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METHODS AND CRITERIA FOR THE SELECTION OF
TEACHING PERSONNEL IN CHRISTIAN COUNTY, ILLINOIS
(TITLE)

BY

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EASTERN ILLINOIS UNIVERSITY 5/1963

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1963

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

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CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this paper is to examine certain methods of the selection of teaching personnel. The methods of selection of applicants, for recommendation of approval by the superintendent, to the board of education are indicated in this study.

Scope

This study was limited to Christian County, Illinois. There are ten school districts in this area.

Only public schools were included in this study.

The school districts in Christian County, Illinois vary in size of enrollment from large to quite small. The largest district in the county is Taylorville with an enrollment of 3300 students. See appendix F. The smallest district is Tovey Elementary with an enrollment of one hundred thirty-nine. See appendix F.

The chief administrators interviewed for this study, in the writer's judgment, ranged in age from about thirty to almost sixty. Two administrators had only one year of experience as a superintendent, and one of the senior administrators had served in the same position for thirty-six years.

Method

An interviewing schedule was prepared before the administrators were interviewed. This schedule was corrected and condensed into a final copy. Next, the names of the chief administrators in Christian County, Illinois, were ascertained from the 1961-1962 edition of the Educational Directory of Christian County, Illinois. Each chief administrator was consulted for an interview appointment. Then, each chief administrator was asked the same questions. Finally, most of the answers given by the administrators were written down after the interview had been completed.

The interviewing schedule, as well as the answers given by the administrators, are in appendixes A and B.

Need for the Study

Administrators may use this study to find out whether they are following procedures similar to those used by other administrators and whether their methods and criteria are in agreement with published criteria on selection of teaching personnel. An interviewing guide, which might be of interest to administrators, is included in the appendixes.

New administrators can benefit from this study by observing the methods and criteria for selection of teachers

that certain other administrators follow. The intelligent administrator realizes that, if he has good teachers, he has a good school.

CHAPTER II

METHODS OF SELECTING TEACHING PERSONNEL IN CHRISTIAN COUNTY, ILLINOIS

This writer prepared a set of questions to be used as a guide in ascertaining, as nearly as possible, the methods of selection of teaching personnel in Christian County, Illinois. The questions included within this set of questions were chosen at random by this writer. There are many other questions that could have been used. Some of the basic needs which this writer tried to illustrate by means of these questions were as follows: Who makes recommendations and the amount of weight their recommendations carry? Who interviews prospective teachers and how are teachers screened? How are administrative personnel selected? A rating scale consisting of six items which this writer selected out of many that might have been used.

The sub-headings and discussion of each topic in this chapter follow the same outline as do the questions in the interview schedule. See appendix A.

Recommendations of Approval by Chief Administrators

The recommendation of approval by a chief administrator is an important undertaking for an administrator. As Kennedy said, "The administrator knows that his success as an administrator is measured by many things; first in importance,

however, is what goes on in the classrooms of the school."¹
For this reason chief administrators should be careful when recommending an applicant to the board of education.

In Christian County, Illinois, nine out of ten chief administrators make the sole recommendations of approval of the applicant to the boards of education. In one district, Tovey Elementary District, the chief administrator does not make the sole recommendation because many applicants apply directly to the board members for positions.

The chief administrators were asked how many applicants were recommended to the board of education. Four of the chief administrators prefer to recommend only one applicant to the boards of education. Four administrators indicate that they prefer to recommend two or three applicants to the boards of education so that if the chosen applicant does not fit into the community and do well, the board members share in the responsibility. The other two administrators do not have a specific number of applicants that they recommend to the boards of education.

¹E. D. Kennedy, "The Teacher or the Position," Michigan Education Journal, XXXVI (February 1, 1959), 279.

Influence of Chief Administrator

Deffenbaugh and Zeigel state that, "It is the concensus of opinion among authorities on school administration that the superintendent, either personally or through his appointed agent, should nominate teachers to the board for its approval."²

Each chief administrator was asked to estimate how much influence he thought he had on the board of education.

The four chief administrators who stated that they recommended only one applicant to the boards of education stated that they exercised almost complete control as to whom was hired because of their recommendation for approval.

Four chief administrators reported that they had some influence because they recommended only two or three applicants to the boards of education.

The other two chief administrators said that they had very little influence as to whom was hired. However, they then said they believed that if they desired an applicant to be hired, the boards of education strongly considered their recommendations.

Recommendations of Approval by Principal

Three of the ten districts in this study have a principal as the chief administrator. The other seven districts

²W. S. Deffenbaugh and William H. Zeigel Jr., Selection and Appointment of Teachers (Washington: United States Government Printing Office, 1933), p. 13.

have a superintendent as well as one or more principals. For this reason, the writer included this item in the interviewing schedule.

In these ten districts the principals do not make recommendations for approval of the applicant to the boards of education unless the principal is the only administrator in the district. In the districts where the principal is the only administrator, he acts in a capacity similar to that of a superintendent.

Deffenbaugh and Zeigel state that, "In many systems the principal plays no part at all, in others he advises or confers with the superintendent, in still others he actually selects and nominates the new teachers."³

Influence of Principal

Three districts have principals as chief administrators; consequently, the influence that the principals have on the boards of education is important in this study. This importance is exemplified by Deffenbaugh and Zeigel when they state that, "Between a fifth and fourth of the principals claim that they have no part whatsoever in the selection of the teachers assigned to them. Slightly more than half of the principals report that they only advise, and about a fourth report that

³Ibid.

they nominate to the superintendent."⁴

Six out of seven of the superintendents, in the districts where there are both superintendents and principals, state that the principal does exert some indirect influence as to whom he recommends to the board of education. One superintendent states that he does not permit the principal to consult or interview the applicants before he recommends them to the board of education.

In two districts where the principal is the chief administrator, the principals say they exercise almost complete control. The remaining principal states that she does have some influence on the board of education.

Interviewing of Applicants by Board Members

In this study, the procedure for board members in some districts to conduct preliminary interviewing of applicants is evident. Therefore, a question is included in the interviewing schedule in order to study this subject. Deffenbaugh and Zeigel state that, "School boards also seem to play an important role in interviewing teachers in the Middle West, in the South, in the independent secondary schools, and in the elementary and senior high schools."⁵

Eight chief administrators said that the board members do not interview applicants before the chief administrators

⁴Ibid.

⁵Ibid.

make their recommendations for approval of the applicants to the boards of education. These same eight administrators state that even if a prospective teacher does try to apply to any of the board members, the board members tell them to make application to the chief administrator.

The other two chief administrators state that the board members do some of the preliminary screening of applicants.

