THE RELATIONSHIP BETWEEN TEACHING SATISFACTIONS EXPRESSED
BY TEACHERS AND JUDGMENTS OF THEIR ABILITY

DISSERTATION

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Chapter One

THE PROBLEM

The problems of isolating criteria of teacher effectiveness and of constructing instruments to measure teacher ability have been of interest to educators for many years. The last decade or so, however, has witnessed a growing concern with these issues, partly because of the unprecedented increase in school enrollments and the subsequent inequality between teacher demand and supply. Studies and reviews such as those reported by Ryans (69), Fulkerson (26), Barr (9), Thurman (84), Millard and Huggett (56), and others, indicate the consensus that up to the present time there has been no completely adequate description of competent teaching, little successful isolation of specific criteria by which one may differentiate accurately between degrees of effectiveness in teachers, and a paucity in construction of adequately reliable techniques for evaluation. However, there are basic approaches to a study of the whole area, such as those described by Barr (7), and there are compilations of general characteristics which have been attributed to successful teachers, such as those as listed by Witty (93), Wiles (91), McAulay (52), Commission on Teacher Education (15), and others. One has only to look at the literature, or the test companies' catalogs, to realize that the many rating scales and questionnaires which are available, are an effort in the right direction of attempts to measure qualities and activities which might serve as means of obtaining an assessment of ability.

The present study was made in the hope that the results would
be a contribution in the area of teacher evaluation and that the approach utilized might suggest further research in a similar vein that would prove fruitful.

HISTORICAL BACKGROUND

The early approach to the problem of judging and measuring teaching ability was almost solely in the areas of attempts to isolate specific qualities which seemed to contribute to good teaching, and in the advocating of merit rating scales. Book (18), in 1905, and Kratz (18), in 1907, made a survey of high school pupils to determine the elements of teacher success. In 1906, Meriam (55) made a study of the relationship between normal school education and teaching efficiency. In 1913, Blewett (11), Superintendent of Schools in St. Louis, Missouri, asserted in an address, before the National Education Association, that merit rating was a justifiable basis for the appointment and promotion of teachers and listed substantiating reasons. Davidson (23), Superintendent of Schools in Washington, D. C., addressing the same group, defined teacher efficiency as consisting of two qualities: 1) effects upon pupils, and 2) the multifarious qualities of the teacher which enable him to bring about these effects. As a result, he advocated judging teachers by the criterion of effects which are produced on pupils. Studies, primarily by the questionnaire method, were made by Littler (13), in 1914, of the failures of elementary school teachers; by Moses (13), in the same year, of the failures of high school teachers; by Buellesfield (15),
in 1915, in a survey of the causes of failures among teachers in cities of varying sizes; by Anderson (5), in 1917, collecting judgments on the relative importance of fifteen different factors, in teaching and by Colvin (13), in 1918, studying the most common faults of beginning teachers in high school. Similar studies by Ruediger and Strayer, in 1910 (72), by Boyce, in 1912 and 1915 (12), by Clapp, in 1915 (77), by Landsittel (50), in 1917, by Bradley and Moore, in 1918 (77), and by Fordyce and Twiss, in 1919 (77), attempted to show the relation of certain specific factors to general success. In 1920, Kent (46) protested that too little consideration had been given, in the rating of teachers, to the effect on pupils which is produced by the teaching. In 1921, Courtis (20) proposed the technique of evaluating teaching ability wholly in terms of the measurable changes produced in students, while Crabbs (21), in 1925, suggested the accomplishment quotient of children as the criterion of teacher success.

During and following this period, the various states began to interest themselves more pointedly in the question of teacher effectiveness. The National Education Association Research Bulletin of 1932 (65) contains a summary of what had been done by some of the states on the objective ratings of teachers, following the State School Survey.

These early (in terms of specific consideration of this particular problem) studies soon increased rapidly in number, and much more general interest in the question of "How can we measure teacher ability?", led to numerous discussions of this problem and of the contingent question, "What constitutes teacher effectiveness?".
Fulkerson (26) points out that by 1940, attention had been directed to a consideration of what were deemed to be desirable teacher traits and to certain empirical studies which had been completed or undertaken. By that time the American Council on Education's National Committee on Teacher Examinations had a carefully planned program of research and service in line with the effort to improve teacher selection and to approach the question of teacher capability from the standpoint of admitting only the best candidates into the colleges' teacher training curricula. Syracuse University was one of the first of the educational institutions to make use of systematic methods of selecting teachers and has been developing its comprehensive plan since 1936 (84). New York University began a program of selective admission to teacher education in 1932; Wayne University used its connection with the Detroit Public Schools to put a comprehensive program of selection of candidates into effect (86); while state supported institutions, which are limited in this respect, tended to accomplish the same result by carefully planned and administered programs of freshmen orientation. Such programs as are in effect at The Ohio State University (47) and The University of Nebraska (86) are examples of this approach. The University of Utah uses what Thurman (84) describes as a "clinical" method of studying applications. Suffice it to say that almost without exception, teacher training institutions have approached the problem of teacher evaluation and determination of effectiveness from the standpoint of working out some type of candidate selection program. The National Education
Association Commission on Teacher Education has taken official recognition of these efforts to meet the problem and has set high standards for such teacher selection programs.

Simeon and Tiedemar (78) have compiled a bibliography of one thousand and six books, articles, and pamphlets, dealing with aspects of teacher ability, which appeared up to May, 1949, and Watters (89), who undertook a bibliographical compilation of materials as one phase of the work of the Committee on Rating in the Chicago Public Schools, lists ninety-nine articles dealing with this subject, which appeared from May, 1949 to March, 1953. The extent of these bibliographies is ample proof of the wide spread and active interest in teaching effectiveness and in the measurable evidences of it.

THE IMPORTANCE OF THE PROBLEM

The problem of teacher ability with its many ramifications, including teacher adjustment, pupil adjustment, the acquisition of learning, aspects of child development, and interpersonal relationships, is justifiably of concern and interest to all who are engaged in some aspect of the many programs which give consideration to these areas of information and training. There is general recognition of the influence inherent in the teacher-pupil relationship, the extent of which may not be measurable at a specific time and the results of which may not ever be overtly evident but only implied or assumed. The objectives of education are constantly being adjusted to meet the current needs of a changing social organization so that the effective
teacher must integrate the acquisition of factual information with the broader aspects of personal responsibility and democratic cooperation—tolerant attitudes, social consciousness, creativity, wide interests, and logical, realistic thinking. The concept of the "whole" child as opposed to departmentalized concerns, has made it necessary that effective teaching will be based not only on the knowledge of sound psychological principles and procedures in education, but also on the ability to deal effectively with such principles and procedures in actual group and individual relationships. Finally, the awareness of the importance of good personal adjustment has led to a realization that the aims of mental hygiene and the aims of education are not in any way opposed. Rather, they are fundamentally the same since both are concerned with the full development of an individual to the extent of his potentialities and with that individual's satisfactory adjustment to his environment. Both recognize, too, that this adjustment must be satisfactory both in terms of the individual and of the society in which he lives. These factors, considered as a whole, can be accepted to mean only one thing, that any school or school system will be only as effective as the teachers it employs. If effective education is the aim, it follows that every effort should be made to understand the characteristics of competent and successful teachers as thoroughly as possible.

Since, undoubtedly, there have been teachers as long as there has been humanity, and since recognition of capability seems inevitable, it is likely that interest regarding differences in teacher
effectiveness has always existed. But the fuller understanding of learning procedures, personality development, and interpersonal relationships, has given impetus to the study of teacher effectiveness. Research in this area has attempted to isolate teaching criteria and to construct instruments of evaluation. This is in line with the problem which confronts any educational system if it is to equip future citizens to deal with a complex civilization by providing opportunities for interrelated experiences and by basing these opportunities upon an understanding of human behavior. Such understanding must include, also, knowledge of desirable ways to attain a modification of behavior patterns.

The importance of the problem of finding out just what typifies competent teaching, and of measuring it, is made even greater, if that is possible, by a recognition of the many facets of any teaching technique, any teaching or teacher quality, and the situational relationships, both general and unique. As Ryans (69) points out, "An educational program is only as good as its teachers. It is of primary significance therefore, that the characteristics of successful teachers be as thoroughly understood as possible." (p.371) But he isolates the crux of the difficulty by saying further, "Embarrassing as it may be for professional educators to recognize, relatively little progress has been made toward the adequate description of competent teaching or the identification of the effective teacher.... We do not know the qualities to look for in the 'effective' teacher." (69, p. 371)
It is to be noted that individual opinions of what constitutes effective teaching are often most arbitrary and completely a priori in nature. It follows, then, that the description of the competent teacher, his qualities, or activities, will vary from individual to individual, often being couched in vague generalizations with the use of concepts not fully described. Aside from the need for carefully defined concepts there is also a need for further research into how the various concepts of effective teaching actually are related to the practice of successful teaching. It is over this gap from concept to behavior that so many difficulties are encountered in the attempt to construct the bridge from theory to practice. If criteria for the adequate measuring of teacher effectiveness could be established, the validity of the numerous assumptions and opinions of teacher capability could be more readily tested. As the many aspects of teaching are considered, one is impelled to conclude that teaching is a complex, many-sided process which must consequently demand the presence and use of a wide variety of human traits and abilities. In general, according to Ryans (69), these traits and abilities may be grouped into two categories: 1) those having to do with the teacher's mental abilities and skills, his understanding of psychological and educational principles, and his knowledge of general and special subject matter to be taught, and 2) those qualities having to do with the organization of the teacher's personality, his personal adjustments, his effectiveness in maintaining good working relationships with pupils and other individuals, and the pattern of his interests.
This conceives of effective teaching as being not due to a specific trait or characteristic, but as being, rather, the sum of the teacher's personality characteristics, interests, and activities in all types of relationships, as being, in short, the result of the interaction of all phases of a teacher's life.

The first category noted by Ryans (69) can perhaps be measured but there is much less information available for the second. These are relative things, relative both to the situation in which the individual is being observed and to the person acting as observer. Administrators may define the successful teacher as the one who is amenable to all administrative practices and rulings—he never creates any dissension or staff difficulties. That teacher may be described as being quiet, efficient, prompt, cooperative, etc. From the parents' standpoint, the best teacher may have other attributes. He is recognized, perhaps, as being considerate, understanding, tolerant, patient, and helpful. Pupils have frequently been approached for their commentaries as to what qualities make for the best teacher or, as in Witty's (93) study, descriptions of "The Teacher Who Has Helped Me Most". From this survey, Witty found that the twelve most often mentioned characteristics were:

1. A cooperative, democratic attitude
2. Kindness and considerateness
3. Patience
4. Wide interests
5. Pleasing personal appearance and manner
6. Fairness and impartiality
7. Sense of humor
8. Good disposition and consistent behavior
9. Interest in pupil's problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in subject

These characteristics, all of apparent desirability, are descriptions of the stimulus value of the teacher for the administrator, parent, or pupil, and entail the difficulties always encountered when the analysis has to cope with the interaction of two personalities in a situation. Whether the problem can be divorced from this necessity, and concern concentrated on a more objective and measurably less involved aspect than the teacher's stimulus value, remains to be seen.

It is also to be supposed that effective teachers may differ considerably in their personal and social attributes as a function of the community in which they serve, and in their behavior in the classroom depending upon the grade level at which they perform. Sister M. Amatora (2) reports a study in which teacher personality traits were found to present specific, grade-level patterns. The study was confined to the elementary grades and reported results deal with the described characteristics of teachers of grades four through eight. These results imply that the teachers of grades five and seven are perhaps at the most desirable grade level, as far as the measures on which the study was based, are concerned. Further studies on a
wider basis of socio-economic communities within a large city area, or of urban versus rural localities would quite likely bear out the contention of many writers that competent teaching probably is relative and perhaps situational.

This conclusion that the judgment of competent teaching is likely to be affected by the environment in which the activity is taking place, is recognized by the Commission on Teacher Education (18) which states, "Good teachers must always vary as to the pattern of qualities that accounts for the excellence of each. Good teachers, in other words, are never exactly alike, and any notion that uniformity should be sought after in their education is unrealistic and dangerous." (p.173-4) One must suppose, nevertheless, that it is possible to arrive at some sort of homogeneous grouping of teachers, or of teaching situations. Unless some uniformity is a likelihood, the task of identifying effective teaching is an impossible one. With no uniformity one would have to admit that not only each individual, successful or otherwise, is completely different, but that each teacher and his specific situation comprise an entirely unique combination completely unlike any other.

Another factor in the complexity of the teaching process which adds to both the importance and the difficulty of the problem, is the diversity of the roles the teacher is expected to play and the frequently contradictory character of such roles. The teacher is often expected to be many things to many people: he is expected to serve the community and the people as well as to lead and direct, he must
embody all the ideals of what a teacher should be but must not exceed the limitations of the locality's stereotype of a teacher. But while curtailing his own activities he is expected to endow the youth of the school with aspirations to exceed their parents' attainments. Havighurst (32) has set down this apparent contradiction in roles in item comparison fashion in a list which points out the inconsistencies that more often than not exist in a teacher's relationships. He describes the teacher as being: 1) The person in authority vs. the friend and counselor. 2) The participant in community affairs vs. the stranger. (Feeling is often general that the teacher should limit his community participation to affairs of little prestige and certainly to non-controversial ones; that he is 'in' but not 'of' the community, a kind of neutral figure.) 3) The sociological stranger vs. the lonely human who needs to feel at home in the community. 4) The symbol of local mores vs. the culturally cosmopolitan person. 5) The neutral, colorless public servant vs. the person of ideas, the seeker for truth. (This contradictory role may be particularly evident during uncertain times when tension creates a mental rigidity and anything outside the circumscribed pattern is thought to be a threat.) 6) The person on the move vs. the person who desires to commit himself to the local community. (In this inconsistency may lie the reason for much of the teacher withdrawal from the community or the hectic concern for relatively unimportant matters and the search for new fields of trivia to conquer.)

The importance of the problem cannot be minimized if one considers
the key position of the teacher in attaining the objectives of the total educational program and in wielding an influence on the developing individuals who constitute his classroom charges. The complexity of it is apparent by the diversity of teacher functions and by the variety of opinions about them. The previous discussion has attempted to point up these considerations but further indication of the many aspects of the difficulty is found in the kinds of approaches which have been utilized to effect an answer to the questions previously posed—What is effective teaching and how can it be measured?

APPROACHES USED BY STUDIES OF THE PROBLEM

In a review of the literature, in which he summarizes approximately one hundred and forty investigations regarding teaching efficiency, Barr (7) notes that there have been three basic approaches to the measurement of teaching ability: 1) the measurement of pupil change, 2) the measurement of teachers' qualities, and 3) the evaluation of performance. In another review of some one hundred and fifty studies regarding the measurement and prediction of teaching efficiency which were searching for answers to the questions: What is a good teacher?, How can efficiency be defined?, and How can future teaching performance be predicted?, Barr (9) says, "There seems to be three very common ways of talking about teaching efficiency (as reported upon in these investigations), namely: 1) in terms of character and personality traits: qualities of the person; 2) in terms of desired competencies,
performances, ability to do; and 3) in terms of behavior controls: knowledges, generalized skills, attitudes, interests, and ideals."

