegraph at your expense?

Under the main heading of Official Data which appeared on twelve of the seventy-seven blanks the following items appeared only once: record of interview; date, with whom, remarks, and subsequent history.

A study of the points just listed offers evidence that the blanks used by administrators in securing informa-

tion concerning prospective teachers present a great lack of uniformity. Although these points appeared on one only of the seventy-seven papers, many of these questions when properly answered gave the administrator some very desirable information about the applicant. The total number of these "one-time-appearing" items was one hundred thirty-four.

ITEMS APPEARING BUT TWICE

The same order and the same plan will be followed in listing the items that did not appear on more than two of the blanks.

Under the main heading of Personal Data, the following items appeared only twice: What is your complexion? What was the date of naturalization and where? Have you applied for citizenship? What are the ages of your children? Do you belong to the Protestant, Catholic, or Jewish Church? Are you active in church work? Do you use intoxicating liquors? In what community activities could you participate? What community service have you performed in the communities you have served? What type of community service could you render? Will you sign a contract to teach the entire school year, unless disqualified by sickness? Do you wear glasses? What was the date of successful vaccination?

Under the main heading of Preparation and Continued Professional Preparation, the following items appeared but

two times. What technical schools have you attended? Name the high school training class you attended? Did you attend private or public schools? What was your major subject graduate and the semester hours of credit? What were the courses in your major work with the credits earned? What grade or subject do you consider yourself the best prepared to teach? Do you understand supervised study? What languages do you speak fluently? Have you ever taught music? What preparation, training, and experiences have you had in the field of music? Can you teach nature study? Are you a member of the local teachers association? If you are employed, would you care to serve on a curriculum construction committee? If so, what kind of committee could you do your best? What was the approximate time that you read some professional books during the past year? What professional magazines do you find most helpful?

The following items appeared on only two blanks that were classified by the writer as belonging to the division of Experience. What is your tenure for present position? How many years have you taught in the graded school? How many years have you taught in high school? Number of years experience in cities under 2,000 and over 2,000. Have you ever taught drawing?

But two items appeared twice under the heading of Position Desired: Underscore twice the grade you feel especially prepared to teach, and underscore once your choice:

first, second, third, fourth, fifth, sixth, seventh, eighth, music, manual training, and home economics. What work would you accept?

While as few items as possible were classified under the division of Miscellaneous the following items appeared twice. If formerly engaged in teaching, but not so employed, state where and how you have been occupied in the interval? If elected, will you read such books on education as the superintendent may require? Will you attend teachers' meetings? Will you follow the course of study? In what do you think you most excel as a teacher? Will you cooperate with the superintendent?

Under the division of Official Data but one item appeared and that on only two blanks. That was the statement, "Assignment changed".

There were forty-three items that appeared on two blanks.

The questions and statements under the "once-appearing" items and the "twice-appearing" items are given for the purpose of informing the reader of the large diversity of questions on the blanks that were studied.

CHAPTER III

AN ANALYSIS OF THE SEVENTY-SEVEN DIFFERENT BLANKS AS CHARACTERIZED BY SEVEN CLASSIFICATIONS

Seventy-three of the seventy-seven blanks that were studied were printed blanks. The four that were not printed were mimeographed. The advantage of the mimeograph blank over the printed blank is that it is less expensive. The printed blank is neater and is more satisfactory.

The card type of application blank is not common. Only one of the seventy-seven schools sent a card type application blank. It is more readily filed than either of the other two types, which the writer has classified as the sheet type and the folder type. This card was a 4" X 6" printed on both sides; therefore, it contained forty-eight square inches of space. It contained approximately one-half as many square inches of area as the most frequent size, which was 8½" X 11" sheet printed on one side; or approximately one-fourth as much as the 8½" X 11" sheet printed on two sides, which was the second most common size; or one-eighth as much as the four-page folder 8½" X 11", which was the third most common size. The card does not furnish sufficient space for the desired information. Sixty-five of the seventy-seven blanks used the 8½" X 11" size, which is 84% of the blanks studied.

Twenty-eight of the seventy-seven forms were printed on but one side. Twenty-seven were printed on both sides, seventeen blanks were printed on four pages with sixteen of the seventeen being of the folder type, and five used the folder type printed on three sides.

Table II shows the size of the blanks.

TABLE II

SIZE OF BLANKS

Dimensions	Sides	Area in Square Inches	Frequency
4 X 6	2	48	1
8 $\frac{1}{2}$ X 11	1	93.5	25
8 $\frac{1}{2}$ X 13 $\frac{1}{2}$	1	114.75	1
8 $\frac{1}{2}$ X 14	1	119	2
8 $\frac{1}{2}$ X 10 $\frac{1}{2}$	2	170	1
8 $\frac{1}{2}$ X 11	2	187	18
8 $\frac{1}{2}$ X 12	2	200	1
8 $\frac{1}{2}$ X 13	2	221	2
8 $\frac{1}{2}$ X 13 $\frac{1}{2}$	2	229.5	1
8 $\frac{1}{2}$ X 14	2	238	3
8 $\frac{1}{2}$ X 11	3	279.5	5
8 $\frac{1}{2}$ X 11	4	374	17

Read Table thus: But one blank was size 4" X 6" printed on 2 sides and containing 48 square inches of space.