Treatment of Prospective Teachers

Prospective teachers may be treated in many different ways. Some may be given more consideration than others. Kennedy said that, "Interviewers have several methods."⁶

Five chief administrators stated that all prospective teachers are screened in a similar manner. That is, they are treated as much alike as possible in the personal contact employed and the criteria applied to them.

The other five administrators stated that all prospective teachers are screened in a similar manner except those teachers who are required to have coaching duties. These teachers are given some extra screening based on specific criteria pertinent to coaches.

Special Screening Procedures

The preceding topic stated that some chief administrators have set up specific criteria for coaches.

⁶Kennedy, loc. cit.

Five chief administrators replied that no special screening criteria are used for coaches.

Three of the remaining five chief administrators stated that teachers with coaching duties are screened similarly to a classroom teacher except that his coaching ability entered into the "total picture."

The other two chief administrators said that special criteria are followed when coaches are interviewed.

The following are included in the criteria used on coaches: won-lost record, behavior while under tension of coaching a sport, and behavior as chaperone on bus trips.

Selection of Administrative Personnel

All ten chief administrators agreed that administrators are selected differently from teaching personnel. The chief administrators stated that they believed special criteria were employed when the board of education selected an administrator. Part of the chief administrators stated that administrative personnel is screened more carefully. These administrators said that one method used in selecting an administrator was to visit him at the school he was currently employed in.

Three of the ten districts in this study did not have a superintendent as the chief administrator; however, the principals in these districts are selected differently from

teaching personnel.

The superintendents in the remaining seven districts were selected differently from teaching personnel.

Differences in Selection of Administrative Personnel

Edmonson, Roemer, and Bacon have outlined a reason for selecting administrative personnel differently when they stated that, "A school administrator should outrank the typical teacher in sensitiveness to problems in the field of schoolwork as well as in resourcefulness and originality in solving these problems."⁷

In five districts, the chief administrators agreed that a recommendation of an applicant for an administrative position from the resigning administrator greatly influenced the boards of education in their selection of an applicant.

The other five chief administrators believed that the selection of an administrator is a responsibility assumed by the boards of education without any recommendation from a resigning administrator.

Four of the ten chief administrators believed that a committee of some of the board members would be organized to conduct preliminary interviewing and screening of prospective administrators.

Preferential Rating of Items by Chief Administrators

Chief administrators in Christian County, Illinois did

⁷Bacon, F. L., Edmonson, J. B., and Roemer, J. The Administration of the Modern Secondary School. (New York: The Macmillan Company, 1960), p. 81

not agree on which items were most important in considering applicants for recommendations of approval to the boards of education. The writer of this paper selected the following six items and asked the chief administrators to rate them in preferential order. The items were as follows: academic preparation, the personal interview, credential recommendations, appearance, personal contact, and apparent personality. There were other items that could have been included in this list.

"Academic preparation" was the only item which remained constant in the preferential rating scale charted by the administrators. This item received a first place rating by all ten administrators. Most of the administrators expressed the reason for listing "academic preparation" as first on the scale because an individual must have acquired certain academic requirements before any of the other items could even be considered.

The remaining items ranked in the following order: second, the personal interview; third, credential recommendations; fourth, appearance; fifth, personal contact; and sixth, apparent personality.

Several of the administrators listed "the personal interview" quite high on the rating scale. They believed that this interview method was very good and provided a real insight into the worth of an individual.

Most of the chief administrators in Christian County, Illinois listed "apparent personality" as the least important of the six items because they believed that most applicants are under strain when being interviewed for teaching positions. A table of the rank order in the preferential rating scale of the six items follows:

Table I

Preferential Rank Order of Criteria

Rank Order	First Choice	Second Choice	Third Choice	Fourth Choice	Fifth Choice	Sixth Choice
Academic preparation	10	0	0	0	0	0
Personal interview	0	5	1	2	2	0
Credential recommendations	0	3	3	1	2	1
Appearance	0	2	1	3	1	3
Personal contact	0	0	3	4	1	2
Apparent personality	0	0	2	0	4	4

Table II is included with this paper to further explain the preferential ratings made by the chief administrators of each school district within Christian County, Illinois.

Table I illustrates the six items which were rated in a preferential rating by the chief administrators, whereas Table II illustrates how each chief administrator rates each item according to rank order.

Table II

Preferential Rating Scale by District

School District	Superintendent	Qualifications (Academic Preparation)	Personal Interview	Credential Recommendations	Appearance	Personal Contact	Apparent Personality
Morrisonville	Petersen	1	2	4	5	3	6
Taylorville	DeWeese	1	4	2	6	3	5
Edinburg	Fisher	1	2	5	4	3	6
Mt. Auburn	McKinney	1	2	3	6	4	5
Stonington	Buchanan	1	4	6	2	5	3
Pana	Coil	1	5	2	3	4	6
Assumption	Myer	1	2	3	4	6	5
Kincaid Elementary	Dardano	1	3	2	6	4	5
Tovey Elementary	Calloway	1	5	3	2	4	6
Kincaid High School	Pacotti	1	2	5	4	6	3

CHAPTER III

SUMMARY AND CONCLUSIONS

Summary

Ten school districts in Christian County, Illinois were studied in relation to the methods used for the selection of teaching personnel.

Ninety per cent of the districts have only one individual who makes recommendations of approval to the boards of education. This individual is the chief administrator in each district.

Almost one-half of the school districts have only one applicant recommended to the boards of education.

In nearly one-half of the ten districts the superintendent surmises that he has almost one-hundred per cent control of the hiring of certain individuals.

The principals do not recommend applicants to the boards of education in any of the districts that have a superintendent.

Five out of six superintendents consult the principal before making their recommendations of approval of applicants to the boards of education.

Board members do preliminary interviewing of all applicants in only two districts. In the other eight districts

the chief administrator takes care of this matter.

One-half of the districts use special procedures when hiring a teacher with coaching duties attached.

The other five districts screen all prospective teachers in a similar manner without any special procedures when hiring a coach.

The chief administrators in all ten districts agreed that administrative personnel is selected somewhat differently from teaching personnel.

The chief administrators rated the items on the preferential scale in this order:

1. Academic preparation
2. Personal interview
3. Credential recommendations
4. Appearance
5. Personal contact
6. Apparent personality

Conclusions

From the answers received from the ten chief administrators in Christian County, Illinois, it can be ascertained that even though the methods of selection of applicants for recommendation to the boards of education are many and varied, most administrators in Christian County, Illinois seem to be in general agreement in their methods of selecting the final applicant or applicants.

The chief administrators seem to exert much influence in most districts as to who is to be recommended to the boards of education.