(p.201) He questions the tendency to evaluate teaching efficiency in terms of the qualities observed in the individual since this makes the assumption of a consistency in behavior. While it is doubtful that this assumption would be warranted regarding human behavior in general, it is conceivable that it might be applicable to a restricted area of behavior such as that in which the techniques and relationships of teaching might be included. Perhaps worthy of further investigation is the possibility that the framework of the classroom, or the restrictions imposed by the school system, might limit the total possibilities of teacher behavior to such an extent that there would be sufficient consistency as to allow measurement. Although there would undoubtedly be fluctuations in the observable behavior, these fluctuations would be within the hypothetical boundaries and so meet the definition of consistency.

In regard to the other two measures of teaching ability, Barr (9) points out that efficiency, in terms of competencies, has never been adequately defined, that the relationship of this efficiency to teaching ability has never been clear, and that it offers difficulties in measurement. The criterion of pupil change must take into consideration both intangibles and remote outcomes as well as tangible activities and immediate results. This is not an easy task.

In making any assumption of teaching efficiency there is always the question of the specific situation in which the teaching is taking
place. It is imperative to note that there are, undoubtedly, specific and unique aspects of any teaching relationships which make untenable any belief that there are "good" or "poor" teachers regardless of the place in which they function. It is much more tenable to assume that what makes a good teacher may be, in part, a function of both the teacher and the situation, and of the interaction between them. As Barr (9) points out in the same review, "It is probably erroneous to assume that specific acts are good or bad divorced from purposes, principles, persons, and situations; this generalization may or may not apply to broad patterns of behavior." (p. 205) The summarization of these studies is concluded with the following list of needs which perhaps, according to Barr, should be the subject of further research:

1. Need of an adequate definition for the kinds of teachers sought for specific purposes and situations, as well as in general.

2. Need for more adequate records.

3. Need for more facts in the field of teacher education.

4. Need for more information about how traits, competencies, and behavior controls function to make a good teacher.

5. Need for careful use of statistical procedures and interpretation.

6. Need for recognition of the frame of reference in which the action takes place.

Jensen (43) comments in much the same vein about the areas of assessment following his report of the observations of behavior of over two thousand high school teachers. This study used the Classroom
Observation Record which was especially constructed for this purpose, and on which observers were to record objective estimates of specific behaviors rather than to make value judgments of such behaviors. He states, "In summary, there is a need for a better understanding and definition of the patterns of personality traits and classroom behavior of teachers. As this behavior is observed in the classroom, three major areas emerge: (1) the teacher behavior that suggests warmth, friendliness, and responsiveness in associations with pupils, (2) the teacher behavior that appears to indicate systematic procedure and awareness of responsibility, and (3) the teacher behavior that seems to challenge and stimulate pupils to do their best." (p. 111)

Ryan and Wandt (71) discuss the results of an investigation of teacher behavior in which personal and social characteristics were studied in an attempt 1) to determine whether there are discernible patterns of teacher behavior, what the nature of these patterns might be, and whether different patterns are characteristic of different groups of teachers, and 2) to develop materials which would be useful for the prediction of teacher behavior. This study, a part of the Teacher Characteristics Study, used the critical incidents technique to study the observable behavior of teachers which might make the difference between success and failure in teaching, and concluded that, "The reported critical behaviors of teachers were classifiable into three major categories (1) personal qualities (2) professional qualities and (3) social qualities..." (p. 229) A factor analysis of elementary and secondary school teachers' behaviors led to five
factors for the elementary and six factors for the secondary. The factors do not completely duplicate one another at the two levels but were so generally similar that it was believed three correlated factors might serve to describe teacher behaviors at both levels. These three correlated factors were given as: "....(1) a factor contributed to by understanding, friendliness, and responsiveness on the part of the teacher; (2) a factor contributed to by systematic and responsible teacher behavior; and (3) a factor contributed to by the teacher's stimulating and original behavior." (p. 230) Another factor analysis study of teachers' attitudes toward persons contacted in the schools led to the conclusion that these attitudes can be described in the three clearly defined areas of 1) attitudes toward administrators and supervisors (superior groups), 2) attitudes toward other teachers and non-teaching employees (peer groups), and 3) attitudes toward pupils (subordinate groups).

A somewhat different approach, making an investigation of the intercorrelations between a battery of measures often used in the investigations of teaching ability, is reported by Hellfritzsch (34). He states that these intercorrelations can be explained by "Four independent primary teacher abilities, the common factors.... These are:

(1) A mental factor, G K M A : General Knowledge and Mental Ability Factor,

(2) A supervisory rating factor, T R S : Teacher Rating Scale Factor,
(3) A personality factor, P E A : Personal Emotional Adjustment Factor, and

(4) An attitude factor, E A T P : Eulogizing Attitude Toward the Teaching Profession.

..... These four primary teacher abilities are uncorrelated with each other." (p. 198-199)

Studies of teacher ability, in terms of pupil changes, are reported, among others, by Barr (8), Rolfe (66), LaDuke (49), Jayne (42), Gotham (28), and Rostaker (67). These studies made the assumption that a good teacher produced desirable measurable changes in pupils. These investigators do not report completely consistent results which may be at least partly explained by the differences in the places of the studies (urban versus rural, large school versus small, various grade levels, etc.). This variance serves to illustrate the previous discussion of both a general and specific kind of teaching ability, the latter closely allied with the situation in which the teacher functions. These reports do agree, however, that intelligence is an important factor in teaching ability and that the attitude of teachers toward their profession is significantly correlated with teaching ability.

In the evaluation of teacher ability, with the measurement of pupil change as the criterion, one may suspect a too limited approach to the whole area. If the objective of education is factual information, the outcome is perhaps easily measured. But if it is agreed that the goals of teaching and learning are perhaps more intangible
kinds of things and, as previously noted, not always apparent as immediate results, then one needs to ask whether the outcomes of teaching are being measured accurately and in terms of the proper criterion.

Millard and Huggett (56) represent the approach to the study of teaching effectiveness which attempts to enumerate desirable traits or qualities that seem to be apparent in those who are deemed able teachers. Saying "Up to the present no highly reliable techniques for evaluating teaching ability have been worked out" (p. 76), they list the traits which are commonly accepted as evidence of good teaching ability, as being a personal life which is well adjusted, happy, and adequate in social relationships, physical fitness, an attractively dressed and well groomed person, a philosophy of teaching which posits that the fundamental purpose of the school is the preparation of good citizens for life in a democracy, use of community resources and assistance in improving the community, and broad training in subject matter areas, professional attitudes, and techniques. These might be termed generalities, however, and the question might also be raised as to whether the concepts which are utilized are fully described. What is the basis for determining, for instance, when a personal life is "adequate" in social relationships, what the "preparation of good citizens for life in a democracy" entails, and to what extent community resources must be used to be a criterion of successful teaching. These are all worthy goals and characteristics, to be sure, but what specific behaviors are indicative of the presence of these qualities, and by the use of what techniques shall
we show their presence as an indication of effective teaching?

The Commission on Teacher Education (18) has listed twelve qualities needed in teachers:

1. Respect for personality
2. Community mindedness
3. Rational behavior
4. Skill in cooperation
5. Increasing knowledge
6. Skill in mediating knowledge
7. Friendliness with children
8. Understanding children
9. Social understanding and behavior
10. Good citizenship in school
11. Skill in evaluation
12. Faith in the worth of teaching

It can be assumed that the Commission is concerned with qualities that are characteristic of the "best" teachers and that these qualities, therefore, are the ones which appear to be most in evidence as typifying the teachers who are so described.

McAulay (52) reports on an investigation of the essential qualifications of a good teacher which was carried out in connection with the reorganization and content of courses in the elementary teacher education program at South Oregon College of Education in 1953. In order to obtain a wide sample of viewpoints, administrators, parents, teachers, and students were contacted and asked five specific questions.
Responses were combined into a fairly general kind of statement which represented the viewpoint of all concerned. Briefly, these were as follows:

1. "What should be the character requirements of a good elementary teacher?" (52, p. 23)

There was general agreement that good elementary teachers must have moral standards above that of the community in which they are teaching. Other qualities the respondents felt these teachers should have, included a professional code of ethics, religious faith, civic interest, honesty, sincerity, unselfishness, and understanding of others.

2. "What personality traits are most beneficial to a successful elementary teacher?" (52, p. 23)

Traits most generally mentioned were sense of humor, firm but sympathetic attitude toward children, love and understanding of children, patience, tolerance, and an interest in helping people. Children mentioned that the successful elementary teacher should have a clear, pleasant voice while administrators wanted teachers comparatively free from complexes, and neat in person and surroundings.

3. "What sex, age, or marital status do you prefer in teachers?" (52, p. 23)

Most people contacted said these were all secondary factors and were immaterial in comparison to attitudes toward teaching and enjoyment in its activities. Administrators believed married women had less time for professional meetings and lesson preparation but parents
preferred married women as teachers for their children. Both parents and administrators expressed a preference for women teachers in the primary grades, but teachers and college students thought there was no difference in the respective ability of the sexes even in the lower grades.

4. "What educational background should good elementary teachers have?" (52, p. 24)

A bachelor's degree was usually mentioned, implying a general background of education and training, but particularly noted was the desirability for a wide knowledge of history, government, world affairs past and present, and information about child growth and development. Both parents and administrators were in complete agreement that the teacher should have a religious background and training.

5. "What teaching methods should be used by a good teacher?" (52, p. 24)

Administrators and teachers recognized that the method will vary with the pupil and with the situation, but college students said the method used must help the pupil retain information since education, to be of value, must be useful in thinking. Parents said that the method used should develop the active participation of all children. All agreed that the best teaching methods develop a growth in skills, increase knowledge, and develop democracy.

Such a list of qualities deemed to be necessary for "good" teaching makes one agree with the parent who commented, "A teacher must have a red pencil, unlimited patience, and the minor qualities
of a saint." (52, p. 25)

The traits, qualities, and values which are typical of an individual are sometimes said to be a description of his personality, or conversely, one might say that a personality evaluation would reveal the attitudes, traits, and qualities which the individual might be expected to bring to a situation and which might also be expected to govern his behavior in that particular situation. This viewpoint would approach the study of teacher effectiveness by a study of teacher personality, in an effort to analyze and predict behavior on the basis of the teacher's concept of his role and of his attitudes toward children. Typical of this approach is the study by Mitzel, Ostreicher, and Reiter (58) who investigated the possibility of teachers' drawings indicating attitudinal dimensions of personality, and Symonds (82) who did an intensive exploratory study of the relations between a teacher's manner of teaching and his personality. The hypothesis explored was that the way an individual teaches is an expression of his basic personality reactions, and that these basic personality reactions constitute what may be termed the core of teaching behavior in the classroom. Symonds (82) concludes: "These illustrations suggest that teaching is essentially an expression of personality. The teacher adapts himself to teaching in a manner that is harmonious with his expressions toward life situations in general. Methods and procedures learned during college preparations may influence teaching superficially but they do not determine the nature of the relation of a teacher to his pupils or the teacher's basic attitude toward
teaching." (p. 83)

Studies of teacher performance have also been approached through an investigation of teacher education programs in terms of goals of education, identification and measurement of teacher behavior related to these goals, and the study of factors which are hypothesized as influencing teachers' classroom behaviors, since teacher training institutions have recognized that there is little point in the selection and training programs unless it can be demonstrated that these produce the desired results. Such studies have been reported by Wandt and Mitzel (88), Hearn (33), Ohlsen and Schultz (61), and Barr and Singer (10). The latter is a summary of the research in this area and points out that further, systematic and continuous research is needed since much of what has been done has been of an isolated study type and has revealed each individual investigator's special interests.

THE HYPOTHESIS TO BE TESTED

The present study is a continuation of an effort (73), (40), (76), to determine some practical means of evaluating teaching ability. Research and studies have verified the observation that there are evident and measurable differences between effective and less effective teachers in terms of various criteria, but have not definitely shown any specific criterion to be associated with good teaching or any common factors which appear to be characteristic of either teacher classification. Furthermore, there is a need for additional study of the relationship which exists between the criteria which have been
used and the classroom techniques which have been the theoretical background of teacher education and which have been accepted as evidences in practice of successful teaching.

This being so, it has been tentatively assumed that effective teaching may be, in part, 1) a combination of interoperating factors dependent upon the satisfaction of numerous teacher relationships and 2) the ability of the teacher to recognize the interrelation of experiences and characteristics in students and to provide for these individual differences within the framework of the school situation. This viewpoint is concerned with a consideration of the "wholeness" of the teacher, rather than with any specific traits or qualities, or with observable patterns of behavior solely within the classroom. This viewpoint is taken since investigations have not made apparent any one characteristic which is related to good teaching ability. As Jones (Ut) states, ".....studies tend to establish the generalization that there are no well-known and clearly defined factors associated with success in teaching." (p. 26) Therefore, it can only be assumed that effective teaching is not dependent alone upon any quality which the teacher possesses as a person, only upon the classroom activities and teaching procedures, or entirely upon the results which are obtained in terms of immediately measurable modified pupil behavior. Rather, it must be assumed that it is a Gestalt which brings to the situation a factor which is different than the sum of the parts of which it is composed. Effective teaching may be described, perhaps, as the affective interaction of the qualities, activities, and relationships of the teacher in all contacts, the influence which that person
brings to bear upon the learning situation as a result of all his previous experiences, his educational background, his personality, his social philosophies, his activities, and his personal and group relationships.

The Commission on Teacher Education (18) has suggested the advisability of this type of approach by urging the importance of cultivating a sensitiveness to the wholeness of the teacher or prospective teacher. The importance of interpersonal relations is stressed by Callis (16) who reports on a study aimed at predicting the ability of a teacher to effect harmonious interpersonal relations in the classroom and who assumed that the teacher's attitudes, resulting from "life experiences", will affect the relationships which are created in the classroom. These attitudes were considered as being the product of values, personality traits, intelligence, general knowledge, and teaching skills, again a kind of composite picture. This investigator concludes that "Presumably we are measuring an aspect of personality which we may refer to as 'teaching personality'. By 'teaching personality' we mean the characteristics of the teacher's behavior tendencies which are associated with the teacher's ability to establish harmonious working relationships with students."

(p. 85)

Sorenson (79) bases much of the ability to function adequately as a total individual in diverse kinds of situations, on the feeling of security which is an important concept in both education and psychology and which can explain much in the area of human behavior.
In a consideration of teacher effectiveness, this concept of ability as related to security is particularly applicable. The responsibility of guiding the development of others certainly implies a maturity and security in the teacher's own life and relationships which make this possible on an objective and intelligent basis. This involves an ego value which indicates a feeling of self-worth, self-adequacy, and the assurance of personal status. Some satisfaction must be derived from the daily routine of activities and procedures, otherwise there will inevitably result a feeling of frustration or dissatisfaction from the failure to have basic needs and wants fulfilled. Undoubtedly, there is also an interrelatedness of these securities of personal activities, classroom techniques and relationships, and the areas of wider social and professional contacts; one contributes to another and each one affects others of the constellation. These are all considerations in the "wholeness" of teacher effectiveness.