The writer studied five application blanks which were prepared especially for the elementary schools, and five application blanks which were exclusively for the high school. The balance or sixty-seven were general application blanks with no distinction in the blank whether one was an

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8 $\frac{1}{2}$ X 14	2	238	3
8 $\frac{1}{2}$ X 11	3	279.5	5
8 $\frac{1}{2}$ X 11	4	374	17

Read Table thus: But one blank was size 4" X 6" printed on 2 sides and containing 48 square inches of space.

The writer studied five application blanks which were prepared especially for the elementary schools, and five application blanks which were exclusively for the high school. The balance or sixty-seven were general application blanks with no distinction in the blank whether one was an

applicant for kindergarten teacher or for principal of the high school. In a study of the general blanks the differences that were noted for the different types of positions desired were such as these: For grade application: With what systems of reading are you familiar? What systems of reading have you taught? What supplementary readers have you used, Do you like to play with little children? Can you assist with playground activities? Can you teach penmanship, drawing, and music in your grade? For a high school position: the blanks asked for major and minor subject matter in college, courses in education, number of hours of education, any honors received while in college or since leaving school, listing activities that applicant can and is willing to direct and coach if employed. The blanks made no distinction as to sex. The only question found on the seventy-seven blanks that applied especially to married women was the question on the Chicago blank that called for age of the youngest child.

The writer received blanks from superintendents that were printed by the following commercial publishing houses: Art Craft School Publishing Company, Horton (Kansas); Pawnee Printing Company, Larned (Kansas); Quick Printing Company, Bismarek (North Dakota); School Form Publishing Company, Vinton (Iowa); School Service Company, Bloomington (Illinois); School Specialty Company, Salina (Kansas); Strayer-Engelhardt Company, Albany (New York); and the Webster Publishing Company

St. Louis (Missouri). The Art Craft, School Form, and the Webster each had two forms that were received and used in the study. The remaining forms did not give a print shop name. Therefore, the writer classified them as belonging to the school, and they were called "own form". The forms in many cases varied from some other blank in only the slightest manner.

Although all of the seventy-seven blanks asked for some information classified as Personal Data or Information only twenty blanks had a heading for this group, and five others gave a heading of "Personal Characteristics". Sixty-eight per cent of the blanks did not have a heading for this information.

Under the division that the writer has called Preparation, were found the following headings as shown by Table III on the following page. This Table shows that the three headings, "Preparation", "Educational and Professional Training", and "Education" are all commonly used meaning the same thing as Preparation.

TABLE III

HEADINGS WHICH REFER TO PREPARATION

Numbers	Headings	Frequency
I	Preparation	22
II	Educational and Professional Training	22
III	Education	20
IV	Record of Training	8
V	Qualifications	3
VI	Professional Status	1
VII	Professional Data	1
VIII	High School and College Training	1

Read Table thus: Preparation was the heading used on 22 of 77 blanks. Educational and Professional Training was also used on 22 blanks.

Seven schools did not have a heading that could be classified in this group. Eight schools used two of the above headings on the same blank. Table IV on the following page shows which two headings were used on the same blank.

TABLE IV

DUPLICATIONS OF HEADINGS

Number of Headings								
	*I	II	III	IV	V	VI	VII	VIII
I*	18	1	3					
II	1	21						
III	3		15		2			
IV				6	1	1		
V			2	1	0			
VI				1		0		
VII							1	
VIII								1

*Roman numbers correspond to Roman numerals in Table III.

Read Table thus: Preparation appeared alone eighteen times, and on one blank that also had the heading Educational and Professional Training, and on three blanks that had the heading of Education.

The writer has called the next division Experience. He found the term "Teaching Experience" as a heading on fifty blanks; "Experience" as the heading on eighteen blanks; and "Practical Experience" plus "Teaching Experience" as a heading on four blanks. Nine blanks did not have a heading for this information.

Although seventy-five blanks asked for information

in regard to Position Desired, only fourteen blanks had a heading for this information. The writer has entitled this division Position Desired.

Sixteen of the blanks had a heading "Certification". The writer has not used a special heading, but has included this material under the general heading of Preparation.

The heading, References, was the most used heading of all. It was used on sixty-four of the seventy-seven blanks. Eighty-three per cent of the blanks used this heading. The administrators have agreed that this information is essential to application blanks. Only four of the blanks do not ask any questions in regard to references.

Ten of the blanks had a heading entitled "Remarks". This means that 8% of the blanks are inviting the applicant to give additional information to support his application.