APPENDIX A
INTERVIEWING SCHEDULE

Interviewing Schedule

1. a. Is the chief administrator the only one who makes recommendations of approval of the applicant to the board of education?
b. How many applicants per position are submitted?
2. If yes, then how much weight does his recommendation of approval of the applicant carry? This is his opinion based on a rating scale of his influence to and his relationship with the board of education. Superintendent will have to surmise on past experiences.
3. Does the principal make recommendations of approval of the applicant?
4. If yes, how much weight does his recommendation of approval of the applicant carry? This is his opinion based on a rating scale of his influence to and his relationship with the board of education. Superintendent will have to surmise on past experiences.
5. Under ordinary circumstances do board members do any interviewing of applicants before the superintendent presents the best qualified candidates?
6. Are all prospective teachers screened in the same manner?
7. If no, why not? Mention the screening process for the hiring of coaches.
8. a. Is the selection of administrative personnel selected

differently from teaching personnel?

b. If yes, then how is it different?

9. Rate the following items **in a preferential manner**. This is the chief administrator's opinion of how he personally screens applicants using these items.

a. Qualifications (academic preparation)

b. Appearance

c. Apparent personality

d. Credential recommendations

e. Personal contact

f. The personal interview

APPENDIX B
RESPONSES FROM CHIEF ADMINISTRATORS

Warren Petersen - Morrisonville

1. a. Yes.
b. Usually only one applicant, sometimes two or three.
2. Almost one hundred per cent.
3. No, the high school principal confers with the superintendent about the hiring of the high school personnel.
4. In most cases the principal's viewpoint would tend to sway the superintendent's approval of the applicant.
5. No.
6. Yes.
7. Coaches are screened a little different, but only in the total overall screening. He must be a teacher first and a coach second.
8. a. Yes, however in this school system the superintendents are extracted from within the school system.
b. This is based on how well the individual has performed his duties and the recommendation the previous superintendent gives him.
9. a. Qualifications (academic preparation)
b. The personal interview
c. Personal contact
d. Credential recommendations
e. Appearance
f. Apparent personality

Forest DeWeese - Taylorville

1. a. Yes.
b. Only one applicant per position.
2. One hundred per cent. Rating sheets are sent to administrators whom the applicant has worked under.
3. No. However, the principal of the building in which the individual will teach is usually consulted and given a chance to see and interview the applicant.
4. The principal of each building that an individual is applying for a position is normally consulted.
5. No.
6. Yes.
7. Yes, coaches are screened in exactly the same manner as a teacher of academic subjects.
8. a. Yes.
b. Recommendations of former superintendent are considered and a committee of the board would screen the applicants before presenting best qualified applicants to the entire board.
9. a. Qualifications (academic preparation)
b. Credential recommendations
c. Personal contact
d. The personal interview
e. Apparent personality
f. Appearance

James Fisher - Edinburg

1. a. Yes. However, a three-man committee of the board of education meet with the superintendent to help screen out all applicants except the best two or three which are presented to the entire board.
b. Two or three applicants per position.
2. The superintendent's influence with the three-man committee in preliminary screening and with the entire board is very great.
3. No. The principal is not consulted on who is recommended to the board of education.
4. No. The building principal is not consulted at all.
5. Yes. A three-man committee of the board of education helps the superintendent with this screening process from the beginning.
6. Yes.
7. There is no special screening process for a coach. He is hired in this school system first as a teacher and secondly as a coach. He must be qualified to teach what is required for the position.
8. a. Yes.
b. The three-man committee of the board of education would act as a screening mechanism if a new superintendent should have to be employed. A new principal would be hired in much the same manner as a teacher except for a more thorough screening process.
9. a. Qualifications (academic preparation)
b. The personal interview
c. Personal contact
d. Appearance
e. Credential recommendations
f. Apparent personality

Willis McKinney - Mt. Auburn

1. a. Yes.
b. There is not any set number of applicants recommended to the board of education.
2. Almost one hundred per cent.
3. No. The principal of the elementary school is consulted whenever an applicant is being screened for a position in the elementary building.
4. The building principal's opinion would usually sway the superintendent's choice of the applicants to be recommended to the board of education.
5. No, not usually. Most applications are made directly through the superintendent.
6. Yes.
7. Coaches are screened differently only as far as the overall consideration for a coach.
8. a. Yes.
b. The board of education would take on the responsibility of doing the screening of applicants.
9. a. Qualifications (academic preparation)
b. The personal interview
c. Credential recommendations
d. Personal contact
e. Apparent personality
f. Appearance

Allen Buchanan - Stonington

1. a. Yes. However, the principal of the high school voices his opinion through the superintendent.
b. There is not any set number of applicants. There are usually at least two or three.
2. Almost one hundred per cent.
3. No. He recommends through the superintendent only.
4. If the board recognizes the fact that the high school principal was recommending someone and the superintendent agreed with his recommendation, then he too would have almost one hundred per cent choice as to who was to be hired.
5. No.
6. All applicants are screened alike. Of course it depends on which positions they are applying for naturally.
7. Coaches are screened just like other applicants for academic positions only, except his won-lost record would enter into the total picture.
8. a. Yes.
9. a. Qualifications (academic preparation)
b. Appearance
c. Apparent personality
d. The personal interview
e. Personal contact
f. Credential recommendations

John Coil - Pana

1. a. Yes.
b. One.
2. Almost one hundred per cent.
3. The principal has no actual decision in the selection of new teachers but he does confer with the superintendent on the personnel.
4. Principal acts in an advisory capacity only.
5. No. As far as teachers are concerned. Yes, in relation to principals.
6. Yes.
7. There is not any extra screening process for coaches.
8. a. Yes.
b. There is an area screening committee made up of board members from the area in which the new principal is to be hired that is used by the superintendent as a "sounding board."
9. a. Qualifications (academic preparation)
b. Credential recommendations
c. Appearance
d. Personal contact
e. The personal interview
f. Apparent personality

C. J. Myer - Assumption

1. a. Yes.
b. Two or three.
2. Almost one hundred per cent.
3. No. The principals only substantiate the superintendent's choice.
4. The only influence that the principal would exert would be a possibility of some influence in the case of hiring a head coach.
5. No. If someone consults a board member about a position he is directed to make application to the superintendent.
6. Yes.
7. The screening process for coaches would be some different because all experienced coaches would be screened partially on his past won-lost record. There is very careful screening of coaches in this district.
8. a. Yes.
b. A committee of the board is organized to screen the applicants for superintendent. They visit the school in which the person is employed. This committee also visits the county superintendent's office of that county and sometimes even consults board members of the school district of the applicant.
9. a. Qualifications (academic preparation)
b. Personal interview
c. Credential recommendations
d. Appearance
e. Apparent personality
f. Personal contact