The present era appears to be fraught with pressures and problems which have produced a greater percentage than ever before of children who present some phase of difficulty or maladjustment which should be capably dealt with in the classroom in order to facilitate the total educational experience. This makes it imperative that teachers, to be successful, shall be able to recognize the symptoms of problems and shall have, not only the factual knowledge of how to deal with them, but the interest to do so. For example, the Midcentury White House Conference noted that children today are living in a different family pattern than ever before. During 1948-49, about one-fifth of
the children changed homes; in the earlier year, studies showed that one out of eight children was not living with both parents, and in 1949, surveys showed that one out of five mothers of children under eighteen years of age, was employed. (80) This presents today's teachers with unique problems. Often the crucial factor of whether pupils learn, or do not learn because of an unmet need, is located in the adjustment aids and counseling services which are available among the school's resources. Therefore, this area of development must of sheer necessity be of concern to all teachers. Anderson (4) pointed up the importance of this problem when he reported on a study of 3200 children between the ages of nine and eighteen and concluded that there is some evidence for assuming the individual's internal orientation toward experience is related to adjustment and that the level of adjustment modifies internal orientation. The principles which he lists for modifying attitudes of children toward experience (p. 217-218) are all excellent suggestions for any teacher because they embody not only sound educational principles and teaching techniques but basic psychological concepts regarding motivation, interest, and facilitation of learning.

The statement that effective teaching is probably based, at least in part, on the teacher's ability to deal with the individual differences in pupils and to recognize the implications of experiences and characteristics, is only another way of saying that education should be concerned with more than the acquisition of knowledge, it should be concerned, also, with the best adjustment of the individual
that can be attained. Only in this way can he acquire knowledge to
the extent of which he is capable and use this knowledge advanta­
geously. Novick (60) points out that a teacher has three responsi­
bilities toward students: 1) giving factual information, 2) concern
for personality and character development, and 3) case finding and
referral for correction or alleviation of problems. He believes the
teacher is not only an example for children but shares in the respon­
sibility of protecting mental health, and comments, "That educators
must be emotionally mature cannot be over emphasized." (p. 25) To
add weight to this point, Novick (60) quotes three specialists in
this area. Johnson, president of the National College of Education,
said, "We can't expect to develop well adjusted future citizens unless
we begin staffing our country's classrooms with well adjusted teachers.
...... There is no reason to expect that teachers unable to conquer
their own personality handicaps will be of much help in developing
healthy-minded students." (60, p. 25) Stephens, at the International
Congress, commented, "There is wide agreement that poor pupil-teacher
relationship is the most traumatic and crucial frustration which a
child encounters in his school life. There is also general agreement
that the maladjusted teacher is the most important factor in this
poor relationship." (60, p. 25) Felix, chief of the Mental Hygiene
Division of the Public Health Service concludes, "All teachers, re­
gardless of grade taught, or age taught, should be familiar with the
elementary principles of mental hygiene." (60, p. 25)

On the basis, then, of the two previously stated assumptions
regarding teacher effectiveness, this study was designed to test the hypothesis that 1) the successful teacher will find more satisfactions in carrying out the things that teachers normally have to do, and that 2) the teacher who most capably deals with pupil problems will also be the teacher who finds more satisfactions in his relationships and activities.

**PLAN OF THE STUDY**

The design used to investigate the hypothesis proposed in the present study was as follows:

Two groups of teachers, chosen at random, were used in the study. All teachers completed the Teachers Self-Analysis Checklist (74) of which only Part I, Your Teaching Satisfactions, was utilized for this research since it seems more pertinent to the present problem.

One group of teachers also completed three case studies, A Study of Barry Black, A Study of Connie Casey, and A Study of Sam Smith (41), which were designed to measure an individual's ability to diagnose the probable reasons for some type of maladjustment and to suggest remedial measures for alleviation or correction.

The other group of teachers was selected from the faculties of schools participating in the study, after the administrator had been asked to rank his teachers as to ability. Teachers whose questionnaires were used had thus been designated as "good" or "poor" by the administrator under whom they served.

The items of the questionnaire were divided into categories
by a committee of experts in the area of teacher training. The questionnaires were then scored by categories, three sub-scores thus being obtained for each teacher participant. The intercategory correlations of the sub-scores were computed for each group by the Pearson product-moment correlation coefficient method. For the first group of teachers, each category sub-score was correlated with each diagnostic and remedial score of the case studies, and with years of experience in teaching, again by using the product-moment correlation coefficient, and for the second group, the category sub-scores of the questionnaire were correlated with administrators' judgments by means of a biserial coefficient of correlation.

Further discussion of the design of the study and of the data obtained will be found in Chapter 3 and Chapter 4.
Chapter Two
THE INSTRUMENTS USED IN THE STUDY

TEACHER EVALUATION OF OTHERS

One of the traditional functions of teachers has been the measurement and evaluation of the relative abilities and achievements of students. It has been assumed that teachers are comparatively objective in this activity and that such assessment is a necessity for a capable approach to the problem of providing the best educational experiences for these pupils. The concept that teachers are competent to pass judgment on others and to function, by this competency, as the arbiters of a phase of the destiny of others, has certainly been implied in the assignment of this responsibility as an implicit part of the teacher's role. It would seem to follow, therefore, from this procedure, that teachers, themselves, would recognize the advisability of applying evaluation to members of their own group. That such is not the case has been pointed out by many of those who have discussed the problem, including, among others, Brownell (114), Horrocks and Schoonover (40), and Ryans (70). Teachers have tended to remain resistant to the process of being evaluated, perhaps from the unfortunate results of merit rating (31), (62), (57), and teacher organizations have gone on record as being opposed to rating systems. Ryans (70) states that the teaching profession is probably not unique in this resistance since most individuals have a real antipathy toward judgments of themselves or their behavior unless they can be reasonably
sure that the results will be pleasant and will show the one rated in an approved or flattering way. Symonds (81) notes that this inability to accept knowledge of one's self may be due to the fact that individuals have been more accustomed to thinking about the environment with which they must deal, than with themselves, and have been prone to judge their own behavior by the reactions of others rather than in terms of knowledge of self.

Teachers, however, have tended, generally, to be professional in their outlook and desire for growth, since they have recognized that there are differences in teacher effectiveness; they have been interested in advancing the prestige and position of teaching by an encouragement of the study of techniques, procedures, and teacher qualities which make for success. Teacher objection to evaluation stemmed primarily from the way in which it was done: 1) administratively imposed, 2) usually on a merit rating for salary decision basis, 3) often subjectively used, and 4) frequently applied in an unscientific manner. The fact that teachers recognized the need for some evaluation of teachers but desired a better way of attaining it, is evident in the activities of teachers to permit their active cooperation in the process and to devise better methods of acquiring the needed information. (27), (37), (85)

SELF UNDERSTANDING

Although the participation of teachers in the formulation of plans and techniques by which they will be evaluated prevents the need for
compliance to imposed rating, it presents another problem of ability to accept the results. Acceptance of self is not always easily attained, as Symonds (81) has pointed out, and may be hindered by the need for sharing information about one's limitations, particularly, with a person in a supervisory or administrative capacity who wields influence regarding professional advancement, remuneration, or assignment preferences. That such acceptance is basic to a harmonious personality integration and to the effectiveness of the personality has been noted by such authorities as Allport (1) and Fenton (25). In the field of education, specifically, it has been shown that evaluation is more effective when the learner has an active share in it. (59) It has been proposed that some knowledge, on the part of the learner, of the implications of evaluation made about him, will give him a better opportunity to achieve a valid and discriminating appraisal of results. In the research area in learning generally, it has been established in laboratory situations that a knowledge of results is a potent influence in the facilitation of learning and in the extent of achievement. (35)

It seems evident, therefore, that there is 1) a need for the evaluation of teachers, 2) a need for self-understanding in order to attain adequate functioning, and 3) a need for using the evaluation device in a way which will eliminate the frustrating results of appearing less desirable than one might wish in the eyes of colleagues and administrators. In view of these considerations it seems likely that self-evaluation is perhaps one of the more productive types of
evaluation and may serve to point up individual strengths and weaknesses, which Greene (29) lists as an important individual use of mental measurement. Furthermore, it will then be possible for the teacher not only to have graphic evidence of his reactions, but to utilize the results as seems best for his needs: either as personal motivation for a program of self improvement, or in conference with a more highly trained, or more experienced, colleague with whom he feels free to discuss the total picture.

CONSTRUCTION OF A SELF-APPRaisal QUESTIONNAIRE

On the basis of the results obtained from investigations regarding good teaching ability, "...it must be concluded that effective teaching is not dependent upon any quality which the teacher possesses as a person, upon the classroom activities and teaching procedures, or entirely upon the results which are obtained in terms of modified pupil behavior. It must be assumed, therefore, that teaching ability is the sum total of the qualities, activities, and relationships of the teacher in all contacts, the influence which that person brings to bear upon the learning situation as a result of all his previous experiences, his educational background, his personality, his social philosophies, his activities, and his personal and group relationships." (76, p. 150) The Teachers Self-Analysis Checklist (74) was constructed on the basis of this conclusion and on the further assumption that the satisfactions expressed in the teaching activities and relationships would be indicative of such ability.
In planning the construction of the Teachers Self-Analysis Checklist, it seemed consistent to discuss the manner of assessment with currently employed teachers who might wish to utilize such a technique. Gilchrist (27) and Misner (57), among others, have recommended that teachers should have a part in determining the characteristics of good teaching and should share in the planning of ways to evaluate teaching.

The superintendent of a suburban school system, noted for a progressive educational outlook, was contacted and arrangements were made for a committee of teachers, chosen at random from the entire faculty, to meet regularly until preliminary plans had been completed. A group of twelve teachers was picked by the superintendent, with a representative from each of five grade levels within the elementary grades, two representatives from the junior high school level, and five members from the high school grades, who were selected from five different areas of instruction. This committee met weekly with the writer over a period of several months for discussion periods.

The teachers were asked to consider the objectives of a rating instrument by which they might wish to be evaluated. It was pointed out that the plan was to construct a questionnaire which would be for the exclusive use of the teacher and for the purpose of enabling the teacher to voluntarily summarize his reactions to activities, opinions, and relationships. The committee was in immediate agreement as to the value of this type of evaluation. Ensuing discussions were devoted to a consideration of the areas of teacher behavior and
contacts, which these teachers believed should be included in an instrument of this type, and of the activities within those areas which should be sampled. The teacher's attitude toward his profession might well be summarized in the extent of the satisfactions that teacher has in carrying out his daily work, the committee decided, and agreed that the initial approach to the self-appraisal might well be in terms of ascertaining the amount of satisfaction derived from teaching. This opinion appeared to be consistent with the premise advanced by the writer, and by discussions in the literature concerned with possible avenues for reaching indications of ability.

The committee of teachers selected as an area of outstanding importance, the one dealing with interpersonal relationships of teachers and children; another was that of professional status, recognition, and acceptance in a community. Professional growth, philosophies of education, leisure time activities, extent of professional, civic, religious, and social participation, and ability to cooperate with others, were mentioned as other areas in which teacher behavior is important and probably indicative, at least to some extent, of total ability.

General conclusions of the committee were that there should be both general questions, probably in terms of objectives, and specific questions dealing with class activities. The questionnaire should be idealistic in that it would present more things than any one good teacher would have on the value side of the ledger, but it would thus present the ramifications and importance of the teaching profession.
Realizing the things that should be true would aid in a development of more 'esprit de corps' and lead to a rededication to the ideals to be attained." (73, p. 82) The total questionnaire was planned in the hope that it would be of value in attaining insight and in leading to a more effective reorganization of abilities.

The divisions of the Teachers Self-Analysis Checklist were obtained by the writer from suggestions of the teacher committee, from a survey of the literature regarding teacher rating devices, and from a study of the instruments constructed to date. The items appearing in each of the parts were compiled by sampling teachers, the literature, and other relevant sources, and by selecting from existing questionnaires and rating scales, statements which appeared to have validity on an a priori basis. "The questionnaire itself is not particularly new either as to format or as to individual items. The writers felt free at all times to borrow as widely from existing questionnaires as seemed necessary. The uniqueness and the value of the questionnaire then, lies not in its construction but in the self-appraisal use which is suggested for it." (40, p. 90)

The Teachers Self-Analysis Checklist was constructed to provide the teacher with an analysis of himself in seven areas:

1. Your Teaching Satisfactions
2. Your Relationships with Students
3. Your Professional Points of View
4. Your Community Relationships
5. Your Professional Relationships
6. Your Recreation and Activities
7. Your Physical Well Being

These seven areas provide a workable summary of teacher contacts within the framework of which it is possible for the teacher to examine his relationships, his activities, his opinions, and his feelings. (73)

The present study has used only Part One of the Teachers Self-Analysis Checklist. This section is entitled Your Teaching Satisfactions. It consists of one hundred statements comprising a list of situations which may arise in the course of every day work in the classroom and with which the teacher must deal in the routine of school procedure; in which he is forced to make a choice, express an opinion, or indicate an attitude. The teacher is to check, according to a code which is provided, whether the situation is one which provides for satisfaction or dissatisfaction. Five levels may be indicated: 1) Like very much, 2) Like a little, 3) Does not matter, 4) Dislike a little, and 5) Dislike very much. (73, p. 83)

Part One, only, Your Teaching Satisfactions, was chosen for use in this study since the hypothesis being tested is that the satisfactions in teaching which are expressed by teachers, are indirectly an indication of their ability in the teaching situation.

Recent research has tended to emphasize the importance of teacher attitudes and the belief that the "good" teacher is the one who is more concerned about proficiency in all areas; the one who is perhaps more inclined to look objectively at himself. Lindsey (51) says,
"One of the marks of a good teacher is his continuous self-appraisal." (p. 173) She then suggests six qualities which a good teacher should possess and by which a direct and conscious effort toward evaluation may be made. These six qualities include 1) whether the teacher is happy; a well-rounded, well-adjusted person, 2) whether the teacher is informed about social affairs and is active in the community, 3) whether the teacher is sufficiently flexible to be experimental, 4) whether the teacher is democratic in both work relationships and goals, 5) whether the teacher asks why in attempting to understand children and to ascertain the reasons for their behavior, and 6) whether the teacher is proud of his profession. Havighurst (32) and Wiles (91) have also commented on the need for self understanding, the former pointing out that the teacher must find pleasure in associating with children in all their moods and manners in order to tolerate the job frustrations, and the latter suggesting that "On the basis of the concept of teaching that has been advanced in this book, the following personal check list is appropriate." (p. 326) He then proceeds to list questions (p. 326 to 341) in five categories: 1) Human Relations, 2) Group Process, 3) Evaluation, 4) Individual Differences, and 5) Out of Class Relationships. Wickman (90) and Clark (17) are examples of investigators who have tended, perhaps, to emphasize the teacher reaction to problem behavior to a greater extent than the general feeling of satisfaction in all areas, but here, also, there has been recognition of a measure of the ability to be derived from a survey of the feelings associated with a
relationship. The importance of self understanding and the effect of the kind of relationship which it establishes with children may be summed up by quoting Menninger. (54) "Because of the complexity of human behavior, no one can really understand himself completely. But every one, if he tries, can understand himself better.... Teachers should have a special interest in self understanding. Their behavior not only determines their own success or failure, happiness or unhappiness, but, more importantly, it gravely affects their students." (p. 331)

The validity of the Teachers Self-Analysis Checklist will be further established, it is hoped, by the results of the present study by a method of test validation suggested, among others, by Anastasi and Foley (3) whereby differences in results may be obtained in the contrasted groups of teachers rated by their administrators as being "good" or "poor" teachers. However, the method of construction of the questionnaire is presumed to have established the validity, to some extent, since the questions were obtained by sampling teacher groups for common activities, relevant articles in the literature dealing with studies of teacher evaluation, previously constructed questionnaires and rating scales already in use, and by including items describing things which teachers are required to do. The Checklist is based on the philosophical approach of holism and upon the psychologically correlative principle that the individual behaves as a unit. Therefore, it appears likely that the importance of teachers' understanding the basic principles of child growth and development,
dealing effectively with behavior and personality problems, promoting good mental hygiene, establishing and maintaining effective and cooperative relationships, and finding personal satisfaction in their work, cannot be separated from teaching ability as a whole.