The remainder of the headings that were found to be used in this study do not appear many times. Two blanks called for "Additional Information", two blanks called for "Miscellaneous", two for "Professional Reading", and two for information about "Activities". The writer has grouped unclassifiable material as Miscellaneous.

Official Data is the heading used for such headings as: "Employment Record", "Assignments", "Memorandum", "Record of Interviews", and "Official Data".

This section has dealt with the problem of headings. There was no uniformity as to what heading should be used.

PERSONAL DATA

Fifty-six items are listed on the Master Check Sheets (Appendix B) under the heading of Personal Data. Eleven items appeared on only three blanks each. Six items appeared on eight blanks each. Four tables have been used to present this material plus the information that was not adaptable to handle in Tables. Table V deals with the more general personal information.

TABLE V
GENERAL PERSONAL INFORMATION

Items	Frequency
Name in full	77
Permanent address	73
Present or temporary address	71
Height	69
Weight	69
Age	55
Telephone for temporary address	40
Telephone for permanent address	36
Birthplace--city, state, and nation	35
Date of birth--month, day, and year	29
Nationality	26
Name more than once	19
Race--colored or white	17
Are you a citizen of U. S.?	15
Married woman show maiden name	8
Signature of applicant	7
Sex--male or female	3
Nationality of father	3
Nationality of mother	3
Citizenship by birth or naturalization	3

Read Table thus: Name in full was asked for on 77 blanks.
Permanent address was asked for on 73 of the 77 blanks.

Only four blanks did not ask a single question in regard to the marital status of the applicant. The subject was handled under the following heading in the Master Check Sheets: Marital status: Underline. Single, Married, Widowed, Separated, Divorced. Forty-six blanks were interested in the number of children that the married applicant had. Six of these forty-six blanks asked for the other dependents, while two other blanks asked for other dependents but not the number of children. In other words, 62% of the blanks were interested in knowing the number of persons that the applicant supported. Eight blanks asked a statement as to whether the wife or husband was living.

One of the questions that called for an obvious answer of "Yes" was the question, "Are you willing to maintain membership in the State and National Educational Associations?" The applicant would answer the question "Yes" if he wanted consideration for the position.

Twenty application blanks asked for a statement of the applicant's present position. Sixty per cent asked for "your present salary"? This analysis would lead one to believe that the salary was a better criterion than his present position for judging an applicant's fitness. Minimum salary that "you will accept" was found on forty-one blanks. These two items ranked 28th and 35th as to frequency of happening as shown in Table XXI. Salary per month desired was found on twelve blanks.

Do the salary questions serve a real purpose, and are they a benefit to employer and employee?

The writer has classified the questions that appeared more than three times in regard to church as the following: church membership, church preference, and "Do you attend church regularly?" The frequency of the three items was respectively fifty-two, twenty-eight, and eight. Twenty-one blanks were without questions or statements in regard to church. The blanks used by the Kansas administrators indicate more interest in this question than did those used by the administrators from outside of Kansas. Only three of the forty-six blanks studied from the Kansas schools failed to mention this question of church membership, or preference, while eighteen of the thirty-one blanks from outside of the state gave no space to this information. Evidently Kansas administrators are concerned with the religious affiliations of their applicants.

Social questions that cause success or failure of applicants in securing schools generally call for an obvious and an untruthful answer when asked: "Do you dance?" This item was found on five blanks. "Do you use tobacco?" was asked for by twenty blanks. "Are you willing to abide by the rules of the board in matters of social conduct?" This question was found on eleven blanks. The answer that the applicant must give in order to be successful in most communities is "No" to the first two questions and "Yes" to the

last question. The social questions were found on 6 $\frac{1}{2}$ %, 26%, and 15%, respectively of the seventy-seven blanks.

The five elementary blanks did not contain any questions in regard to activities.

Altogether, twenty-five school blanks did not have any questions in regard to activities. The Table will show the items and the frequency of the items as they appeared in the forms studied.

TABLE VI
ACTIVITIES

Items	Frequency
Underscore or list any activities which you are able to coach or direct successfully.	26
What group activities can you coach in high school? Name in order of preference	18
What extra-curricular work have you done, either in school or community?	8
Can you assist with playground activities?	6
What would you be willing to coach?	4
Give detailed information as to your training and experience to teach, direct, and coach activities.	3
Do you like to play with children?	3
Can you coach debate?	3
Can you coach plays?	3
What activities would you be willing to direct?	3

Read Table thus: 26 blanks asked the applicant to underscore or list any activities which he is able to coach or direct successfully.

The four questions that deal with the subject of contracts are shown in Table VII.

TABLE VII
CONTRACTS

Items	Frequency
When could you begin work?	29
Are you under contract for next year?	14
Are you under contract?	7
Date of expiration of contract	4

Read Table thus: 29 of the 77 blanks studied asked, "When could you begin work?"

Eighty-seven per cent of the blanks called for some statement from the applicant in regard to the applicant's health.