Pasquale Dardano - Kincaid Elementary

1. a. Yes.
b. Two or three for each position.
2. Almost one hundred per cent.
3. There is only one administrator in this district.
4. There is only one administrator in this district.
5. No.
6. Yes.
7. There is not any extra screening done on coaches who apply for a position in this district.
8. a. Yes.
b. The board would call for applicants for the position and would screen each one of them in a personal interview. The resigning principal's recommendation of approval of a new principal would influence the board members in their selection in most cases.
9. a. Qualifications (academic preparation)
b. Credential recommendations
c. The personal interview
d. Personal contact
e. Apparent personality
f. Appearance

June Calloway - Tovey Elementary

1. a. Yes.
b. There is not any set number of applicants recommended to the board or to come before the board.
2. The principal, who is the only administrator in the district, has quite a lot of influence over the board as far as who is selected for a position.
3. There is only one administrator in the district.
4. There is only one administrator in the district.
5. Yes. Board members sometimes get applications from individuals who desire a position in this district. Sometimes the applicants come to the principal first.
6. Yes. The same screening process is used on every applicant.
7. There is not any extra screening process for a coach.
8. a. Yes.
b. The board would call for applicants for the position and would screen each one of them in a personal interview. The resigning principal's recommendation of approval of a new principal would influence the board members in their selection in most cases.
9. a. Qualifications (academic preparation)
b. Appearance
c. Credential recommendations
d. Personal contact
e. The personal interview
f. Apparent personality

John Pacotti - Kincaid (South Fork Community High)

1. a. Yes.
b. Only one applicant unless it is a coaching position.
2. Almost one hundred per cent.
3. Yes, because the principal is the only administrator.
4. There is only one administrator in the district.
5. No.
6. Yes, except for coaches.
7. Coaches are given special consideration and a special screening process.
8. a. Yes.
b. The resigning principal would have an influence on who the board of education hired. However, this would be a board of education function to be handled by the board of education alone.
9. a. Qualifications (academic preparation)
b. Personal interview
c. Apparent personality
d. Appearance
e. Credential recommendations
f. Personal contact

APPENDIX C
INTERVIEWING GUIDE

Interviewing Guide

Interviewing of candidates for a teaching position is an art which can be learned. Some brief suggestions to help the interviewer develop his interview schedule and improve his practices in this important responsibility are as follows:

1. Review the confidential papers of several candidates. Select a few for personal interview. This preliminary screening is important and must not be done hastily. The placement staff can be helpful at this point.
2. Have the placement bureau arrange for interviews at a definite time and place. Be prompt and keep to the time schedule. Do not keep candidates waiting. They are busy, too.
3. Try to put the candidate at ease with an informal approach.
4. Give a brief description of the community, the school, and the particular position under consideration. Present attractive brochures if you have prepared any.
5. Ask the candidate to make a brief statement about himself, his plans, and his experiences. Try to cover the following areas in the interview:

What is the candidate's educational philosophy?
Why has he chosen teaching? (A first step to something else)?
What are his voluntary child leadership experiences. (Scouts, etc.)?
What are his ideas about community activities and his place in them?
What does he think his part should be in extracurricular activities?

Has he been active in professional education organizations as a student or as an experienced teacher?

How familiar is he with the general legal structure of schools?

What are his plans for further education?

Has he read and does he subscribe to the Code of Ethics?

What does he believe the relation between teachers, board of education, administrators, and the community should be?

Is he familiar with retirement and social security laws?

Is he willing to consider assignments which may not be foreseen at this time, providing they are within his general background of preparation, interest and experience?

What educational periodicals does he read regularly?

What general periodicals? Recent books?

Has he had courses in mental health?

Guidance? Tests and measurements?

Does he really like boys and girls?⁸

⁸Kennedy, loc. cit.

APPENDIX D

WHAT IS A GOOD TEACHER?

What is a Good Teacher?

1. A good teacher should seek and maintain high academic standards for his students.
2. A good teacher should make good preparations and be able to present his subject matter well.
3. A good teacher should have a good personality and be willing to cooperate.
4. A good teacher should be faithful to the rest of the teaching staff and the administration.
5. A good teacher should discharge his duties properly, effectively, and efficiently.
6. A good teacher should take an interest in his work and render good service.
7. A good teacher should have a certain amount of education and continue to obtain more.
8. A good teacher should strive to become qualified in as many subjects as possible so that he may do a better job of teaching.
9. A good teacher should be able to impart knowledge to his students.
10. A good teacher must hold a proper certificate.
11. A good teacher should know the behavior patterns of all the age levels that he is going to teach.
12. A good teacher should be able to adapt material to pupil needs.
13. A good teacher should teach students to relate ideas, to analyze problems, and to evaluate the objectives of a course.
14. A good teacher must be interested in teaching for the desire to teach rather than for the money involved.
15. A good teacher must have good moral standards and attend church regularly.

16. A good teacher commands respect from his students and fellow associates as well as being capable of handling all discipline problems.
17. A good teacher should have the physical appearance to handle all discipline problems.⁹

⁹"Teaching," World Book Encyclopedia, Vol. 17., 1960.

APPENDIX E

CHIEF ADMINISTRATORS OF CHRISTIAN COUNTY, ILLINOIS

Chief Administrators of Christian County, Illinois

School District	Administrator	Years in position	Number of other administrators in district
Morrisonville	Warren Petersen	1	1
Taylorville	Forest DeWeese	3	11
Edinburg	James Fisher	3	1
Mt. Auburn	Willis McKinney	2	1
Stonington	Allen Buchanan	5	1
Pana	John Coil	1	9
Assumption	C. J. Myer	12	3
Kincaid Elementary	Pasquale Dardano	10	0
Tovey Elementary	June Calloway	36	0
Kincaid (South Fork Community High School)	John Pacotti	9	0

APPENDIX F

SCHOOL DISTRICTS OF CHRISTIAN COUNTY, ILLINOIS

School Districts of Christian County, Illinois

<u>District Number</u>	<u>School District</u>	<u>Enrollment Grades 1-8</u>	<u>Enrollment Grades 9-12</u>	<u>Number of Teachers</u>	<u>Number of Board Members</u>
1	Morrison-ville	360	182	33	7
3	Taylor-ville	2730	610	130	7
4	Edinburg	371	147	28	7
5	Mt. Auburn	225	95	19	7
7	Stonington	315	148	25	7
8	Pana	1651	391	95	7
9	Assumption	356	173	32	7
182	Kincaid Elementary	325	---	15	7
183	Tovey Elementary	139	---	5	3
310	Kincaid (South-Fork Community High School)		195	13	7