Ballenger (6) suggests that the judgment of competent persons may be utilized as a method of test validation. It appears that the Checklist may meet this requirement on the basis of method of construction, and that this validity was confirmed by the ratings of the committee of expert judges, which will be described in a discussion of the design of the present study.

Some estimate of the reliability of the questionnaire may result from the comparison of the range of scores within the three teacher groups utilized in the present study, although it is recognized that low correlations may be expected when any limited aspect of teaching is studied or when complex activities are measured.

THE CASE STUDIES

The frequently heard comment that "teachers should teach children, teachers should not teach subjects", is only an attempt to put into capsule form the basic need to individualize instruction, if education is to be effective. McGeoch and Irion (53), among others, for example, have pointed out the effects on learning of motivation, emotion, physical condition, attitude, and level of ability, so there is general recognition that one must take into account the differences which exist among individuals if one is to correctly promote and evaluate learning.
procedures. Teacher education has traditionally included facts and principles of learning in relation to the facts and principles of human growth, development, and adjustment as a necessary part of the training in methods of teaching. This is in line with the belief that teachers, to do an effective job of instruction, must be capable of recognizing and dealing with the variety of individual differences which students will bring to any classroom. But the outstanding problem has been the means of transferring theoretical know-how to the practical application of such information.

A phase of this same problem has been the necessity, which teachers face, of serving as practitioners within their own classrooms, in the sense that they are constantly faced with the need for diagnosing the difficulties they see in their students and for planning some therapeutic and remedial techniques within the framework of the school environment. This is a dynamic procedure because it takes place within a constantly changing situation affected by the interaction of many events and pressures, not all of them either tangible or immediately apparent.

Horrocks (38) has made an investigation of the relationship between the knowledge of human development and the ability to use such knowledge, and has constructed, among other instruments, three devices for testing the capability to make a practical application of such information. These tests were designed "...for the purposes of determining the ability of students to make a diagnosis and to choose appropriate remedial procedures when presented with complex
data in the form of a case study." (41, p. 2) The three studies are entitled, A Study of Barry Black, a fifteen year old junior-high student of normal intelligence whose major problem is in the area of social-emotional adjustment; A Study of Connie Casey, an eighteen year old senior-high-school girl of superior intelligence whose problems stem mainly from physical and economic factors; and A Study of Sam Smith, a twelve year old elementary-school student in the dull-normal range of intelligence whose problems center around intellectual-academic factors. In each instance, information about the student is presented in three parts, in varying amounts of completion, just as a teacher might accumulate data about a student in compiling a case history. After each of the three parts the examinee is asked to reply to from twenty-five to thirty statements regarding possible diagnoses of the difficulty, indicating whether the statement, in relation to information supplied, is entirely true, possibly true, possibly false, entirely false, or whether sufficient information has been supplied in order to make such a diagnosis. There are also from twenty to twenty-five statements about the use of remedial procedures which appear after the diagnostic statements at the end of each section. The person taking the test is asked to indicate whether or not he agrees with the statement, is undecided, or disagrees with the statement. The answer key for each of the three case studies was derived by combining ten expert responses to the questions. There are, therefore, diagnostic and remedial scores, as well as a whole score, which are obtained for each case
Horrocks (38) reports that "The split-half correlation obtained for the Case of Barry Black was .79 ± .038; for the Case of Sam Smith, .73 ± .046; and for the Case of Connie Casey, .77 ± .041. The validity of the three case studies rested upon construction and coverage, expert scoring, item consistency, reliability, and utility." (p. 502) The conclusions reached as a result of investigations regarding the use of the case studies are that there is a positive but not high relation between knowledge of facts and principles, and the abilities to diagnose and to identify appropriate remedial procedures as measured by the case study tests.

A later study by Horrocks and Nagy (39), using the same case studies, investigated the relationship between the ability to diagnose and the ability to select appropriate remedial procedures. Conclusions drawn from this study were that the two abilities are only moderately related and do not seem to increase with added education and experience. The authors state, "In summary, all of the findings of this study converge to the point that diagnostic and remedial insights are separate abilities not reliably related. Persons, as in this study, regardless of education or experience who are capable of good diagnosis may or may not be as capable in choosing acceptable remedial procedures, and vice versa." (39, p. 145)
Chapter Three

THE DESIGN OF THE STUDY

The present study was designed to investigate several of the aspects of teaching ability which previously have been discussed. In the first place, it has been tentatively assumed that the more effective teacher will have greater satisfaction in the numerous activities involved in all phases of school and community relationships and will express these satisfactions in terms of more personal pleasure in any teaching procedures and contacts.

Secondly, it has been assumed further, for purposes of this study, that there exists a relationship between the satisfactions found in teaching and the ability to deal with pupil case history material in attempts to diagnose student problems and to suggest remedial procedures for the alleviation or solution of such problems.

Specifically, the study was designed to test the hypothesis that expressed differences in teaching satisfactions, as computed by an item score of categories within the total questionnaire of Your Teaching Satisfactions (75), will be evident for teachers who have been adjudged by administrators to be among the most effective, or the least effective, members of their staffs. Further, it was designed, also, to test the hypothesis that teachers who can utilize their background of training in, and information about, child and adolescent growth and development to greater advantage in coping with students who give behavioral indications of some problem, will be, also, the teachers who express greater liking for the activities
sampled by Your Teaching Satisfactions.

The study will attempt, therefore, to determine whether there is a relationship between the satisfactions found in teaching and two variables, 1) the administrator's judgment regarding teaching ability and 2) the teacher's ability to cope with pupil problems as indicated by the score on a test of case history material, and to measure the extent of such relationships, if they exist.

Two groups of teachers were used in this study. The first group of teachers consisted originally of ninety-two men and women, currently employed as elementary or high school teachers, who were enrolled in a class in Advanced Educational Psychology in a summer session at a large midwestern university. These teachers ranged in background of training from advanced undergraduates in a teacher-training curriculum to graduate students pursuing advanced work in either Education or Psychology, and in their background of experience in teaching from less than one year to more than twenty-five years.

The second group of teachers consisted originally of one hundred and fifty-nine men and women currently employed in the school systems of two large midwestern cities in the size classification of population over 250,000. These teachers were drawn from both the elementary and secondary levels and their backgrounds of training and experience were similar to those of Group One.

Some reduction in the total number of teachers included in each group, from the number included at the start of the study, was made necessary when, for some reason, there was found to be incomplete
information for any individual in either group. These reasons included such things as 1) incomplete questionnaire, 2) improperly filled out questionnaire which included checking items rather than using the designated code, 3) failure to express any reaction discrimination to items, or any similar procedure which made accurate scoring of the questionnaire impossible, 4) fewer than three case history scores for any individual in Group One, and 5) any individual in Group Two for whom an administrator's rating was not obtained. This reduced the original numbers of the groups to eighty-seven for Group One, and one hundred and thirty-five for Group Two.

It is interesting to note that, in Group Two, a greater proportion of questionnaires had to be discarded for those teachers who had been rated by their administrators as being among the least effective teachers, than for the teachers who were rated as being among the most effective. It was also noted that the teachers in this "poor" group were more likely to write in comments about the items in attempts, apparently, to justify or further explain their answers.

All instruments used with Group One were included in the required work for the course and were presented during class sessions, although not necessarily completed during class time. The questionnaire, Your Teaching Satisfactions, was introduced by the instructor with some expansion and explanation of the mimeographed material which immediately precedes the items. (See Appendix VI) The only exception made to these instructions was that the teacher, as a student in the class, was asked to sign his name. It was assumed that this procedure
would in no way prevent a free expression, in this particular situation, of the real feeling about the activity referred to, for the following reasons:

1) the questionnaire was administered as a part of class procedure and was to be turned in, therefore signing one's name was an accepted part of such class requirements.

2) the questionnaire was completed as a part of a college class and had no connection with the school where the teacher was employed.

3) the teacher made no reference to place of employment.

4) the instructor has, or had previously had, no affiliation, in so far as is known, with any of the school systems by whom these teachers were employed and this fact was known to them.

5) it was obvious that the questionnaire was not administratively imposed and would not be used by any of the administrations represented.

Teachers in Group One filled out the case studies of Barry Black, Connie Casey, and Sam Smith at different times during the course term. Results were recorded as a Diagnostic Score, a Remedial Score, and a Total Score, each score being a composite of three sub-scores computed on the basis of varying amounts of information available in the case material.

The teachers in Group Two filled out only the questionnaire, Your
Teaching Satisfactions. The teachers participating in the study met as individual faculty groups with either the principal of their respective buildings, or with the principal and the writer. The questionnaire was explained to them and the purpose of the study was stated as an effort to ascertain the kinds of activities from which teachers derive the greatest satisfactions. Teachers were asked not to sign their names since it was believed a truer expression of their real feelings would be obtained if there were no record which could be made by the administration of their expressed satisfactions.

The principals who participated in this part of the study were asked to rate the teachers filling out the questionnaire, into two groups: 1) those teachers whom they would rate as their best teachers, and 2) those teachers whom they would rate as their poorest, or at least as their least effective, teachers. Each principal devised his own method of dividing the questionnaires into this dichotomy since this phase of the study remained unknown to the teachers. Various plans were followed; some principals set up code numbers, others used symbols, some included or omitted room numbers, still others distributed the questionnaires by name, tore off and destroyed the name part in the teacher's presence as the instrument was returned, but kept the questionnaires divided into two piles, etc. At the time the questionnaires were collected from the schools the classification was marked on each one. All the questionnaires from one particular school had to be discarded completely from Group Two since the principal, who had agreed to the plans for participation in this part of the study,
later claimed inability to differentiate among his teachers.

In the meantime, each of the items appearing in Your Teaching Satisfactions was pasted on a 3 x 5 card. These cards were submitted to a committee of judges who, by virtue of their position in teacher training, selection, or placement, may be considered as experts in the field. (See Appendix I) Each judge, individually, assigned each item to a category and designated each category by a name of his own choosing. (See Appendix III for Instructions to Judges) Original plans were to use a minimum of five judges (30) but the procedure was discontinued after the fourth judge had completed the categorization because fairly general agreement was obtained in the division of items into categories and in the names assigned to the categories.

The judges were agreed that the items in Your Teaching Satisfactions appeared to sample interests and activities in three general areas. One area includes items dealing with knowledge of child growth and development and with information about the use of such knowledge. This area includes what one judge described as the "personnel point of view", a liking for children, interest in information about them, and pleasure in dealing with the general activities of children as developing individuals in a school situation. It involves an understanding of the terms, principles, and procedures of child and adolescent psychology, of the principles of guidance and direction of human development, and of relationships with children.

The second category of items deals with teaching techniques. These items sample activities which are concerned with effective
instruction, and which involve a practical application of what is included in Category One. This category of items obtains the teacher's reaction to the need for putting concern about individual differences into actual practice; to the use of case history, anecdotal, or other information about pupils for diagnosis and remediation; to the classroom, material, and subject matter organization to meet individual needs, and to the motivation of students in both academic and extra-curricular activities. One judge thought this category might be divided into two sub-divisions; one to include those items which deal with activities designed to motivate the student for learning and the other to contain those statements which refer to specific techniques of teaching and of classroom control. However, these latter functions are also concerned with pupil motivation, interest in, and a desire to meet individual needs on the part of the teacher, and also necessitate the application of theoretical information.

In addition, since the approach of this study is concerned with the teacher as a "whole" individual, it seems unrealistic to make any attempt to separate the functions which are a part of routine classroom procedure. The satisfactions which a teacher may or may not receive in carrying out desirable classroom activities, would, most likely, be colored by the satisfactions, or lack of them, which are associated with recognition of individual needs for motivation.

It was decided, therefore, to follow the majority opinion of the judges in the category and to include all activities relating to the practical application of information regarding student growth and
participation under the one larger heading.

Category three was designated as including items dealing with professional relationships. These items refer to activities which involve the prestige of the teacher, his adherence to ethical and professional behavior, and the relationships of the teacher with pupils, parents, administrative officials, and other teachers. Judges described this group of items as dealing with "relationships with school clientele and community", "school and community relationships", "teacher professional prestige and relationships", and "professional cooperation". Again, three of the judges considered the possibility of using two sub-headings. One judge thought one sub-category might include the relations which a teacher would have, with the groups mentioned, in his professional capacity and the other might include the more informal or social kinds of contacts. Another judge distinguished between professional relations with the administration and relationships with school clientele and community representatives. The third judge thought there might be a differentiation between the kinds of associations which involved some aspect of school administration. Since these lines of demarcation appeared to be somewhat faintly defined, and there was not general agreement on the subdivisions, it appeared to be more realistic to include all items dealing with any phase of the teacher's relationships with individuals other than students, under one heading rather than to attempt sub-categories. It seems unlikely that anyone will completely divorce the knowledge of the individual as a teacher from only certain types.
of contacts. The teacher is regarded in his professional status by any member of the school organization, by any member of the community, or by any person of his acquaintance, and probably always has certain responsibilities because of that status. Therefore, it was decided not to divide the third category into sub-headings, but to include all items referring to the teacher's contacts with, or cooperation with, other individuals, regardless of the reason, or occasion, under the one heading. The categorization of items for each of the four judges is shown in Tables I, II, III, and IV. The final tabulation of items by categories, combining the divisions made by the four judges, appears in Table V.

TABLE I
CATEGORIZATION OF ITEMS, JUDGE 1

Category One: GUIDANCE AND DIRECTION OF PERSONNEL
Items: 1, 2, 4, 5, 6, 12, 14, 15, 16, 17, 18, 21, 26, 27, 29, 41, 43, 44, 47, 48, 49, 51, 52, 56, 57, 58, 60, 61, 64, 66, 87.

Category Two: A. PUPIL MOTIVATION FOR LEARNING
Items: 39, 42, 46, 54, 55, 63, 67, 68, 71, 72, 97, 100

B. TEACHING TECHNIQUE AND CLASSROOM CONTROL
Items: 3, 7, 8, 9, 10, 11, 13, 19, 20, 25, 28, 30, 31, 40, 50, 53, 65, 69, 70, 73, 74, 75, 76, 77, 78, 79, 80, 81, 86, 92, 94, 99.