TABLE VIII
HEALTH

Items	Frequency
Describe any other physical defect	46
Condition of health the past two years	36
Any defect in sight, hearing, or speech	24
General health	21
Can you furnish a health certificate?	8
Number of days missed last year on account of sickness	3
Principal form of recreation	3

Read Table thus: "Describe any other physical defect", was found on 46 of the 77 blanks.

The following Table gives the twenty-five most frequent items under the general heading of Personal Data.

TABLE IX

PERSONAL DATA

Items	Frequency
Name in full	77
Permanent address	73
Marital status	73
Present or temporary address	71
Height	69
Weight	69
Age	55
Church membership	52
Present salary	47
Number of children	46
Describe any other physical defect	46
Minimum salary that you will accept	41
Telephone for present address	40
Condition of health during the past two years	36
Telephone for permanent address	36
Birthplace--city, state, and nation	35
When could you begin work?	29
Date of birth--month, day, year	29
Church preference	28
UnderSCORE or list any activities which you are able to coach and direct successfully	26
Nationalty	26
Any defect in sight, hearing or speech	24
General health	21
Do you use tobacco?	20
Present position	20

Read Table thus: Name in full appeared on 77 blanks.
Permanent address appeared on 73 blanks.

PREPARATION

Some knowledge of the preparation of the teacher is desired by the school administrators in the selection of their teachers. One hundred per cent of the blanks have some questions pertaining to the preparation of the individual applicant. Having eliminated the items appearing only once or twice, the writer has seventy-one questions and statements in this division of Preparation. Tables and discussions will be used to explain the material covered by the subject of Preparation.

TABLE X

WHEN, WHERE, AND WHAT SCHOOLS ATTENDED?

Items	Frequency
Kind of degree or diploma	72
High school	70
College	69
Dates of attendance From--To	61
Total time attended	55
University	53
School or institution (name)	52
Year or date of graduation	51
Location	46
Normal	44
Course	43
Graduate work	25
Special work	24
Summer school	20
Elementary	17
Note: A semester hour is one class per week for not less than 18 weeks.	15
Post-graduate	14
Other institutions	9
Special schools	6

Read Table thus: 72 blanks asked for the kind of degree or diploma.

Forty-three blanks asked for the major subject and the semester hours of credit. Fifty-six per cent of the blanks wanted the above information. Minor subject and the semester hours of credit were asked for by thirty-seven blanks. The major subject was desired by 8% more of the blanks than was the minor subject. Only four blanks asked for the second minor subject and semester hours of credit. Twenty-six per cent of the blanks wanted the transcripts of the college and the normal school work in detail.

Nine schools wanted to know the total number of college credit hours, and three asked the question, "how much college work finished?" Asking the applicant to emphasize their special preparation and qualifications was a familiar question on 10% of the blanks. A special question for the lower grade applicant found on 10% of the blanks was the following: "With what systems of reading are you familiar?"

Table XI on the following page presents the special information asked of applicants applying for high school teaching positions.

TABLE XI
HIGH SCHOOL APPLICANT

Items	Frequency
Semester hours credit	31
Normal or teachers college subject	12
High school subject	11
Units	11
College or university subject	11
Graduate work subject	11
Courses in preparation	7

Read Table thus: Semester hours of credit in subject field was asked for on 31 blanks.

The following Table shows the questions asked in regard to Education.

TABLE XII
SPECIAL PROFESSIONAL PREPARATION

Items	Frequency
List all courses in education	23
Number of hours in education	21
Practice teaching--subject or grade	10
General and Educational Psychology	4
History of education	4
Science and principles of education	4
Organization and management of schools	4
Special methods	4

Read Table thus: 23 blanks out of the 77 blanks asked for a listing of courses in education.

More of the schools are interested in the subject, "Practice teaching", than any other special subject.

The administrators are interested in the music ability of the applicants as shown by the following questions: Thirty-seven schools asked if the applicant can teach public school music? Four others asked, "Can you teach public school music under supervision?" Twenty-eight blanks asked, "Do or can you sing?" Twenty-three wanted a list of the instruments that the applicant can play. These four questions may be summarized as follows: What are your music talents, and what can you teach in the field of music?

Other special subjects, such as art or drawing, penmanship, physical training, manual training, sewing, and cooking were found sufficiently to justify a special table. The following Table XIII presents this information.

TABLE XIII

SPECIAL SUBJECTS

Items	Frequency
Can you teach art or drawing?	35
Can you teach penmanship?	28
Can you direct physical training?	10
Can you teach sewing?	8
Can you teach manual training?	8
Can you teach cooking?	7

Read Table thus: "Can you teach art or drawing?" was called for on 35 of the 77 blanks. "Can you teach penmanship?" was called for on 28 of the 77 blanks.

The following sub-division of Preparation is "Certification". Although part of the blanks put

"Certification" in a separate division, it was found that in the majority of the cases it was grouped with Preparation. The following Table presents the information concerning certification.