APPENDIX G

COMPARISON OF TEACHER' SALARIES
IN THE TEN SCHOOL DISTRICTS
OF CHRISTIAN COUNTY, ILLINOIS

COMPARISON OF TEACHERS' SALARIES IN THE TEN
SCHOOL DISTRICTS OF CHRISTIAN COUNTY, ILLINOIS

District Number	District	1961-1962 A. B. Degree	1961-1962 A. M. Degree	Average Teacher Salary	1962-1963 Increase
1	Morrison- ville	no available figures			
3	Taylor- ville	4250(15) 5850	4350(15) 6150	5297	200
4	Edinburg	4200() 5450	4450() 5950	3950	250
5	Mt. Auburn	4200() 5700	4200() 5700	4769	---
7	Stonington	4200() 5700	4400() 6000	5150	100
8	Pana	4250() 5000	4475() 5825	4600	100
9	Assumption	4250() 5650	4400() 6150	4973	189
182	Kincaid Elementary	no available figures			
183	Tovey Elementary	no available figures			
310	Kincaid South Fork Community High School	4200() -----	4300() -----	4500	100

APPENDIX H
SALARY SCHEDULE OF TAYLORVILLE, ILLINOIS

TAYLORVILLE COMMUNITY UNIT SCHOOLS
DISTRICT NO. 3

Taylorville, Illinois

Forest L. DeWeese - - - - - Superintendent

SALARY SCHEDULE FOR PROFESSIONAL STAFF MEMBERS

Adopted By
Board of Education

July 1, 1948

Revised
February 26, 1951
March 11, 1952
March 25, 1953
March 15, 1954
March 28, 1955
March 19, 1956
March 10, 1958
February 10, 1960
February 12, 1962

A SALARY SCHEDULE FOR PROFESSIONAL STAFF MEMBERS

YEARS EXPERIENCE	TRAINING FACTOR							
	2 Years	3 Years	B.S. Degree	M.S. Degree	M.S. Degree + 8 s.h.	M.S. Degree + 16 s.h.	M.S. Degree + 24 s.h.(1)	M.S. Degree + 32 s.h. (1)
0	\$4050	\$4050	\$4450	\$4550	\$4600	\$4700	\$4700	\$4700
1	4050	4050	4550	4675	4750	4850	4850	4850
2	4050	4050	4650	4800	4900	5000	5000	5000
3	4050	4150	4750	4925	5025	5125	5125	5125
4	4150	4250	4850	5050	5150	5250	5250	5250
5*	4250	4350	4950	5175	5275	5375	5375	5375
6	4350	4450	5050	5300	5400	5500	5625	5625
7	4400	4500	5150	5425	5525	5625	5750	5750
8	4450	4550	5250	5550	5650	5750	5875	6075
9*	4500	4600	5350	5650	5750	5850	6000	6200
10	4550	4650	5450	5750	5850	5950	6100	6300
11	4600	4700	5550	5850	5950	6050	6200	6400
12	4650	4750	5650	5950	6050	6150	6300	6500
13	4700	4800	5750	6050	6150	6250	6400	6600
14		4850	5850	6150	6250	6350	6500	6700
15			5950	6250	6350	6450	6600	6800

*For all professional staff personnel, an increment of \$100 shall be added for local service in the Taylorville schools following the completion of four years and eight years of continuous service, the period being the four years or eight years immediately last past.

(1) Credit beyond a masters + 16 semester hours will be accepted if courses are within the teaching field on the graduate level, graduate level courses in education or with the superintendent's approval before enrolling in the course (s).

SALARY SCHEDULE (CONTINUED)

TAYLORVILLE COMMUNITY UNIT SCHOOLS

Further Provisions:

1. The schedule of increments for special positions and extra duties as stated on Page 4 shall be a part of this salary schedule in determining salaries for those positions listed on that page.

2. Full credit shall be given for seven years and half credit shall be given for an additional eight years, or a maximum of eleven years credit for experience in another school district, shall be given to teachers employed after the adoption of this schedule.

3. Full credit for experience shall be given for military service rendered prior to or during employment as a teacher to teachers employed after the adoption of this schedule.

4. Teachers may be offered contracts at no increase in salary on the basis of competency provisions to be determined by the Board of Education prior to March 15 of any year.

5. No professional staff member who has entered into a contract with the district to teach or to render other professional services shall be granted a release from such contract during any part of the school year when school is in session, nor for a period of sixty days just previous to the beginning of the school term, unless it is the opinion of the Board of Education expressed by majority vote of all members, that it is in the best interest of said district that such professional staff member be released; and in no instance shall a request for release from a contract to accept a position in another school district in itself be considered in the best interest of said district.

6. Salaries for the superintendent of schools, for the administrative assistant to the superintendent, for the high school principal, for the junior high school principal shall not be determined by this schedule.

7. For all professional staff members except those listed in No. 6, this schedule shall be in complete effect beginning with contracts for the 1962-1963 school year.

SALARY SCHEDULE (CONTINUED)

SPECIAL POSITIONS

To regular positions on the schedule add for --

High School:

Coaches

Basketball

Varsity Coach	\$600
Sophomore and Assistant Varsity	350
Ninth Grade Coach	250

Football

Varsity Coach	575
Assistant Varsity Coach	275
Sophomore Coach	225
Ninth Grade Coach	225

Track

Varsity Coach	250
Assistant and Ninth Grade Coach	175
Seventh and Eighth Grade Coach	100

Baseball - Varsity Coach

	300
--	-----

Golf

	100
--	-----

Jr. High Intramurals - Total

	500
--	-----

High School Yearbook

	250
--	-----

High School Newspaper

	200
--	-----

Junior High Newspaper

	150
--	-----

Director of High School Plays

	200
--	-----

Junior High Vocal Music

	150
--	-----

Director of Music Department

	700
--	-----

Director of Physical Education and Athletics

	600
--	-----

Vocational Agriculture 30% above schedule to work 12 months

Vocational Home Economics 10% above schedule to work 10 months

Coordinator of DE & DO Programs (same as above)

Office Occupations (same as above)

Junior-Senior High Ind. Arts Teacher 10% above schedule with a teaching load carrying extra assigned responsibilities

Elementary Schools:

Principal of Memorial School 15% above schedule to work 10 months

	500*
--	------

Principals of Oak, Hewitt, and West

	300*
--	------

Principals of Owaneco, Center, Brushy, Langley

	500*
--	------

Music Consultant

	250*
--	------

Art Consultant

	400*
--	------

Health Consultant

Nurses shall be given credit for a bachelor's degree if they are R.N. Only one nurse shall receive a salary above the schedule and that addition shall be compensation for transportation.

Teachers at Brushy Branch, Center, Langley and Owaneco shall receive \$250.00 per year above the scheduled salary as compensation for travel when not living within the attendance center area.

* Work one week after school closes; two weeks before school opens.