Category Three: TEACHER PROFESSIONAL PRESTIGE AND RELATIONSHIPS
Items: 22, 23, 24, 32, 33, 34, 35, 36, 37, 38, 45, 59, 62, 82, 83, 84, 85, 88, 89, 90, 91, 93, 95, 96, 98.
### TABLE II
**CATEGORIZATION OF ITEMS, JUDGE 2**

<table>
<thead>
<tr>
<th>Category One: HUMAN RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 1, 2, 5, 6, 8, 11, 12, 18, 21, 29, 42, 43, 47, 52, 54, 55, 58, 60, 63, 64, 65, 66, 67, 74.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Two: TEACHING PERFORMANCE - CLASSROOM ORGANIZATION AND EFFECTIVENESS OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 4, 13, 14, 15, 16, 17, 19, 20, 28, 30, 39, 40, 41, 46, 49, 50, 51, 53, 68, 69, 70, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 87, 92, 97, 99, 100.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Three: A. PROFESSIONAL GROWTH AND COOPERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 3, 7, 9, 10, 23, 25, 31, 32, 33, 37, 56, 57, 82, 83, 84, 86, 88, 89, 90, 95, 98.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. COMMUNITY RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 22, 28, 26, 27, 34, 35, 36, 38, 44, 45, 48, 59, 61, 62, 85, 91, 93, 94, 96, 98.</td>
</tr>
</tbody>
</table>

---

### TABLE III
**CATEGORIZATION OF ITEMS, JUDGE 3**

<table>
<thead>
<tr>
<th>Category One: THE PERSONNEL POINT OF VIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 1, 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 20, 23, 28, 29, 36, 38, 39, 41, 42, 43, 46, 47, 49, 50, 51, 52, 54, 55, 57, 60, 64, 65, 66, 67, 87.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Two: INSTRUCTIONAL ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 2, 9, 10, 19, 30, 40, 53, 63, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 92, 97, 99, 100.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Three: A. PROFESSIONAL RELATIONS, ADMINISTRATIVE STAFF, PERSONAL, AND ETHICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 21, 31, 32, 33, 34, 35, 37, 56, 57, 80, 82, 83, 84, 86, 89, 90, 95, 96, 98.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. RELATIONSHIPS WITH SCHOOL CLIENTELE AND COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 3, 7, 22, 28, 25, 26, 27, 34, 45, 48, 58, 59, 61, 62, 85, 88, 91, 93, 94.</td>
</tr>
</tbody>
</table>
### TABLE IV
CATEGORIZATION OF ITEMS, JUDGE 4

<table>
<thead>
<tr>
<th>Category One: CHILD GROWTH AND DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 1, 2, 4, 5, 6, 8, 11, 12, 14, 15, 16, 17, 18, 19, 21, 29, 34, 35, 41, 42, 47, 49, 50, 51, 52, 53, 54, 55, 60, 64, 65, 66, 67, 72, 76, 87, 97.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Two: PRINCIPLES OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 9, 10, 13, 20, 28, 30, 32, 39, 40, 46, 63, 68, 69, 70, 71, 73, 74, 75, 77, 78, 79, 80, 81, 92, 93, 96, 98, 99, 100.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Three: A. SCHOOL ADMINISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 3, 7, 26, 31, 33, 36, 43, 44, 56, 57, 82, 83, 84, 86, 89, 90, 94, 95.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. SCHOOL AND COMMUNITY RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 22, 23, 24, 25, 27, 37, 38, 45, 48, 58, 59, 61, 62, 85, 88, 91.</td>
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</tbody>
</table>

### TABLE V
FINAL COMPILATION - JUDGES' DIVISION OF ITEMS

<table>
<thead>
<tr>
<th>CATEGORY ONE - KNOWLEDGE OF FACTS OF GROWTH AND DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 1, 2, 4, 5, 6, 8, 11, 12, 14, 15, 16, 17, 18, 21, 29, 41, 42, 43, 47, 49, 50, 51, 52, 54, 55, 58, 60, 64, 65, 66, 67, 87.</td>
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</table>

<table>
<thead>
<tr>
<th>CATEGORY TWO - TEACHING TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 9, 10, 13, 19, 20, 28, 30, 39, 40, 46, 53, 63, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 92, 97, 99, 100.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY THREE - PROFESSIONAL RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items: 3, 7, 22, 23, 24, 25, 26, 27, 31, 32, 33, 34, 35, 36, 37, 38, 44, 45, 48, 56, 57, 59, 61, 62, 82, 83, 84, 85, 86, 88, 89, 90, 91, 93, 94, 95, 96, 98.</td>
</tr>
</tbody>
</table>
The next step was to validate the item categorization and the name describing the activity which the items in each category appear to sample. The staff of six instructors teaching Psychology 407, Educational Psychology, at The Ohio State University, served as judges for this phase of the study. (See Appendix IV)

The names of the three categories, together with a very brief and very general description of the category (see Appendix V), were presented to each instructor, individually, and each one was asked to assign the item cards to a specific category. See Table VI for these results.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Times Appeared in Category</th>
<th>Item Number</th>
<th>Times Appeared in Category</th>
</tr>
</thead>
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<tr>
<td></td>
<td>One</td>
<td>Two</td>
<td>Three</td>
</tr>
<tr>
<td>1.</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
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<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>6</td>
<td>20.</td>
<td>1</td>
</tr>
<tr>
<td>Item Number</td>
<td>Times Appeared in Category</td>
<td>Item Number</td>
<td>Times Appeared in Category</td>
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</tr>
<tr>
<td></td>
<td>One</td>
<td>Two</td>
<td>Three</td>
</tr>
<tr>
<td>21.</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>22.</td>
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<td>4</td>
<td></td>
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<td>1</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
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<td></td>
<td>1</td>
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<tr>
<td>25.</td>
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<td>4</td>
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<td>26.</td>
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<td>4</td>
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<td></td>
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<tr>
<td>31.</td>
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<td>4</td>
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<td>36.</td>
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<tr>
<td>37.</td>
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<td>38.</td>
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<td>5</td>
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<tr>
<td>39.</td>
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</tr>
<tr>
<td>40.</td>
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</tr>
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<td>Item Number</td>
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<td>Times Appeared in Category Two</td>
<td>Times Appeared in Category Three</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>61.</td>
<td>1</td>
<td>5</td>
<td>81.</td>
</tr>
<tr>
<td>82.</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63.</td>
<td>6</td>
<td></td>
<td>83.</td>
</tr>
<tr>
<td>84.</td>
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<tr>
<td>85.</td>
<td>6</td>
<td></td>
<td>86.</td>
</tr>
<tr>
<td>67.</td>
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<td></td>
<td>87.</td>
</tr>
<tr>
<td>88.</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69.</td>
<td>6</td>
<td></td>
<td>90.</td>
</tr>
<tr>
<td>70.</td>
<td>6</td>
<td></td>
<td>91.</td>
</tr>
<tr>
<td>71.</td>
<td>6</td>
<td></td>
<td>92.</td>
</tr>
<tr>
<td>72.</td>
<td>6</td>
<td></td>
<td>93.</td>
</tr>
<tr>
<td>73.</td>
<td>6</td>
<td></td>
<td>94.</td>
</tr>
<tr>
<td>74.</td>
<td>6</td>
<td></td>
<td>95.</td>
</tr>
<tr>
<td>75.</td>
<td>6</td>
<td></td>
<td>96.</td>
</tr>
<tr>
<td>76.</td>
<td>6</td>
<td></td>
<td>97.</td>
</tr>
<tr>
<td>77.</td>
<td>6</td>
<td></td>
<td>98.</td>
</tr>
<tr>
<td>78.</td>
<td>6</td>
<td></td>
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<tr>
<td>79.</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>80.</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>100.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It will be noted that for several items there was not general agreement as to the category in which they belonged. When there was not a majority opinion as to the assignment of any item, this item was withdrawn from that category and assigned to a miscellaneous category. This procedure was also followed when there was disagreement between the two committees of judges regarding the specific category in which an item should be included. Since only three items appear in this miscellaneous category, these items were not scored in the final computation of category scores.

See Table VII for the final arrangement of items in categories which was used for the scoring of all copies of Your Teaching Satisfactions.

TABLE VII
FINAL DIVISION OF ITEMS INTO CATEGORIES

CATEGORY ONE - KNOWLEDGE OF FACTS OF GROWTH AND DEVELOPMENT
Items: 1, 4, 5, 6, 11, 12, 14, 15, 16, 17, 18, 29, 41, 42, 43, 47, 49, 50, 51, 54, 55, 58, 60, 64, 65, 66, 67, 87.

CATEGORY TWO - TEACHING TECHNIQUES
Items: 9, 10, 13, 19, 20, 25, 28, 30, 39, 40, 46, 53, 63, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 92, 97, 99, 100.

CATEGORY THREE - PROFESSIONAL RELATIONS
Items: 3, 7, 22, 23, 24, 26, 27, 31, 32, 33, 34, 35, 36, 37, 38, 44, 45, 48, 56, 57, 59, 61, 62, 80, 82, 83, 84, 85, 86, 88, 89, 90, 91, 93, 94, 95, 96, 98.

MISCELLANEOUS CATEGORY, (Not scored)
Items: 2, 8, 21.
Chapter Four

ANALYSIS OF THE DATA

GROUP ONE

Scores for eighty-seven subjects were used in the final computations for Group One. Out of the original group of ninety-two subjects, incomplete information was found for five people. These five individuals had completed only two of the three case studies, so their other scores were eliminated from the final tabulations.

The data used for analysis in this group included: 1) a diagnostic score for each of the three case studies, making three diagnostic scores in all; 2) a remedial score for each of the three case studies, a total of three remedial scores; 3) a score for each of the three categories of Your Teaching Satisfactions, making a total of three scores for this instrument; and 4) the years of teaching experience for each subject in the group. This made a total of ten variables utilized in this group. See Table VIII for individual scores for all subjects in this group.

TABLE VIII

SCORES FOR GROUP ONE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Barry Black</th>
<th>Connie Casey</th>
<th>Sam Smith</th>
<th>Questionnaire</th>
<th>Yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D R T</td>
<td>D R T</td>
<td>D R T</td>
<td>I II III T</td>
<td>Exp.</td>
</tr>
<tr>
<td>1.</td>
<td>139 90 229</td>
<td>98 36 134</td>
<td>102 42 144</td>
<td>50 50 57 157</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>50 32 82</td>
<td>5 18 23</td>
<td>19 25 44</td>
<td>50 41 49 140</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>37 41 78</td>
<td>88 29 117</td>
<td>73 69 142</td>
<td>40 41 28 109</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>86 84 170</td>
<td>70 33 103</td>
<td>72 52 124</td>
<td>47 42 25 114</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>72 77 149</td>
<td>71 40 111</td>
<td>40 65 105</td>
<td>48 34 21 103</td>
<td>23</td>
</tr>
</tbody>
</table>

61
### TABLE VIII, (CONTINUED)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Barry Black</th>
<th>Connie Casey</th>
<th>Sam Smith</th>
<th>Questionnaire</th>
<th>Yrs. Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>R</td>
<td>T</td>
<td>D</td>
<td>R</td>
<td>T</td>
</tr>
<tr>
<td>6.</td>
<td>117</td>
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<td>7.</td>
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<td>181</td>
<td>75</td>
<td>26</td>
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<td>8.</td>
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<td>205</td>
<td>13</td>
<td>13</td>
<td>106</td>
</tr>
<tr>
<td>9.</td>
<td>58</td>
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*Zero indicates less than one year's experience, or only student teaching as a background of service.*
TABLE VIII, (CONTINUED)

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These scores were then treated statistically to obtain the correlation of each variable with each of the other variables in the group. See Table IX for the resulting table of intercorrelations.

**TABLE IX**  
**INTERCORRELATION TABLE FOR VARIABLES USED IN GROUP ONE**

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| 1. Barry Black  
Diagnostic Score | 1.00 | .60 | .08 | .02 | .26 | .23 | -.02 | -.08 | -.07 | -.07 |
| 2. Barry Black  
Remedial Score | .60 | 1.00 | .07 | .01 | .07 | .16 | -.02 | -.07 | .04 | .10 |
| 3. Connie Casey  
Diagnostic Score | .08 | .07 | 1.00 | .24 | .14 | .17 | -.07 | .01 | -.20 | .07 |
| 4. Connie Casey  
Remedial Score | .02 | .01 | .24 | 1.00 | .29 | .35 | .12 | .03 | .16 | .00 |
| 5. Sam Smith  
Diagnostic Score | .26 | .07 | .14 | .29 | 1.00 | .41 | .25 | .21 | .20 | -.15 |
| 6. Sam Smith  
Remedial Score | .23 | .16 | .17 | .35 | .41 | 1.00 | .11 | .00 | .01 | .02 |
| 7. Y.T.S.*  
Category I | -.02 | -.02 | -.07 | .12 | .25 | .11 | 1.00 | .69 | .61 | .09 |
| 8. Y.T.S.  
Category II | -.08 | -.07 | .01 | .03 | .21 | .00 | .69 | 1.00 | .58 | -.02 |
| 9. Y.T.S.  
Category III | -.07 | .04 | -.20 | .16 | .20 | .01 | .61 | .58 | 1.00 | -.03 |
| 10. Yrs. of Experience | -.07 | .10 | .07 | .00 | -.15 | .02 | .09 | -.02 | -.03 | 1.00 |

* Your Teaching Satisfactions
The highest correlations, as might be expected, exist between the categories of Your Teaching Satisfactions. Categories One and Two are somewhat more related with each other than with Category Three, a conclusion which seems to be substantiated by the results obtained in Group Two. These correlations, for a sample of this size, are significant at the 1% level.

The three categories of Your Teaching Satisfactions, according to the data compiled, have a somewhat higher relationship to the diagnostic section of A Study of Sam Smith, than to any other part of any of the case studies, but even this correlation is fairly low. Categories One and Two show a correlation at the 5% level of significance, with this section of that particular case study, while Category Three correlates at slightly less than this level of significance. It must be recognized, however, that this is only a slight relationship and, while statistically significant, is not sufficiently large to warrant practical application. None of the other case studies, nor the remedial section of A Study of Sam Smith, show a significant relationship to any of the categories within Your Teaching Satisfactions.

The correlation of Categories One and Two with the diagnostic section of A Study of Sam Smith, and not with that section of any of the other case studies, is interesting from the standpoint of the type of problem dealt with in this particular study. Sam's difficulties stem from intellectual-academic factors, while Barry's and Connie's problems derive from social-emotional and physical-economic aspects,
respectively. It might well be an indication of need for a broader training and outlook, that teachers find greater satisfaction, and that this satisfaction shows more relationship to practical application, in only one area of development. That area, it is granted, has been the traditional field of activity for teachers but is not consistent with newer psychological and educational philosophies which recognize the need for a well-rounded development, and acknowledge the interdependence of all facets of a personality. Furthermore, there appears, from this study, to be no relationship between even this limited aspect of practical application of knowledge and the ability to devise a remedial program to alleviate the diagnosed problem.

The diagnostic and remedial sections of each case study show some correlation within each case study, with the sections of Barry Black and Sam Smith decreasing in extent of relationship and the two sections of Connie Casey being less significantly related than either of the other two. However, it is interesting to note that the three diagnostic scores of the three case studies have low intercorrelations, with only the diagnostic sections of Barry Black and Sam Smith showing a relationship significant at the 5% level, and the diagnostic parts of Barry Black and Connie Casey showing practically no relationship. The remedial scores of the three case studies also show the same low correlations with each other, with only the remedial sections of Connie Casey and Sam Smith showing a statistically significant relationship, this at the 1% level.
These results tend to substantiate the conclusions of Horrocks (38), and Horrocks and Nagy (39), that the abilities to diagnose and to choose remedial measures are perhaps situational and do not exist as separate abilities within themselves. This might suggest, in line with previously expressed views, that it is the total individual, in interaction with all aspects of varying situations, which determines the success or lack of it, and that the result must be considered only in relation to the specific problem, or environment in which it occurs. These results also appear to confirm the previous conclusion made in the studies of Horrocks (38) and Horrocks and Nagy (39), that the abilities to diagnose problems from case study data and to choose acceptable remedial measures are only moderately and not reliably related.