TABLE XIV
CERTIFICATION

Items	Frequency
Type, kind, or grade of certificate held	61
Date of expiration	21
Date issued or when granted	13
Do you hold a certificate valid to teach in this system the grade or subject for which you are applying?	15
Issued by	9
Certificate valid in what state	8
Valid in this state	3
Serial number of certificate	8

Read Table thus: Type, kind, or grade of certificate held was called for on 61 of the 77 blanks. Date of expiration was called for 21 times.

The preceding table shows clearly that the administrators are eager to know about the applicant's certificate.

Continued professional training is the title of the information contained in the Table on the following page. The teacher should grow in service. This Table presents the questions that test whether the applicant has grown.

TABLE XV
CONTINUED PROFESSIONAL TRAINING

Items	Frequency
What professional magazines do you take or read regularly?	16
List college activities engaged in, and any honors received before or since graduation	13
What professional books and other books have you read in the past 12 months or 2 years?	12
Membership--Lodges, fraternities, and other organizations	11
Do you contemplate further equipping yourself to teach? If so, what are your plans?	10
Membership--Educational organizations	7
Are you a member of the state teachers assoc.?	6
Are you a member of the N. E. A.?	6
What advantage of travel have you had?	6
Title of books read	4
Author of books	4

Read Table thus: 16 blanks asked the question "What professional magazines do you take or read regularly?"

Of the eleven blanks that asked about membership in lodges, etc., six did not ask about membership in educational organizations; three asked about membership in educational organizations, and two asked about membership in State and the National Education Associations. Of the seven schools that asked about membership in educational organizations, three of the seven asked for membership in lodges, etc., and one of the three also asked about membership in State and National Education Associations, and four asked for educational organization membership. Three of the six blanks that asked about membership in the State and the

National Education Association also asked about membership in lodges, etc., while three blanks asked no other questions about membership. Twelve different blanks asked questions about membership in educational organizations, while eleven blanks asked about membership in lodges, fraternities, and other social organizations. Are the two of equal importance? This study would indicate that they are of equal importance.

EXPERIENCE

Seventy-seven blanks or 100% had questions in regard to Experience. The Table shows the information desired.

TABLE XVI

EXPERIENCE

Items	Frequency
Dates at each position From--To	67
Total years taught	66
Grade or grade subjects	65
High school subjects	64
Location	63
Name of school or institutions	58
Number of teachers in system	38
Positions held	30
Monthly salary received	30
Name of superintendent and present address	12
Rural schools--number of years	9
Years taught before receiving diploma	5
Years taught after receiving diploma	5
What systems of reading have you taught?	5
What supplementary readers have you used?	3
Practical experience	3

Read Table thus: 67 out of the 77 blanks wanted to know the dates of Experience at each position.

Six of the items in the preceding Table was common to between 75% and 87% of the blanks. The information in regard to the experience of the applicant is desired by the administrators as shown by this study.

POSITION DESIRED

Ninety-five per cent of the blanks called for a statement by the applicant as to what position the applicant was seeking. Table XVII shows that a statement is to be completed or that a question is asked such as "for what position do you apply?" These two items in the table do not complete the questioning as to the Position Desired. The Table is on the following page.

TABLE XVII
POSITION DESIRED

Items	Frequency
For what position do you apply?	31
Indicate grades or high school subjects in order of preference	21
State grades in order of preference	19
For a position as teacher of	17
Subject or grades you prefer to teach	16
For junior high and senior high give your choice of subjects in order of preference	16
In the high school or grades	10
What additional grades or subjects are you prepared to teach?	9
Position desired: teacher, principal, etc.	8
Preference of subjects or grades	8
Give second and third choices	7
State briefly why you desire this position	7
Name the subjects that you are prepared and willing to teach in order of preference.	6
Kindergarten, elementary, junior high, senior high, junior college or college	5

Read Table thus: 31 blanks asked the question, "For what position do you apply?"

REFERENCES

The following Table shows the frequency of the items as to information desired about references. The two items, name and address, are common to a large percentage of the blanks.

TABLE XVII
POSITION DESIRED.

Items	Frequency
For what position do you apply?	31
Indicate grades or high school subjects in order of preference	21
State grades in order of preference	19
For a position as teacher of	17
Subject or grades you prefer to teach	16
For junior high and senior high give your choice of subjects in order of preference	16
In the high school or grades	10
What additional grades or subjects are you prepared to teach?	9
Position desired: teacher, principal, etc.	8
Preference of subjects or grades	8
Give second and third choices	7
State briefly why you desire this position	7
Name the subjects that you are prepared and willing to teach in order of preference.	6
Kindergarten, elementary, junior high, senior high, junior college or college	5

Read Table thus: 31 blanks asked the question, "For what position do you apply?"

REFERENCES

The following Table shows the frequency of the items as to information desired about references. The two items, name and address, are common to a large percentage of the blanks.