APPENDIX I
CONFIDENTIAL REFERENCE BLANK

CONFIDENTIAL REFERENCE BLANK

TAYLORVILLE COMMUNITY UNIT SCHOOLS
Taylorville, Illinois

Will you kindly give me a frank statement, such as you would desire, concerning _____, who is an applicant for the position of _____ in our school system. Any information you may see fit to give will be treated in strict confidence.

Thanking you in advance, I am,

Very truly yours,

Forest L. DeWeese, Superintendent

How long have you known the work of the candidate? From ___ to _____

What position did the candidate hold at that time? _____

What were your official relations? _____

Have you seen the candidate teach? _____

Has the candidate any physical, mental or moral defects or peculiarities that we should know about before employing? _____

If so, mention _____

Please give your estimate of the applicant by encircling the proper number after each of the following items. 1 indicates Superior; 2 Above Average; 3 Average; 4 Below Average; 5 Poor.

Personal Appearance	12345	Inspiring Effect as Teacher	12345
Health and Vitality	12345	Attention to Health Factors	12345
Enthusiasm	12345	Attention to Order & System	12345
Optimism and Cheerfulness	12345	Attention Toward Work	12345
Sympathy and Tact	12345	Attitude Toward Pupils	12345
Self Control and Poise	12345	Promptness and Punctuality	12345
Initiative and Leadership	12345	Accuracy of Reports	12345
Culture and Refinement	12345	Cooperation and Helpfulness	12345
Good Common Sense	12345	Loyalty to School Officials	12345
Scholarship	12345	Professional Spirit & Ethics	12345
Intelligence	12345	Standing With Teachers	12345
Power of Expression	12345	Standing With Pupils	12345
Use of English	12345	Standing With Community	12345
Pleasantness of Voice	12345	Financial Responsibility	12345
Skill as Instructor	12345	Civic Interest and Activity	12345
Daily Preparation	12345	GENERAL RATING	12345
Skill in Discipline	12345		

Does applicant accept suggestions kindly and act upon them promptly? _____

Does applicant devote too much time to society? _____

Is character above reproach? _____

What are applicant's strongest points? _____

What are applicant's weakest points? _____

Is applicant capable of and likely to make continued professional growth? _____

For what work best adapted? _____

Would you recommend applicant without qualification or reservation for similar position in your school system? _____

If not, why not? _____

Date _____ Signed _____

Address _____ Position _____

We shall appreciate any personal information or suggestions you may see fit to volunteer on the reverse side of this form.

APPENDIX J
EVALUATION OF INSTRUCTION

TAYLORVILLE COMMUNITY UNIT SCHOOLS

EVALUATION OF INSTRUCTION

- - - - -

Teacher _____ Grade _____ School _____

Basis for Evaluation _____

I. Physical Factors Very Above Average Unsatis-
 (Teacher Control and Use) Good Average factory

- Lighting _____
- Ventilation _____
- Seating Arrangement _____
- Cleanliness _____
- Care of Supplies _____
- Book Cases _____
- Bulletin Boards _____
- Chalk Boards _____

II. Classroom Climate

- Pupil-pupil Relation _____
- Pupil-teacher Relation _____
- Teacher-pupil Relation _____
- Emotional Status _____
- Behavior Status _____
- Learning Situation _____

III. Teaching and Learning

Teacher

- Evidence of Planning _____
- Objectives Defined _____
- Use of Textual Material _____
- Use of Supplementary Material _____
- Use of Visual Aids _____
- Educational Excursions _____
- Provision for Individual Diff. _____
- Use of Community Resources _____
- Purposeful Teaching _____
- Within Realm of Pupil Exp. _____
- Motivation of Pupils _____
- Professional Attitude _____

EVALUATION OF INSTRUCTION (CONTINUED)

Pupil	Very Good	Above Average	Average	Unsatis- factory
Pupil Participation				
Problem Solving				
Power of Expression				
Pupil Planning				
A Learner's Attitude				
Application of Facts				
Care of Equipment				
Courtesy				
Conduct				

Report made by _____

Conference with teacher: Date _____ Time _____

Supervisor _____

Comments (Below)

APPENDIX K
TEACHER 'S CONTRACT

TAYLORVILLE COMMUNITY UNIT SCHOOLS
District No. 3
Christian County, Illinois

TEACHER'S CONTRACT

This Agreement made this _____ day of _____, 1962,
by and between the Board of Education of Taylorville Community
Unit School District No. 3, Christian County, Illinois, hereinafter called the district,

and _____ hereinafter called
the teacher, WITNESSETH:

THAT THE DISTRICT AGREES AS FOLLOWS:

1. To employ the teacher in the capacity of instructor in the school system of this district for the nine months school year, commencing on the _____ day of _____, 1962.
2. To pay to the teacher the sum of \$ _____ for services rendered during the said nine months school term, said sum to be paid in twelve installments beginning with the twentieth day of September, 1962, and ending on the twentieth day of August, 1963.
3. To give to the teacher a definite teaching assignment in accordance with the qualifications of the teacher and the requirements of the district.
4. To give recognition to any college transcript which may be presented to the Superintendent by the teacher on or before September 1, 1962, showing that said teacher has completed additional training which would entitle said teacher to a position in a higher bracket on the present salary schedule adopted and in use by said district, and to adjust the salary of the teacher accordingly.

THAT THE TEACHER AGREES AS FOLLOWS:

1. To serve the district as an instructor in its school system for said nine months school year for the salary specified herein.
2. To present to the district, as a condition precedent to employment a certificate showing that said teacher is legally qualified as a teacher or supervisor in accordance with the provisions of the School Code of Illinois.
3. To present to the district, as a condition precedent to entering upon the teaching duties to be assigned to the teacher, a satisfactory health certificate.
4. To perform all duties assigned with faithfulness, skill and diligence and to the best of the teacher's ability.
5. To abide by all rules and regulations of the district, and to work under the supervision of and cooperate with the Superintendent.
6. To keep a daily attendance record of each pupil assigned to the teacher, and to keep such other records and make such reports as are required by law or may be required by the district and the Superintendent.

TEACHER'S CONTRACT (CONTINUED)

7. To attend all meetings of the teaching staff called by the Superintendent, the Principals, or the Supervisors in this system.

8. To keep in good order and to account for at the end of the school year the property of the district which shall be entrusted to the teacher.

IN WITNESS WHEREOF, we herunto sign our names this _____ day of _____ 1962, at Taylorville, Illinois.