According to the data compiled in this study, there appears to be no relationship whatsoever between years of experience and any of the nine other variables. Again, this is in agreement with the two previous investigations which utilized two of the case studies.

GROUP TWO

This group of subjects originally totalled one hundred and fifty-nine, but necessary eliminations subsequently reduced the number to one hundred and thirty-five. Twelve completed copies of Your Teaching Satisfactions were discarded immediately upon their receipt from the principal because, as previously noted, he claimed, at that time, inability to differentiate among his teachers to the extent of being
able to rank them according to degree of ability or effectiveness. Later, twelve other self-analysis instruments were discarded because of one of the reasons previously listed as necessitating a reduction in the original number of those returned. Of these twelve, nine, or almost 16% of that group, were from the teachers who had been judged by their administrators to be among the least effective teachers in their school. This reduced the original number of fifty-seven, in this group of least effective teachers, to a final number of forty-eight. On the other hand, it was necessary to discard only three, or only a little over 3%, from the group judged as being among the most effective teachers. This group was then reduced to the final number of eighty-seven from the original number of ninety. This difference in percentage of questionnaires which could not be utilized, may tend to point up the diversity which exists between these two groups. The one group approaches professional problems with much less care and interest than the other, which may warrant the assumption that less satisfaction obtains from any activity associated with teaching.

All copies of Your Teaching Satisfactions were scored by categories and category scores were recorded for each subject in both divisions of Group Two. See Tables X and XI for the individual scores for these subjects. Scores were treated statistically and the intercategory correlations were computed. Table XII gives these intercorrelations.
### TABLE X
**GROUP TWO - "GOOD" TEACHERS**

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TABLE X, (CONTINUED)

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TABLE XI
GROUP TWO - "POOR" TEACHERS

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TABLE XII

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</tr>
<tr>
<td>Category III</td>
<td>.82</td>
<td>.79</td>
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</table>

Table of Category Intercorrelations of Your Teaching Satisfactions for Group Two

The correlation of Category scores with administrators' judgments, the criterion used in this study with Group Two for the evaluation of teaching ability, was then computed, with the results which are shown in Table XIII.

TABLE XIII

<table>
<thead>
<tr>
<th>Administrators' Judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
</tr>
<tr>
<td>Category II</td>
</tr>
<tr>
<td>Category III</td>
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Table of Intercorrelations of Category Scores in Your Teaching Satisfactions with Administrators' Judgments, Group Two.

By means of the Wherry-Doolittle Method, the optimum weights for scores were determined in order to ascertain a predicted criterion score from category scores. Categories Two and Three are most valuable for this purpose and weighted scores utilized for them, Beta_{II} .366, Beta_{III} .322, would raise the correlation with the criterion to .66. A predicted criterion score, with one and zero being the extremes of the coded criterion scores between a good and a poor teacher, may be
derived from the following formula:

\[ C = 0.067 X_{II} + 0.055 X_{III} - 0.057 \]

This formula is not applicable, except to scores as coded in this study, but the following formula may be used with the gross scores obtained directly from the scoring of the categories according to the code given in Your Teaching Satisfactions.

\[ 0.0134 X_{II} + 0.0110 X_{III} - 3.98 \]

The result will range from zero to one, with zero indicating a poor teacher, and one indicating a good teacher. In this way, one may administer the Satisfactions Checklist, and by using the formula given above, obtain a prediction of whether this teacher may be expected to be rated "good" or "poor" by an administrator.

**IMPLICATIONS OF THE DATA:**

The results of this study support one part of the hypothesis that was advanced; namely, that there will be expressed differences in teaching satisfactions for teachers administratively judged to be "good" or "poor". However, present results seem to make the other part of the hypothesis untenable. There appears, from this study, to be no relationship between a teacher's expressed satisfactions in teaching and that teacher's ability, as measured by the three case studies used as the criterion of ability for Group One, to make a practical application of knowledge in diagnosing and suggesting remedial procedures for problem behavior.
The data compiled for Group One show a correlation among the three categories of Your Teaching Satisfactions but none of these categories shows a correlation, with any other aspect of the study, to warrant the conclusion of any significant relationship, or to be of value in practical application. It can only be concluded that these instruments are measuring different facets of teaching effectiveness and that these parts are unrelated. This conclusion is further evidence of a problem which has long been recognized in learning generally, as well as in the special area of teacher training: that information in any field does not necessarily lead to an effective application of such information. There is ample proof of the interest in this problem in the number of studies concerned with the use and transfer of training.

The results obtained for Group Two, in this study, offer evidence to substantiate the belief that there is a relationship between the satisfactions found in teaching, and the rating of the teacher along a continuum of effectiveness. One caution, in regard to these results, must be pointed out, however. The criterion chosen for this phase of the study must be recognized as a subjective one. As previously noted, an effective teacher may be described differently by people having diverse relationships to that teacher, or to the school system. The administrator, depending upon his personality and personal philosophy of education, may find varying attributes, techniques, or characteristics, to be indicative of effective, or "good", teaching. It must be recognized, then, that these results indicate
a correlation between teaching satisfactions and effective teaching in terms of the specific criterion of administrators' judgments. However, it might also be noted that these judgments are a very real factor in the professional life of any teacher who is dependent upon them in so far as professional advancement and tenure are concerned.

SUMMARY

Teaching is a complex activity and the numerous relationships, activities, and problems which it involves are certainly beyond the scope of a single study. But it is hoped that the results of this research will be helpful in emphasizing certain important aspects of the teaching process and in providing impetus to additional work in some of the areas touched on here.

Certainly an integral part of any occupation is the satisfaction that one finds in it. This satisfaction must be found in the way the activity meets certain basic personality needs; so the teacher must obtain from school relationships the self-same results that are recognized as being necessary for children, in order for school to be an enjoyable experience. These goals include some measure of success, adequate recognition, the affection and security for good personal adjustment, and sufficient new experiences to provide interest and incentive to continue. While these achievements, it is to be hoped, will be attained through a mature emotional adjustment and a good social relationship, they may also be gained through means
implying needs indicative of a less desirable level of development and adjustment. Such evidences would include a teacher's need to dominate and to maintain a position of authority so that difficulties with pupils would reflect his own problems of adjustment, and the need to succeed might find expression in high, and perhaps unrealistic, levels of achievement set for students.

While it has often been stated that a teacher's attitude toward teaching is significantly related to teaching ability, this can be substantiated only in terms of specific criteria which should be carefully defined. The criteria that are used will depend, of course, upon what one wants to do, and the instrument of measurement as well as the proof of attainment will need to be chosen with a definite purpose in mind. Similarly, teacher effectiveness seems to be situational and one may therefore propose that whether or not a teacher is deemed successful, or whether the measured results of that teacher's activities seem to imply effectiveness, will depend, perhaps, on the extent to which the teacher can relate his own abilities and activities to the expectations of his administrator and of the community in which he teaches, or to the measure by which he is being evaluated.

In this study, the measures of effectiveness were three: 1) the extent of satisfactions found in teaching; 2) the ability to apply knowledge of facts and principles of growth and development; and 3) administrators' judgments. Results may be summarized as follows:
1. Teachers, participating in this study, who express greater satisfactions in teaching, are rated by their administrators as being among the most effective teachers on their staffs.

2. Administrators' judgments as to ability, as recorded in this study, correlate most highly with teachers' satisfactions in the practical application, in terms of classroom activities, of teaching techniques and information.

3. Administrators' judgments as to ability, as measured in this study, also show a significant relationship to the extent of satisfaction which the teacher finds in all personal relationships within the framework of school contacts.

4. Administrators' judgments as to teachers' abilities, according to this data, correlate to a lesser degree with the satisfactions expressed by teachers in theoretical information related to their profession.

5. These data may imply that the effective teacher, from an administrative standpoint, is the one who gives evidence of enjoyment in school and classroom activities and routine, and of pleasure in the contacts related to school work.

6. The results of this study indicate no relationship between the ability to apply information in a test
situation and the satisfactions which are found in teaching.

7. There appears, from this research, to be no correlation between the length of time spent in teaching and the satisfactions found in it, or between the amount of teaching experience and the ability to apply knowledge in a practical test situation.
Chapter Five

SUGGESTIONS FOR FURTHER STUDY

There are several possibilities for further study which suggest themselves from the results of this investigation, as well as others which might approach a consideration of the general problem in somewhat different ways.

The first additional work which should be done is an item analysis of the part of the Teachers Self-Analysis Checklist which was used in this study. It seems likely that the one hundred statements of Your Teaching Satisfactions might be reduced in number with no loss in validity or effectiveness of the instrument. There should be a determination of those items which tend to be most indicative in each category and of those which tend to discriminate most clearly among teachers, in terms of the criterion established for this study, or for other criteria which may be proposed.

When this check of items has been completed, it would undoubtedly prove helpful to devise a manual for use with the checklist. This should include, perhaps, a more detailed discussion of the purpose of the Checklist than is given in the brief introduction on the instrument itself, and a background of information about self-appraisal, together with some mention of the philosophy of teacher effectiveness which was basic to the construction of the instrument. The manual should also contain some commentary upon the teacher's acceptance of results and suggestions of ways in which they may be utilized.
The results obtained with Group One suggest that further study may need to be made of the methods of measuring the results of courses of training in teacher education in order to have a more adequate concept of the potential teacher's ability to apply facts and principles. This may necessitate additional processes in the careful screening of teacher training applicants since it seems likely, from one aspect of the situation, that inability to apply practically the knowledge which has been learned theoretically, may be due to personality difficulties within the individual. Although the information about certain types of maladjustment is understood, it may not be utilized since it is emotionally upsetting to the learner because of his own problems. The other aspect that would need to be considered is the depth of the learning which takes place and the potentiality for it. It is possible that the correct verbal responses regarding the information learned may take place but that there is no real integration of such knowledge into the individual's behavior pattern in such a way that changes are actually made in the methods and procedures of coping with situations in practical application.

Additional studies of the extent of relationship of Your Teaching Satisfactions to criteria other than administrators' judgments would be of interest. These criteria might include such things as pupils' estimates, opinions of other teachers, extent of pupil change in relation to ability, classroom climate, parents' evaluation, and professional status. The results of these studies, if consistent with the present results, might tend to further confirm the hypothesis.
used here, that more effective teachers will probably find greater satisfaction in the activities of teaching. Along this line, some type of personality evaluation might prove feasible in order to eliminate the suggested possibility that such satisfactions might exist because of the teacher's use of class and school relationships to meet his own needs in somewhat undesirable ways.

A checklist to be used by administrators and supervisory personnel would be an interesting adjunct to the present instrument and suggests possibilities for a comparison of extent of satisfactions of an administrator and the teachers on his staff.

Since it has been noted that teaching effectiveness is undoubtedly situational, it seems likely that a longitudinal study of a group of teachers, with measures of extent of satisfactions taken at regular intervals and during service in at least several places, would prove of value. The pattern of these results, themselves, or in comparison with the ability judgments of the different principals, superintendents, or supervisors under whom the teacher served, might shed some light on this aspect of the problem of teacher effectiveness.

The problem of how to measure teacher ability and of what criteria will properly substantiate such evaluation, continues to be one of the most challenging in the field of teacher education and in work with teachers in service. It is hoped that the approach which was utilized in this study and the results which were obtained will be of some value in a further clarification of ways to find
evidences of teaching effectiveness, and of methods to measure the extent to which it exists, when such evidences are found.
APPENDIX I

QUALIFICATIONS OF THE FIRST COMMITTEE OF JUDGES

The first committee of four judges may be presumed to qualify as experts in the area under consideration by virtue of the positions which they hold. All are actively engaged in educational work in some phase of teacher training, teacher selection, teacher placement, teacher supervision, and teacher evaluation in an accredited college or school system. All four have backgrounds of education and training in this field as preparation for the positions they hold and have, in addition, been employed in their present capacities over a period of time so that competency in this field is a reasonable assumption.
APPENDIX II

NAMES OF THE FIRST COMMITTEE OF JUDGES

1. Leonard O. Andrews, M.A., Coordinator of Student Field Experience, College of Education, The Ohio State University

2. James E. Eicher, Ph.D., Professor of Psychology and Head, Department of Psychology, Capital University

3. Earl C. Metz, M.Ed., Associate Professor of Education and Head, Department of Education, Capital University

4. Irvin F. Young, M.A., Coordinator of Teacher Personnel, Columbus Public Schools

(Tables I, II, III, and IV, are not so designated to refer to the order in which the judges are listed here.)
APPENDIX III
INSTRUCTIONS TO JUDGES

These are statements devised to obtain some measure of teaching satisfactions. There are one hundred in all. The object is to ascertain the aspects of teaching functions and relationships which are being measured.

Please divide the statements into as few categories as possible, combining into a category those statements which seem to be sampling similar activities, or reactions, or those activities or reactions which might be included in a general classification.

Please make no comment or notation on the cards.

After the cards have been separated into piles, keep them divided into the categories to which they have been assigned. Please fasten each group of cards together with one of the rubber bands.

On one of the blank cards, please write a word or phrase to designate the kind of activity which you believe is being measured. Use any word or phrase which seems to describe it best. Place the name card on the top of that pile of cards. Please do this for each category.

Thank you very much.
The second committee of judges consisted of six teaching assistants, in the Department of Psychology at The Ohio State University, who were teaching sections of Psychology 407, Educational Psychology. These teaching assistants all hold the Master's degree and were in residence for the degree Doctor of Philosophy. The background of education and training, and the assignment to teach a required course in the teacher training sequence of the College of Education, appears to give evidence of qualifications to serve in the capacity of judge for the purpose designated here.
APPENDIX V
INFORMATION GIVEN TO SECOND JUDGES

CATEGORY ONE: KNOWLEDGE OF FACTS OF GROWTH AND DEVELOPMENT

This category includes items dealing with what one of the first judges described as the "personnel point of view", a liking for children, an interest in the information about and in the general activities of dealing with them. It involves an understanding of the terms, principles, and procedures, of child and adolescent psychology, and of the principles of guidance and direction of human development.

CATEGORY TWO: TEACHING TECHNIQUES

This category deals with activities and procedures which make for effective instruction, a practical application of what is included in Category One. The items include situations which involve concern for individual differences, use of information about pupils for diagnosis and remediation, the classroom, material, and subject matter organization with provision for individual differences in all areas, and pupil motivation both in the academic and extra-curricular activities.

CATEGORY THREE: PROFESSIONAL RELATIONS

This category includes all the items dealing with activities which involve the prestige, ethical behavior, and relationships of the teacher with pupils, parents, administrators, administrative
APPENDIX V, (CONTINUED)

officers, and other teachers. It includes both school and community relations, professional and social.