TABLE XVIII

REFERENCES

Items	Frequency
Name	70
Address	67
Official position	35
Title	8
Relation to your work--Position and Location	7
Occupation	6
Vocation	3
Basis for testifying for you	3
Answers	3

Read Table thus: Name appeared on 70 blanks. Address of reference on 67 blanks.

The only other common item was the official position of the reference. It appeared on 45% of the blanks.

Directions for naming references were given on a portion of the blanks. Twenty-seven blanks gave the following direction: "Especially superintendents and principals under whom you have taught, who have first-hand knowledge of your character, personalty, scholarship and teaching ability." Ten blanks state, "Include school officials under whom you are teaching or have taught. Name of persons rather than committees or bureaus preferred." "Give name of superintendents, principals, college professors, and other who have observed your work as student or teacher," was asked for by eight schools. Seven blanks gave this direction: "Persons qualified to answer concerning your fitness for the

position you seek. Include especially superintendents and principals under whom you have taught. Indicate any who are related to you." Four blanks asked for "superintendents and principals only".

Sixteen per cent of the blanks stated that copies of testimonials in the applicant's possession may be included, while three blanks stressed that testimonials were not to be sent.

Sixteen blanks asked for five references, which was the most common number wanted.

MISCELLANEOUS

Date of blank was the most common item in this group. It appeared on seventy blanks. The criticism of one blank by the administrator was that it did not have a place for a date.

Ten blanks asked, "Have you ever failed of re-election?" and nine wanted to know "why" or "the reason" for failure of re-election? Eight blanks asked, "Why did you, or do you desire to change?" Eight blanks called for "reasons for leaving present or last position". Four blanks wanted a statement of "reason if not employed as a teacher now". Although these items did not appear on a great many blanks, and some of the questions would not likely get the desired answers, this group of questions when properly answered

gives the administrator some very valuable information in aiding him to form his opinion of the applicant.

Eighty-eight per cent asked for the applicant to enclose a recent photograph. Eleven blanks said that if the picture is a poor likeness, so indicate.

Two very similar questions were asked on the blanks in regard to interviews. Eighteen blanks asked, "Are you willing to make personal application?" Sixteen blanks asked, "Can or could you come for interview?" A few blanks stated that the applicant would not receive consideration without a personal interview, as no instructors are employed without first a personal interview.

"Do you honestly expect to remain in the teaching profession longer than the ensuing year?" was asked by ten of the application blanks. Two questions that deal with coöperation found on the blanks were: "If elected, will you coöperate with those under whom you work? Have you always worked harmoniously with supervisors and teachers?" The frequency of the questions was five and four, respectively. The first of the above questions calls for an obvious answer of "Yes". Questions that call for an obvious answer should be avoided.

Four application blanks asked if the applicant can adjust himself to a small community. Obviously, "Yes", the applicant will answer if he desired the position. Four blanks asked the applicant for a statement as to the following: "Do you have duties that would interfere with your

accepting any assignment for the good of the system, or attending meetings, or participating in other activities outside of school hours?"

Two questions that appeared on only three blanks were: "Will you subscribe for approved educational journals?" "Will you help foster a good community spirit?"

The above discussion did not lend itself to presentation by tables.

The following Table shows the Miscellaneous questions and statements about the blanks proper.

TABLE XIX

BLANKS

Items	Frequency
Mail application to superintendent of schools	18
Add by letter any additional information that will give us a more complete estimate your training, experience, character, and ability	17
It should be complete and accurate in every detail. In case of appointment you will be notified at once	10
This application will be placed on file for consideration when vacancies arise	7
Information given herein becomes a legal part of contract in case of election.	6
Fill out in your own handwriting	5
Applications are good for on year	4

Read Table thus: 18 blanks out of 77 gave the direction "Mail application blank to the superintendent of schools."

OFFICIAL DATA

Only twelve blanks, or 16%, asked for information classified as Official Data. Perhaps the proper place for this information is not on application blanks, but on some other office record of employment information. This space, when on a blank, is not for the use of the applicant, but for the use of the school administrator. The Table XX shows the information contained under this heading.

TABLE XX

OFFICIAL DATA

Items	Frequency
Salary	12
School year	12
Date	12
Position assigned	11
Building	11
Elected	10
Rank	5
Re-elected	3
Elected or re-elected	3

Read Table thus: 12 blanks of the 77 asked for the salary, school year, and date.

The rank of fifty of the most common items under all headings is presented in Table XXI on the following page. By a careful study of this Table the important items as given by the seventy-seven blanks will be noted.