BOARD OF EDUCATION, COMMUNITY UNIT
SCHOOL DISTRICT NO. 3, CHRISTIAN
COUNTY, ILLINOIS

BY _____
President, Board of Education

Attest:

Secretary, Board of Education

Teacher

APPENDIX L
THE HEALTH CONSULTANT

TAYLORVILLE COMMUNITY UNIT SCHOOLS
DISTRICT NO. 3
August 18, 1958

THE HEALTH CONSULTANT

I. Definition of Position, Responsibility and Qualifications:

A. Status

1. The health consultant shall be responsible to the superintendent of schools and shall work under his direct guidance and supervision, making reports and recommendations directly to him in the area of health and safety. She shall be a member of the administrative council, which is a policy-making group of the school.
2. The health consultant shall be responsible for organization, implementation and evaluation of a program in health and safety education for the entire school system, Grades K-12.
3. The health consultant shall be responsible for the implementation of this program through the administration, principals, teachers, parents, pupils, medical and dental professions, auxiliary agencies, including the state department, mental hygiene clinics, crippled children agencies, civic clubs and other groups or individuals which may be able to give assistance and advice.

B. Qualifications

1. Training -- As a teacher is trained to teach, the health consultant is trained in the promotion and implementation of good health practices.
2. This training has been theoretical and practical in nature -- she has studied the physical, psychological and sociological growth patterns of the individual and she has practiced preventive and remedial techniques.
3. This training has led to the acquisition of a degree in nursing.

II. The Program of Health and Safety:

A. Organization

1. Preventive

- a. Instructional program within the classroom.
- b. Immunization procedures.
- c. Examinations -- physical, dental, chest X-ray, urinalysis, sight, hearing -- including follow-ups.
- d. Consideration of environmental factors affecting students including buildings, playgrounds, classrooms, sanitation and mental health within the classroom.

2. Emergency Care

- a. Illnesses -- from the slightest to those approaching the status of epidemics.
- b. Injuries and proper procedures to follow.

3. Counselling with Individuals and Groups

- a. Teachers
- b. Pupils
- c. Parents
- d. Health officers
- e. Community agencies

B. Implementation

1. A program organized and approved by the superintendent to be implemented through relationships with principals, other nurses, classroom teachers, custodians, pupils, parents, parent-teacher associations, members of the medical profession, members of the dental profession, auxiliary agencies within the community and out, with newspaper and radio cooperation and face-to-face counselling.

C. Records

1. The consultant's office shall maintain a master set of health cards for all pupils.

2. A copy of vital information shall be in each pupil's cumulative folder or transcribed upon this record.

3. The consultant shall have secretarial help in maintaining this set of records.

D. Human and Public Relations

1. With the professional staff -- all members, including custodians through the administrative office.

2. Pupils, as groups and individuals.

3. Parents, as individuals and as members of the parent-teacher association.

4. Members of the medical and dental professions.

5. The hospital.

6. Auxiliary agencies, within and without the community.

7. The agencies of communication -- newspaper and radio.

8. Speaking engagements before community groups and school meetings.

E. Evaluation, Reporting and Recommendations:

1. The health consultant shall report regularly to the superintendent and the Board of Education on the effectiveness of the health program and shall make recommendations for the improvement of the program.

The superintendent shall recognize the health consultant as his advisor in the area of health and safety education for the school system, and he shall expect the consultant to cause an effective program of education in the promotion of health and safety to be carried on as a part of the total program of education of all youth of the community. This will involve working closely and harmoniously with more different individuals and groups within the school and community than any other single position except that of the superintendent of schools.

APPENDIX M
HIGH SCHOOL PRINCIPALSHIP

TAYLORVILLE COMMUNITY UNIT SCHOOLS
TAYLORVILLE, ILLINOIS

Forest L. DeWeese, Superintendent

JOB DEFINITION - HIGH SCHOOL PRINCIPALSHIP

I. GENERAL

The primary responsibility of the Taylorville High School Principal is educational leadership of the high school.

II. STATE REQUIREMENTS:

1. Master's degree, with at least 20 semester hours of graduate credit in professional education, including
 - a. educational philosophy
 - b. educational psychology
 - c. testing and counseling
 - d. administration and supervision
 - e. secondary school curriculum
 - f. secondary school methods
 - g. business management and school finance
 - h. principles of secondary education
 - i. at least 8 of these hours must be courses in administration and supervision.
2. At least 4 years teaching experience.

III. SPECIFIC RESPONSIBILITIES OF THE TAYLORVILLE HIGH SCHOOL PRINCIPAL

1. Be responsible directly to the unit superintendent administratively.
2. Be responsible for putting into effect the Taylorville Community Unit District's program of instruction as worked out cooperatively and prescribed by the Board of Education and the superintendent.
3. Be responsible for assuming authority, within limits prescribed by the adopted program.
4. Be responsible for maintaining channels of communication for
 - a. Informing the unit superintendent about pertinent matters as to the administration of the high school -- daily, if advisable.
 - b. Interpreting unit district policies to the high school staff and student body.
 - c. The interpretation of the educational program of the Taylorville unit and high school to parents and citizens.

5. Be responsible for all pupils assigned to the Taylorville High School
 - a. Establish and maintain acceptable standards of pupil behavior.
 - b. Aware of the needs of ALL the students and accommodate these needs insofar as possible within the framework of the Taylorville Unit School's philosophy, adopted program of instruction and Board of Education written policies.
6. Be responsible for efficient organization of
 - a. The student personnel
 - b. The high school staff
 - c. The high school building in cooperation with the junior high principal
 - d. The materials of instruction entrusted to the high school.
7. Be responsible for working cooperatively with
 - a. Unit organization
 1. High school being one part of the unit.
 - b. Junior High School
 1. Here special emphasis is necessary since facilities join -- some shared -- some used as a whole.
 - c. Administrative council
 - d. Steering committee for curriculum improvement and development
 - e. High School staff, student body and patrons
 - f. Community groups
8. Be responsible for his own professional growth.

IV. THE TAYLORVILLE HIGH SCHOOL PRINCIPAL MUST BE SKILLED:

1. In applying leadership techniques.
2. As a curriculum coordinator.
3. As a supervisor of materials and methods
 - a. Help teachers plan appropriately for the growth of pupils.
 - b. Help teachers improve their skills in instruction.
 - c. Evaluate the general competency of the high school staff members.
4. In exerting educational leadership in the community.

APPENDIX N
DIRECTOR OF MUSIC

TAYLORVILLE COMMUNITY UNIT SCHOOLS
TAYLORVILLE, ILLINOIS

Forest L. DeWeese, Superintendent

JOB DEFINITION - - - - DIRECTOR OF MUSIC

I. GENERAL

The primary responsibility of the Director of Music for the Taylorville Community Unit Schools is educational leadership in the field of music and directing the junior and senior high school bands.

II. GENERAL REQUIREMENTS:

Master's degree in music, with at least 30 semester hours of credit in the field, including

- a. applied music
- b. music theory
- c. conducting
- d. history of music
- e. methods and materials for general public school music
- f. methods and materials for teaching string and wind instrument classes.