These three category descriptions briefly set forth the activities, information, and relationships which are included in the items of Your Teaching Satisfactions. You are asked to determine in which category each of these one hundred items belongs; or which of these three activities is being sampled by the statement on the card.

Please put each item card into one of three piles designating these three categories and keep each category of statements separated under its appropriate heading card.

Thank you very much.
APPENDIX V

1. YOUR TEACHING SATISFACTIONS.
YOUR TEACHING SATISFACTIONS

by Thelma I. Schoonover and John E. Horrocks
301 Arps Hall
The Ohio State University
Columbus, Ohio

A SELF ANALYSIS CHECKLIST FOR TEACHERS

Copyright 1949
The statements on the following pages comprise a list of situations that might arise in your everyday work as a teacher. Some of the situations are of the kind that make you feel particularly satisfied with your job—they are the kinds of things you like to do best. Some of the situations suggest activities which you do not like—they are the kinds of things that cause you your greatest job dissatisfactions or dislikes. Others will be a matter of disinterest to you—they would neither cause you to be particularly dissatisfied with your job, nor would they give you any satisfactions.

It is the purpose of this checklist to have you express your personal opinion about the situations in the list below. Does the activity represent something that causes you to be satisfied with your job, dissatisfied with it, or does it represent something to which you have no particular favorable or unfavorable reaction? How successful are you in handling or working with these situations as a teacher? And finally how important do you feel each situation is in education, i.e. which of these situations do you feel that administrators and others should feel represent something that is very important in running a school and having a really successful educational program.

Please remember that there are no right or wrong answers on this checklist. The reaction to each situation is your own, and your evaluation of yourself is your own. It is purely a matter of opinion and there are probably people who would agree with you, and some who would disagree with you, no matter what your reaction was. So check them as you see them so that your answers will help to give a more complete picture of how teachers-in-service actually feel about the things they do as teachers.

Do Not Sign Your Name. This is not an attempt to check up on you as an individual. It is an attempt to get a picture of how teachers in your school, in your state, and in the nation at large, feel about the jobs they do. In this sense you are doing your profession a real service in cooperating in filling out this checklist. Finally, may we give you our word that this checklist is anonymous and no attempt will be made by anyone to find out who filled it out.

Answer by using the following code. You may wish to go through the whole checklist using only Column I, and then go through again using Column II, etc. Or you may wish to react to all three columns the first time you go through. Either way is acceptable.
CODE

Column I   Column II   Column III
2 - Like very much  S - Successful  I - Important
1 - Like a little   A - Adequate    A - Average Importance
0 - Does not matter U - Unsuccessful N - Not Important
-1 - Dislike a little
-2 - Dislike very much

1. To help children who bring to you personal problems that have nothing to do with your subject.

2. To give advice in regard to extra curricular activities being carried on about the school.

3. To sponsor or chaperone student activities.

4. To talk informally with children who voluntarily drop into your room for a chat after school.

5. To discuss their hobbies with children.

6. To relax your "official dignity" in talking with children in informal situations.

7. To tactfully handle the situation when children bring you their troubles with another teacher or with the administration.

8. To avoid sarcasm or "talking down" in your relations with children.

9. To help organize new student activities.

10. To meet your extra-curricular activity assignments with the same level of proficiency with which you meet your teaching ones.

11. To work with children.

12. To know a considerable amount about things children like to do.

13. To help children with their academic problems.

14. To gain the liking of your poorer students.

15. To gain the liking of your superior students.

16. To gain the liking and cooperation of the boys in your classes.
17. To gain the liking and cooperation of the girls in your classes.

18. To have the children feel that you are their friend.

19. To avoid being too easy or indulgent.

20. To avoid being too harsh or too strict.

21. To make an effort to be at ease among children at their non-school affairs.

22. To be invited to students' homes.

23. To be democratic in your attitude to all pupils.

24. To be accepted in the community as a recognized child leader.

25. To be considerate of the "peculiar points of view," likes, dislikes, etc. of children.

26. To act as a leader or sponsor of child activities.

27. To utilize your skills and abilities as an extra-curricular or community leader of children.

28. To think of children as individuals rather than to think of them as groups expected to follow certain patterns of behavior.

29. To understand and be sympathetic with adolescent problems.

30. To maintain an orderly class.

31. To consider the total school program and to refrain from disrupting it with your own extra-class activity program.

32. To be aware that in an extra-class situation you still have certain responsibilities as a teacher.

33. To refrain from discussing confidential school matters with non-school people.

34. To be as popular among the children as most of the other teachers.

35. To refrain from commenting to one child about another.

36. To be friendly with certain cliques of children in school.

37. To keep enthusiastic about your profession.
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<tr>
<td>38.</td>
<td>To keep promises and appointments made to children in and out of school.</td>
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<tr>
<td>39.</td>
<td>To learn about the state of health of the children in your classes.</td>
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<tr>
<td>40.</td>
<td>To make provision for individual differences.</td>
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<tr>
<td>41.</td>
<td>To learn about the out-of-school interests of children in your classes.</td>
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<tr>
<td>42.</td>
<td>To learn the socio-economic background of your students.</td>
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<tr>
<td>43.</td>
<td>To have some knowledge about the children in school who are not in your classes.</td>
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<td>44.</td>
<td>To meet the parents of the children under your charge.</td>
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<td>45.</td>
<td>To interpret the children's problems to their parents.</td>
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<td>46.</td>
<td>To learn the occupational plans of the children you direct.</td>
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<td>47.</td>
<td>To give occupational advice.</td>
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<tr>
<td>48.</td>
<td>To plan with parents for the future education of their children, using objective tests as a basis.</td>
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<td>49.</td>
<td>To interpret aptitude scores.</td>
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<td>50.</td>
<td>To interpret intelligence test scores.</td>
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<td>51.</td>
<td>To find out the social status of your students among their contemporaries.</td>
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<td>52.</td>
<td>To understand the attitudes of young people.</td>
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<td>53.</td>
<td>To locate and diagnose the specific weaknesses of children in your classes.</td>
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<td>54.</td>
<td>To determine the reasons behind maladjustment as you observe it in your pupils.</td>
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<td>55.</td>
<td>To know how the children in your classes are getting along in their other classes.</td>
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<td>56.</td>
<td>To intercede with another teacher on behalf of a pupil in whom you are interested.</td>
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<td>57.</td>
<td>To intercede with the administration on behalf of a pupil in whom you are interested.</td>
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<td>58.</td>
<td>To know what is going on in local child affairs outside the school.</td>
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59. To aid in the solution of problems of child delinquency; lack of recreational facilities, etc.

60. To understand the psychology of adolescents.

61. To give advice about children to other adults.

62. To cooperate with other adults in child community affairs.

63. To apply your knowledge of the physical facts of child growth, puberty, etc.

64. To know and be able to recognize the major problems of adolescence.

65. To find the answers to the aspects of child growth and development which confront you.

66. To deal with the causes of maladjustments of behavior.

67. To find out what children really like.

68. To make provision, in planning class materials and procedures, for childish likes and dislikes.

69. To utilize the psychology of learning as it applies to your subjects.

70. To make the subject matter that you teach seem worthwhile to your students.

71. To plan your work so that your classes are interesting.

72. To inspire the children to do voluntary work.

73. To teach so that your classes maintain a high average on competitive examinations.

74. To be fair.

75. To use visual aids.

76. To use diagnostic measures.

77. To use objective type tests.

78. To use essay type tests.

79. To teach for attitudes.

80. To be consistent in your philosophy of education.

81. To use graphic methods of presentation.
82. To avoid being a part of any faculty cliques.

83. To cooperate with other teachers.

84. To cooperate with the administration.

85. To make an effort to like the people of the community in which you teach.

86. To cope with school routine.

87. To keep the child in the foreground in the performance of your professional activities.

88. To be recognized out of school hours as being a teacher.

89. To be able to continue teaching regardless of salary.

90. To work for a Board of Education which expects its teachers to take additional graduate work.

91. To find your social contacts among groups other than teachers.

92. To have a detailed plan of study to follow.

93. To have the parents of your children compliment you on your teaching.

94. To have the parents of your pupils come to you for conference.

95. To be able to make a change of occupation.

96. To be able to carry out your own decisions even when community pressure or administrative policies might indicate another course.

97. To analyze the suggestions of children in an effort to learn more about their interests.

98. To establish yourself in a position of leadership among adolescents on your worth as a teacher rather than your authority as a teacher.

99. To bring together in a working system the things you know about children and your knowledge of subject matter.

100. To plan every class so that it provides a worthwhile educational experience for the children.
APPENDIX V

2. A STUDY OF BARRY BLACK
A Study of Barry Black

An Instrument for Instruction and Testing

by

JOHN E. HORROCKS
Assistant Professor of Psychology, Ohio State University

and

MAURICE E. TROYER
Director, Evaluation Service Center, Syracuse University

DIRECTIONS

This is a case study in three parts. After each section, questions appear which guide you in analyzing the case and appraising diagnostic and remedial suggestions on the basis of your knowledge of human growth and development. Read Part I first and appraise all of the statements that follow it BEFORE YOU READ PART II OR III. Then read Part II and record your responses to the statements BEFORE READING PART III. Read Part III and record your responses to the final series of statements.

PLACE ALL ANSWERS UPON THE ANSWER SHEET PROVIDED BY THE EXAMINER. While there is no time limit to the test, ninety minutes should be the maximum time necessary for careful analysis.

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PART I
INTRODUCTORY STATEMENT AND INFORMATION

At a YMCA-YWCA Skill Quest dance, Barry Black was dancing with Mae Adams when another boy attempted to cut in. Barry became angry and gave the boy a push which was returned. A fight ensued and the boys were sent home. Mr. Randall, the secretary in charge of the dance, decided to investigate the background of the incident as Barry, a regular YMCA member, had displayed aggressive behavior on other occasions.

Preliminary Information
For his files Mr. Randall made the following report:

Barry Black 15, has been a "Y" member for three years. His interests at the "Y" are swimming and gym. His attendance is regular.

Mr. Stone (boys' physical director) reports Barry as unpopular. In group activities he is loud, bossy, assertive, and most unco-operative. He tries to associate with boys a year or two older than himself. Despite his frequent attendance, Barry's co-ordination and timing are poor in the various physical activities.

Mr. Rice (boys' social secretary) tried to interest Barry in several of the "Y" clubs without success. He usually dropped out after a meeting or two. Special efforts had been made to get him to come to Skill Quest meetings, but until the night of the fight they were unavailing.

On May 19, Barry came into Mr. Rice's office and said that he would like to drop in on Skill Quest that evening "as there isn't anything better to do." (Skill Quest is a joint endeavor of the YMCA and YWCA. It has as its objective the promotion of social competence through a weekly program of social dancing for mixed groups.)

During the early part of the evening, he made no attempt to dance—merely stood around and watched. He even refused an invitation to dance from one of the girls on the entertainment committee. For a time he played a game of solitaire.

Suddenly he got up, and going over to one of the more popular girls at the party said, "Well, do you want to dance?" It was found that although he was awkward he could dance fairly well, and for the rest of the evening he did nothing else. Barry danced each time with a different girl, but did not seem popular with them. His attitude was rude and sullen. Finally, while dancing with Mae Adams, Pat Neal, one of the boys in Barry's gym class, attempted to cut in and it was then that the fight occurred.

The next day, Mr. Rice left word at the boys' desk that Barry was to come to his office. He did not come. About a week later, Mr. Rice went down to the gym class and asked him to stop in after he had finished his shower.

In order to establish rapport, Mr. Rice did not refer to the fight at first, but got Barry to discuss the things he liked to do. He talked about his activities at the "Y", his attendance at athletic contests and the movies, and his collection of movie stars' pictures. He did not appear interested in reading. Barry said that he had joined the scouts when he was 12 but "didn't care much for it." He got home too late to suit his father, who penalized him by refusing permission to go to scout meeting for as much as a month at a time. Eventually Barry did not bother to go to the meetings as he was afraid that "the fellows would laugh at me if they found out why I was absent."

Barry told Mr. Rice that he would like to go to the movies every day, but his father restricted his attendance to once a week. When he was home, he "just hung around" and listened to the radio. His favorite programs included popular dance music, comedy shows, and western adventure.

Barry has no job at present. He had a paper route for a time, but was kept after school so often that he was unable to deliver papers on time and so lost his job. His father gives him an allowance of 50 cents a week, and he occasionally earns extra money by odd jobs around the neighborhood. He has a bike but seldom uses it. One of his greatest ambitions is to learn to drive a car. It is a sore point with him that his father feels that he is too young to drive.

In answer to Mr. Rice's questions as to the reason for the fight, he assumed a defiant air and said, "Pat Neal pushed me and I'm not letting anyone push me around." Reminded that he did the first pushing, Barry became more defiant and said that Pat was one of those "smooth chislers" who had the girls falling all over him. Barry said he was not going to be left standing in the middle of the dance floor for everyone to laugh at. When Mr. Rice explained the etiquette of the occasion, Barry made no reply but began looking out the window and tapping his fingers. He interrupted Mr. Rice, saying that he had some work to do at home and would have to leave. As rapport was rapidly deteriorating, the conference ended.

Barry's physical condition as revealed by "Y" records and the family doctor is summarized as follows:

Teeth, heart, lungs, and blood pressure satisfactory. Hearing deficiency indicated by watch test. Vision, R 20/30, L 20/40. He owns glasses, but does not wear them except under parental pressure. Stammers under
stress. Pubescent at 13. Apparently uses headaches and indigestion as excuses to avoid various tasks at home and school. Eats adequate meals heavy in starch and proteins. Eats candy, etc., between meals. He has had the usual child diseases. The doctor reports nervousness, sleep walking, and enuresis until six or seven. Height 66", weight 145 lbs.

Barry is a tall, well-developed boy. His features are plain and irregular. Thick lips, blackheads, and skin eruptions give him an unprepossessing appearance. His eyes, watery and bloodshot, are set close together. He slicks down his hair with water and pomade. He seems never to sit still, but is constantly shuffling his feet or fidgeting in his chair.

**Part I**

**DIAGNOSIS**

**DO NOT TURN TO PART II until you have recorded your appraisal of the following statements on the answer sheet.**

**Directions:** In the exercises which follow, you are given an opportunity to analyze the case of Barry Black and to evaluate diagnostic suggestions in the light of your knowledge of human growth and development. On the answer sheet under **Diagnosis, Part I**, you will find five columns headed T, PT, N, PF, or F. Indicate your appraisal of each statement with an X in the appropriate column according to the following code:

- **T**—True. On the basis of the evidence supplied, this statement is definitely warranted.
- **PT**—Possibly True. On the basis of the evidence supplied, this statement is possibly true, although more complete information is needed.
- **N**—No Evidence. The evidence as presented gives no information that would indicate this assumption to be either true or false.
- **PF**—Possibly False. On the basis of the evidence given, this statement is possibly false, although more information is needed.
- **F**—False. This statement is contradicted by the evidence given.