TABLE XXI

THE FIRST 50 ITEMS, OUT OF A LIST OF 451, AS RANKED BY THE 77 BLANKS STUDIED

Items	Rank	Items	Rank
Name in full	1	Name of schools--Preparation	25
Permanent address	2	Year or date of graduation	27
Marital status	2	Present salary	28
Kind of degree or diploma	4	Number of children	29
Present or temporary address	5	Description of physical defects	29
What high school attended?	6	Location of schools attended	29
Name of references	6	What normal school did you attend?	32
Date of blank	6	Course	33
Height	9	Major sub. and sem. hours of credit	33
Weight	9	Minimum salary that you will accept	35
What college did you attend?	9	Telephone for temporary address	36
Enclose a recent photograph	12	Number of teachers in system	37
Dates of each position--From--To	13	Can you teach public school music?	38
Address of references	13	Minor sub. and sem. hours of credit	38
Total years taught	15	Condition of health	40
Grade or grade subjects taught	16	Telephone for permanent address	40
High school subjects taught	17	Birthplace--city, state, and nation	42
Location of Experience	18	Can you teach art or drawing?	42
Dates of attendance at school	19	Official position of reference	42
Type, kind, or grade of certificate	19	Semester hours of credit	45
Name of schools--Experience	21	For what position do you apply?	45
Age	22	Monthly salary received	47
Total time attended	22	Positions held	47
University attended	24	Date of birth--month, day, year	49
Church membership	25	When could you begin work?	50

Read Table thus: Name in full ranked first out of the 50 most popular items.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study has had as its main objective a survey study of the teacher application blanks as used by school superintendents in securing applicants. The aim has been: 1. To record the criticisms of the school administrators as to the blanks in use at the present time; 2. To present an analysis of the seventy-seven blanks; 3. To make recommendations to school administrators as to what to include in the application blank.

In general, the area covered in this study has been a wide one. It has attempted to analyze the existing blanks in use by the administrators in the first-class cities and in the seventy-seven second-class cities in Kansas, and in thirty-five of the larger cities outside of Kansas in the United States. An additional phase of this study has been the development of a teacher application blank which embodies the best features of the seventy-seven forms studied.

In this study, items appearing only on one or on two blanks were given in Chapter II. In Chapter III, the blanks were discussed as to the type of blank, size and area, whose form, and the headings used. The data on the blanks were

classified into the seven following types:

1. Personal data
2. Preparation
3. Position desired
4. Experience
5. References
6. Miscellaneous
7. Official data

In summarizing, the following points dealt with were considered as significant:

1. That there is a lack of uniformity of questions or statements is shown by the 177 items that appeared on only one or two blanks.
2. That there is a great difference between the area of the smallest and largest blank.
3. That eighty-five per cent of the blanks use the size $8\frac{1}{2}$ " X 11".
4. That no other item besides the name in full is asked for unanimously.
5. That there is a great diversity of terms used in expressing the same meaning.
6. That the blanks use obsolete terms.
7. That sixteen per cent of the blanks attempt to make the application blank an office record by adding official data.
8. That only sixteen per cent of the blanks state that testimonials may be included.

CONCLUSION

1. If the blanks express the administrators view as to what is desirable on blanks, the Master Check Sheets in Appendix B, emphasize the lack of uniformity among the administrators.
2. There is a lack of uniformity of dimensions, sides used, and area of the blanks as shown by the 12 sizes found in the study of the 77 blanks. (Table II, page 20.)
3. There is a lack of uniformity in the items used in recording personal data as shown by:
 - a. The items of general personal information given. (Table V, page 26.)
 - b. The various statements used to express activity-directing ability. (Table VI, page 29.)
 - c. The questions used to bring out the contractual set-up. (Table VII, page 30.)
 - d. The list of items used pertaining to health. (Table VIII, page 30.)
 - e. The list of personal items ranked by frequency. (Table IX, page 31.)
4. There is a lack of uniformity in headings used to express Preparation as shown by the terms used to mean Preparation. (Table III, page 23.)
5. There is a wide variety of information desired in regard to the Preparation of the applicant as shown by:

- a. The questions of "when", "what", and "where" did the applicant attend school. (Table X, page 32.)
 - b. The special questions asked of the high school applicant. (Table XI, page 34.)
 - c. The demand for the subjects of professional preparation. (Table XII, page 34.)
 - d. The list of special subjects studied. (Table XIII, page 35.)
 - e. The questions in regard to the certification of the applicant. (Table XIV, page 36.)
 - f. The questions asked in regard to the continued professional training. (Table XV, page 37.)
6. The administrators weigh the teaching experiences as shown by the questions in regard to experience. (Table XVI, page 38.)
 7. There is non-uniformity in blanks in bringing out the statement of the Position Desired as shown by the type of questions asked. (Table XVII, page 40.)
 8. There is uniformity as to items desired in regard to References as shown by the blanks. (Table XVIII, page 41.)
 9. There is non-uniformity as to the directions and explanations on the blanks as shown by the items used. (Table XIX, page 44.)
 10. There is only a small per cent of the blanks that provide space for Official Data and only a few items of official data are desired. (Table XX, page 45.)

11. The fifty most frequent items are not exactly common items as shown by the fact that the fiftieth item appeared only on 38% of the blanks.
(Table XXI, page 46.)
12. That many of the questions obviously must be answered in only one manner if the applicant is to be given consideration.