III. SPECIFIC RESPONSIBILITIES OF THE TAYLORVILLE MUSIC DIRECTOR:

1. Be responsible to the unit superintendent administratively for music instruction in Grades K-12. Be responsible to building principals when working in a given building.
2. Be responsible for putting into effect the Taylorville Community Unit District's program of music instruction as worked out cooperatively and prescribed by the Board of Education and the superintendent.
3. Be responsible for assuming authority, within limits prescribed by the adopted program.
4. Be responsible for maintaining channels of communication for
 - a. Informing the unit superintendent about pertinent matters as to the administration of the music program -- daily, if advisable.
 - b. Interpreting unit district policies to the school staff and student body.
 - c. The interpretation of the educational program of the Taylorville unit to parents and citizens.

5. Be responsible for all pupils assigned to units under the director's jurisdiction.
 - a. Establish and maintain acceptable standards of pupil behavior.
 - b. Aware of the needs of ALL the students and accommodate these needs insofar as possible within the framework of the Taylorville Unit Schools' philosophy, adopted program of instruction, the Board of Education written policies, and the Student and Music Handbooks.
6. Be responsible for the efficient organization of
 - a. The student personnel in cooperation with building principals.
 - b. The music staff in cooperation with building principals.
 - c. The buildings in cooperation with the principals and administrative assistant.
 - d. The materials of instruction entrusted to him.
7. Be responsible for working cooperatively with
 - a. Unit school organization
 - b. Administrative council
 - c. Steering committee for curriculum improvement and development
 - d. School staffs, student body and patrons
 - e. Community groups
8. Be responsible for his own professional growth.

IV. THE TAYLORVILLE MUSIC DIRECTOR MUST BE SKILLED:

1. In applying leadership techniques.
2. As a curriculum coordinator with special emphasis concerning the field of music.
3. As a supervisor of materials and methods
 - a. Help music teachers plan appropriately for the growth of pupils.
 - b. Help music teachers improve their skills in instruction.
 - c. Maintain good housekeeping procedures.
4. In exerting educational leadership in the community, especially as it applies to the field of music.
5. In performing on his chosen instrument.

APPENDIX O
TEACHER'S APPLICATION

TAYLORVILLE COMMUNITY UNIT SCHOOLS

TAYLORVILLE, ILLINOIS

Forest L. DeWeese, Superintendent

TEACHER'S APPLICATION

INFORMATION FOR PROSPECTIVE TEACHERS:

Our philosophy of education is one which believes that the schools are maintained primarily for students, that these students are individual boys and girls, entitled to be dealt with as such. We believe that best results are obtained through democratic co-operation in the broadest sense of the word. Listed below are some statements which will indicate the sort of teachers we want:

- A. We want teachers who regard their work as a real profession.
- B. We want teachers who are willing to work. Our demands are not unreasonable, but we do expect a full professional day. Teachers in our school system are not employed for the minimum of service.
- C. We want teachers who are willing to grow by reading current professional literature, affiliating with professional organizations, attending and contributing to teachers' meetings.
- D. We want teachers who are interested in Taylorville Community Unit School District No. 3 as a whole, not merely their individual department, grade or subject field.
- E. We want teachers who understand that they must constantly be alive educationally to know what of the old to discard and what of the new to accept.
- F. We want teachers who will become a part of the community life of Taylorville.

TAYLORVILLE COMMUNITY UNIT SCHOOLS
TAYLORVILLE, ILLINOIS

Forest L. DeWeese, Superintendent

PERSONAL DATA SHEET FOR APPLICANTS

I. PERSONAL

Name _____

Address _____ Telephone _____

Birthdate _____ Birthplace _____

II. HEALTH

General Condition of Health _____

Height _____ Weight _____ Vision _____ Hearing _____

Any physical defects _____

Recent illnesses, operations _____

III. FAMILY

Marital Status: Married _____ Single _____ Widowed _____

Divorced _____

Name of Wife or Husband _____

Education _____

Professional or Business Experience _____

Children

Name

Age

Name	Age
_____	_____
_____	_____
_____	_____

IV. MILITARY EXPERIENCE

Branch of Service	Rank	Dates	Assignment
_____	_____	_____	_____

V. SPECIAL TALENTS

VI. TRAINING

	Location	Dates	DEGREE
High School	_____	_____	_____
College or University:			
Undergraduate	_____	_____	_____
Graduate	_____	_____	_____
	_____	_____	_____

Majors and Minors (Include total semester hours in each)

List activities in which you engaged in college:

Give a description of practice teaching:

Other Training:

VII. EXPERIENCE - EDUCATIONAL (Do not include present position)

Location	Type of School	Dates	Reason for Leaving
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Type of Certificate _____ When issued? _____

What grade or subjects do you prefer to teach? _____

What grade or subjects are you qualified and willing to teach?

VIII. PRESENT POSITION

Name of School _____

Location _____

Number of Teachers _____

Enrollment _____

Number of years in position _____

Reason for leaving _____

Salary _____

IX. OTHER EXPERIENCE (Business, Etc.)

Name of Company	Location	Dates	Assignment
_____	_____	_____	_____
_____	_____	_____	_____

X. ACCOMPLISHMENTS, SPECIAL HONORS, ETC.

XI. CURRENT MEMBERSHIPS AND ACTIVITY IN PROFESSIONAL ORGANIZATIONS

Organizations _____

Offices Held, Etc. _____

XII. ACCOUNT OF TRAVEL

XIII. PROFESSIONAL PLANS FOR FUTURE

SIGNED _____
(Applicant)

Date _____

Please attach a personal letter of application. Be prepared to submit an official transcript of credits upon request and a set of credentials from your college appointments bureau.

G E N E R A L F A C T S

1. Have you failed of re-election? _____ Where? _____
Why? _____
2. Why do you wish to teach here? _____
3. When could you begin work here? _____

P R O F E S S I O N A L G R O W T H

1. What professional magazines do you read? _____

2. Of what professional organizations are you a member? _____

FOR USE BY APPLICANT DESIRING ELEMENTARY POSITIONS

1. Do you sing? _____ Teach music? _____ Vocal _____
Instrumental _____
Penmanship - Manuscript _____ Cursive _____ Art? _____
2. What musical instruments do you play? _____
3. Can you teach rote songs successfully? _____ Direct playground
work? _____
4. What do you understand by the term "child centered school?"

FOR APPLICANTS DESIRING JUNIOR OR SENIOR HIGH SCHOOL POSITIONS

1. What activities can you direct? _____
2. Are you familiar with the "home room" program as generally
administered? _____
3. Have you had experience as a secondary "home room" teacher?
_____ If so, where? _____ Are you committed to the
idea? _____
4. What do you know about supervised study? _____

5. What can you do with guidance? _____

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