RECOMMENDATIONS

The recommendations stated below should be the bases for an application blank which serves its purposes most efficiently:

1. A four-page folder of the most frequent size, namely $8\frac{1}{2}$ " X 11" should be used.
2. There should be space enough in columns to give information.
3. Tables should be set accurately for typewriter spacing between lines, thereby avoiding shifting of machines.
4. Material should be organized in logical sequence.
5. There should be a definite set-up of the type of work, and the department, for which an applicant may apply. An extra line should be provided for other types of work.
6. There should be a listing of subjects for junior-senior high and junior-college with a table provided for recording the preparation courses in college and the semester

- hours in subject and in field.
7. Pertinent personal items should be asked for under Personal Data.
 8. Participating experience in high school and college, experience directing or preparation for directing should be asked for in connection with the activities that the teacher can direct.
 9. Under Preparation, the important items should be handled in tables: such as location, inclusive dates, majors and minors, semester hours of each, dates of graduation, and degree.
 10. A break-up of preparation under numbered items, and separation of undergraduate and graduate work is desirable.
 11. Space for preparation for special grade subjects should be provided.
 12. A tabular "set-up" of experience and references is necessary.
 13. Space should be provided for a personal letter stressing special preparation and qualifications.
 14. A place for signature of the applicant is essential.

The blank (Figures 1, 2, 3, 4) which has been developed is intended to furnish sufficient information about the applicant as to position desired, personal characteristics, directing ability of activities, preparation, and experience in order that the administrator may

decide whether he desires a personal interview with the applicant.

Attach a Photo

..... City State Public Schools

Instructional Staff Application Blank

Date

Name of applicant
(Last name) (First name) (Middle name)

Present address
(Street) (City) (State)

Permanent Address
(Street) (City) (State)

May we telephone at your expense? Telephone No.

POSITION DESIRED

Mark 1 for first choice, 2 for second choice, 3 for third choice in both **A** and **B**

A—Type of Work

Superintendent, Principal, Teacher, Coach, Physical training,
(Boys) (Girls)
Librarian, Study hall teacher, Music: Chorus director, Band director,
(Jr. and Sr. High)
Orchestra director

B—Department

Kindergarten, Early elementary, Later elementary, Junior high,
(Grades 1-4 inc.) (Grades 5-8 inc.) (Grades 7-9 inc.)
Senior high, Junior college,
(Grades 9-10-11-12 inc.)

Choice of subjects—(To be filled by all applicants for work in Junior and Senior High and Junior College.)

	Subjects (Be specific)	Preparation Courses in College	Semester Hours	
			Subject *	Field **
First choice				
Second choice				
Third choice				

* Subject—specific subject
** Field means general group of allied subjects such as English, Foreign Language, Mathematics, Science, Social Science, Commerce, Industrial Arts, and Music.

If your application is for a position in the elementary school, state grades in order of preference.

Can you teach regular classes in art?..... Music?..... Penmanship? Physical education?.....

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FIGURE 1

PERSONAL DATA

Date of birth: Year Month Day Height Weight

Place of birth: Country State Race Nationality

Marital status: (Underline) Single, Married, Widowed, Divorced.

Number of children Other dependents

Are you a Christian? Do you attend church regularly?

Can you furnish a certificate of general good health? Any defect in sight, hearing, speech, or body? If so, describe fully

Are you prepared to accept our salary schedule?

Name Honorary Societies of which you are a member.

Can you sing? What musical instruments, if any, do you play well?

Activities

Activities you can direct	How much		Experience Directing or Preparation for Directing What kind? Where?
	Participating High School	Experience College	

PREPARATION (Schooling)

Schools	Town or City	State	Majors	Minors	Date of Graduation
1. Elementary			XXX	XXX	
2. Secondary					

FIGURE 2

3. College, University, Teachers College, Etc. (Undergraduate work)

Name of School	Town or City	State	Inc. dates	Major Fields	No. Sem. Hrs. in Major Fields	Minor Fields	No. Sem. Hrs. in Minor Fields	Dates of Grad.	Degrees

4. Graduate Work

Name of School	Town or City	State	Inc. Dates	Major	Minor	Date of Graduation	Degree

5. Practice teaching in what subject and where?

.....

6. What professional magazines would you recommend for your teaching field?

.....

7. Membership: Educational Organizations?

.....

8. For grade teaching: What preparation have you had for teaching the special subjects of art, music, penmanship, and physical education? List special subjects in order of preference.

Subject

Preparation

1.
2.
3.
4.

9. Certification: What certificate will you hold September 1st? Based on how many college semester hours of credit?

When and where received?

FIGURE 3

Rozel, Kansas
January 6, 1936

Superintendent of School

Dear Sir:

I am making a study of "Application Blanks as used by School Superintendents in Securing Applicants" as a research problem in an Education course.

I will greatly appreciate your cooperation if you will send one of your blanks in the enclosed envelope.

If you have any criticism of your present blank, I will be glad to have you write the criticism on the back of this letter.

Respectfully yours,

J. Wm. Powers