1. Barry feels insecure, awkward, or inadequate in social situations.
2. He is reluctant to admit or accept his limitations.
3. He tends to lean heavily upon suggestions from others.
4. Barry is mentally inferior.
5. Barry is unduly sensitive to the opinions of others.
6. Barry lacks insight into his own reactions and relationships with others.
7. He is endeavoring to compensate for lack of prestige with peers.
8. Barry is struggling to emancipate himself from adult supervision.
9. Barry tends to seek refuge from reality by phantasy and daydreaming.
10. Social frustration by withdrawing behavior is one of Barry’s problems.
11. Awkwardness and lack of co-ordination is a temporary result of Barry’s accelerated growth patterns.
12. Barry is struggling to adjust himself to his definite heterosexual interests.
13. He is struggling to formulate a philosophy of life.
14. He is uninterested in finding acceptance in the eyes of the opposite sex.
15. Barry has difficulty in adapting to requirements when on unfamiliar ground.
16. A feeling of superiority is the basis of Barry’s actions.
17. Various techniques to gain social approval are being explored by Barry.
18. He is irritated by restraint or suggestion from others.
19. Barry is too self-centered to conform or get along readily with others.
20. Physiological immaturity is one of Barry’s difficulties.
21. He is embarrassed by his weight.
22. Barry is in reality anxious to please others.
23. An unwise diet is responsible for Barry’s skin condition.
24. Fundamentally Barry dislikes the “Y” and the people he meets there.
25. He deviates markedly in physical characteristics from most boys his age.
26. The attitude toward Mr. Rice was due to Barry’s reluctance to submit to adult authority.
27. Preoccupation with athletics is having an unwholesome effect on Barry’s personality.
28. Barry’s irritability is due to high basal metabolism characteristic of teen agers.
PART I

REMEDIAL

In the previous section, you considered possible causes for Barry's actions at the “Y” and at the dance. In this section, you will appraise the plausibility of certain remedial procedures. On the answer sheet under Remedial, Part I, you will find five columns headed:

VA—Very Advisable.
A—Advisable.
U—Undecided.
I—Inadvisable.
VI—Very Inadvisable.

Read each of the statements below and place a check mark in the appropriate column in accordance with your point of view.

1. Barry should be helped to obtain specific instruction in social techniques and etiquette.
2. He should be required to attend all future Skill Quest meetings and behave.
3. Refuse Barry the association with girls in his present state of mental organization.
4. His remaining a “Y” member should depend on attendance at non-gym activities.
5. Occasional association with boys a year or two older should not be discouraged.
6. Skill Quest is the sort of activity he needs.
7. He should be required to apologize publicly at the next Skill Quest meeting.
8. Place Barry on probation where his “Y” membership is concerned.
9. Since Barry wants to fight, send him down into the gym with a fairly good boxer.
10. Barry’s problem should be ignored from a remedial standpoint until more is known.
11. More evidence is needed before the chief factors in Barry’s case can be isolated with confidence.
12. Barry should be told that continued bossiness and loudness at the “Y” will no longer be tolerated.
13. Insist that he attend social activities even if he doesn’t want to.
14. Barry should not have been allowed to attend Skill Quest when he expressed the attitude that there was nothing better to do.
15. When Barry refused to dance at first, the chaperon should have made efforts immediately to get him to do so.
16. Mr. Rice should have been more severe with Barry in his office.
17. Barry should be restricted in his attendance at the movies to one night a week.

DO NOT READ PART II UNTIL ALL THE QUESTIONS FOLLOWING PART I ARE ANSWERED.

PART II

FURTHER INFORMATION

Mr. Randall next visited the Black home. His report follows:

Barry lives in a section of Harkness (pop. 18,000) inhabited by skilled craftsmen who take pride in their property. The Blacks live on the first floor of a two-story house. The house is plainly furnished for utility. A radio is the only musical instrument. There are few books. The family subscribes to Ladies Home Journal, Building Trades, and Saturday Evening Post. They have a recent model car.

John Black, Barry’s father, 52, high school graduate, has always lived in Harkness. As boss carpenter for the same firm for 20 years, he earns $3000.00 a year. His health is good, but he is usually tired when he gets home, and if he is not going out he insists that the whole family retire early. He has a violent temper and will “stand no nonsense” from the children. He is an Elk, likes to bowl, and go to baseball games.

Mr. Black feels that Barry is “loafing” in school and until this year administered monthly report card beatings. His opinion, opposed by Mrs. Black, is that since Barry is not doing well in school he should leave and get a job. Mr. Black had originally hoped to get a job for Barry in his own company, but he now says that Barry might better get a job elsewhere.

Mrs. Black 40, left high school in her second year to become a stenographer. Since her marriage, she has confined her duties to those of a housewife. Indulgent toward Barry, she says she hates to see him growing up so fast—“he was such a cute little boy.” She would like to see him become a business man. Although she feels that he is “not as smart” as his sisters, she wants him to graduate from high school and go to the local business school. She is disappointed that he is not doing well in school. She often intercedes with her husband for Barry, but she admits that he has “a temper like his father” and
17. He is struggling against overprotective attitude of mother.
18. Barry is a congenital liar.
19. Mother's tendency toward overprotection of Barry is a factor in his heterosexual relationships.
20. Barry depends emotionally on his mother.
21. Poor eyesight and hearing are factors in Barry's maladjustments.
22. The Marks boy exerts an unfavorable influence on Barry.

PART II
REMEDIAL

Answer each of the following remedial statements by placing a checkmark in the appropriate column on the answer sheet under Remedial, Part II. Symbols heading the columns are to be interpreted as follows:

VA—Very Advisable.
A—Advisable.
U—Undecided.
I—Inadvisable.
VI—Very Inadvisable.

1. Barry should be allowed more freedom in regard to bedtime.
2. This case should be referred to the juvenile delinquency authorities.

DO NOT READ PART III UNTIL ALL THE QUESTIONS FOLLOWING PART II ARE ANSWERED.

PART III
ADDITIONAL INFORMATION

Mr. Randall next visited Harkness High School where Barry was a sophomore. He collected the following information from the office records and from talks with the school staff.

HARKNESS HIGH SCHOOL
MONTHLY REPORT

Name: Barry Black Year: Soph. Home Room: 28

(75 passing) S O N D F M A M Av.
English 2 60 65 68 67 65 60 65
Algebra 65 50 40 dropped
Metal Shop 75 82 80 80 75 78 80
Soc. Sc. 2 80 76 81 82 80 82 80
Occupations 88 85 80 84 86 85 85
Physical Ed. B C C C A B B
Shop Math. 95 90 92

Miss Redwell, the principal's secretary, said that she usually has to speak to Barry several times when he is waiting to see the principal. He wants to get up and "swagger around" or talk to the people next to him "so that everyone can hear what he is saying." Barry's discipline record for the first semester included being sent to the principal's office seven times—twice for tardiness, once for truancy (he went hunting), once for impudence, once for whispering in study hall, once for jostling a girl in the corridor, and once for writing obscene remarks on the wall in the boys' toilet.

After being tardy 12 times during the first semester, Barry was called before the faculty tardiness committee. His excuses were: errand (2), overslept (5), "didn't realize it was so late" (2), bad weather (2), bike broke down (1). He was warned that continued tardiness would result in disciplinary action, but he has been tardy four times since the warning was issued.

HARKNESS INTER-SCHOOL TRANSFER
FROM Elem. No. 2
REASON Graduation
NAME Barry Black I.Q. 102-Binet TO High School
ADDRESS 102 Irion St. FATHER John Black
PHONE 3874-M

RECORD:

Good boy, well liked by teachers and pupils. Fair student, about 80 to 85 average. Reading difficulty which is improving. Vice-president of graduating class and a leader in school activities. Took part in school play in 8th grade and acted as a school monitor from 5th grade on. Won a prize in the county art contest in the 7th grade.
1. Barry feels insecure, awkward, or inadequate in social situations.
2. He is reluctant to admit or accept his limitations.
3. Barry is mentally inferior.
4. Barry is unduly sensitive to the opinions of others.
5. He lacks insight into own reactions and relationships with others.
6. Barry is endeavoring to compensate for lack of prestige with peers.
7. Barry is struggling to emancipate himself from adult supervision.
8. Refuge from reality by phantasy and daydreaming is one of Barry’s tendencies.
9. He is struggling to adjust himself to his definite heterosexual interests.
11. He is uninterested in finding acceptance in the eyes of the opposite sex.
12. Adaptation to requirements when on unfamiliar ground is difficult for Barry.
13. His actions stem from a feeling of superiority.
14. He is exploring various techniques to gain social approval.
15. Being self-centered Barry has difficulty in conforming or getting along readily with others.
16. He has pronounced feelings of intellectual inferiority.
17. Barry is mixing up social maladjustments with academic endeavor.
18. He is not willing to accept responsibility for doing things on his own initiative.
19. Barry feels that some of his teachers are his enemies and are “picking on” him.
20. The class reactions of Barry are partially due to the discipline methods of his teachers.
21. His class reactions are partially due to his heterosexual interests.

**PART III**

**REMEDIAL**

The following statements are proposals for remedial action. Place your answer for each statement in the appropriate column on the answer sheet under Remedial, Part III. The columns are headed by the following symbols: VA—Very Advisable, A—Advisable, U—Undecided, I—Inadvisable, VI—Very Inadvisable.

1. The principal should insist that he participate in social events involving both boys and girls.
2. In the school gym and at the Y arrangements should be made so that he takes part in athletic programs where his success is assured.
3. Arrange, in confidence, with a group of Barry’s peers to sponsor him socially.
4. Help him to realize and accept his limitations.
5. Give him an opportunity, under guidance, to evaluate his assets.
6. Barry’s parents should take him out of school as soon as possible.
7. A member of the school or Y staff should talk to Barry about replacing his solitary hobbies by more social ones.
8. Have him continue algebra until he passes.
10. Whenever Barry misbehaves in school, send him home immediately.
11. After-school detention should be eliminated as a device for disciplining Barry’s behavior.
12. The tardiness committee should resummon Barry and adopt a stricter attitude toward him.
13. Do nothing; let Barry work out his own problems.
14. The school should require that Barry attend selected extra-curricular activities.
15. Place him in classes where he would associate only with boys.
16. The school counsellor should insist that Barry make an occupational choice and plan his future.
17. Tactfully include him in heterosexual group activity in his class work.
18. Try to enlist his co-operation in diagnosing his school and social difficulties.
19. Refer the case to a committee consisting of Miss Delehan, Miss Cutali, and Mrs. Kingston.
20. Mr. Randall, or some other interested adult, should assume a counseling relationship with Barry.
APPENDIX V

3. A STUDY OF CONNIE CASEY
A Study of Connie Casey

An Instrument for Instruction and Testing

by

JOHN E. HORROCKS
Assistant Professor of Psychology, Ohio State University

and

MAURICE E. TROYER
Director, Evaluating Service Center, Syracuse University

DIRECTIONS

This is a case study in three parts. After each section, questions appear which guide you in analyzing the case and appraising diagnostic and remedial suggestions on the basis of your knowledge of human growth and development. Read Part I first and appraise all of the statements that follow it BEFORE YOU READ PART II OR III. Then read Part II and record your responses to the statements BEFORE READING PART III. Read Part III and record your responses to the final series of statements.

PLACE ALL ANSWERS UPON THE ANSWER SHEET PROVIDED BY THE EXAMINER. While there is no time limit to the test, ninety minutes should be the maximum time necessary for careful analysis.
Connie Casey had been absent for two days in May, and her homeroom teacher accused Connie of forging her excuse. Connie finally admitted that she had written the excuse, but said it was none of the teacher's business. She was sent to the principal's office.

In the office, Connie tearfully admitted having been truant the first day in order to see a movie and go window shopping. The second day she took her lunch to the park and spent the day reading and at the zoo.

This was Connie's first truancy, and she was very much afraid that her parents would find out about it. When asked why she was truant she burst into tears and said she didn't know—she just didn't feel like coming to school, but didn't know why.

Office records indicate that Connie is 17 and of Irish-Italian ancestry. She entered Hendley High School at the beginning of her sophomore year from Mayles Central School, located in a community of 150 about 250 miles from Hendley (population 120,000). Her record at Mayles where she attended 7th, 8th, and 9th grades, reported uniformly excellent work, average 96, but an excessive absence record, the reason given usually being that she had to help her mother or that she was ill. At Mayles, her extra-curricular record consisted of a comparatively non-active membership in the 4-H and sewing clubs. The principal reported her as well liked by the teachers and students, but quiet, reserved, and not too friendly. A Binet given in September indicated her I.Q. to be 142.

Previous to entering the seventh grade, Connie went to school in Haleyville (population 28,000) where her scholastic record was excellent. At Haleyville she skipped a grade, but the time she gained was lost at the end of the fifth grade when she was absent an entire school year with complications resulting from an attack of scarlet fever. Connie was popular with faculty and students, and on several occasions took part in plays and speaking programs. She won a 4-H state prize in a sewing competition and was president of the Young History Seekers Club in the fifth grade.

At Hendley, she is taking a college entrance course. Her sophomore average was 94, her junior average 95. In her senior year, her average through April is English IV, 97; Latin III, 91; American History, 97; Chemistry, 90; French II, 95; and Physical Education, F.

On a Binet (March), she received 138. Her discipline record consists of having been sent to the office seven times in two years by her gym teacher for being absent from gym without an excuse. The principal has talked to Connie about gym absences, but she always bursts into tears and claims that she really forgot it was gym day.

Once in Connie's junior year, she was suspected of stealing books from the library, but it was never generally known among the teachers as it was only a case of reasonable suspicion without actual proof. The librarian and Connie's homeroom teacher were detailed to keep watch, but observed nothing further.

Connie's office health record indicates her weight as 106 pounds, her height as 66 inches. Her vision is, right 20/20; left 20/30. She does not wear glasses. Her teeth need cleaning and she has eight cavities. Her hearing and speech are normal, her co-ordination is good. As a child, she had scarlet fever, measles, and whooping cough. She is subject to frequent colds. The doctor reports that her tonsils and adenoids should be removed.

The school nurse reports that Connie is a "finicky" eater. For breakfast, Connie usually has bread and tea, for lunch soup and crackers or a sandwich. For dinner, she eats whatever her family does, but she tends to eat very small portions, avoiding particularly proteins. Connie claims that most foods disagree with her—except for small portions, avoiding particularly proteins. Connie claims that most foods disagree with her except apples, bread, and tea. She is willing to eat any food in small quantities, particularly at night when she is studying.

The visiting teacher's report stated that Connie's growth rate accelerated at 14, she was pubescent at 15, and she has not grown to any extent since she was 15. Mrs. Casey had unusual difficulty at Connie's birth which was premature. The mother was confined to bed for a number of months after the birth. As a child, Connie tended to be sickly and delicate. At present, her sleep is irregular, and she complains of insomnia. She generally goes to bed about 11:30 and gets up at 7:00 to help her mother prepare breakfast. Connie says she dreads winter because it seems as though she gets her first cold in the fall and it continues right through to the spring.

**Part I**

**INTRODUCTORY STATEMENT AND INFORMATION**

**DIAGNOSIS**

DO NOT TURN TO PART II until you have recorded your appraisal of the following statements on the answer sheet.

*Directions:* On the answer sheet under *Diagnosis*, *Part I*, appraise each of the statements below in the light of your knowledge of human growth and development.
9. The principal did a wise thing in hushing up the suspicion of stealing books.
10. The principal at Mayles should have tried to find the reason for the discrepancy in Connie's social activities in his school and the school at Haleyville.
11. Another intelligence test should be administered to find out which of the two previous tests was accurate.
12. On the basis of information already available, it would appear wise to return Connie to a rural school if it could be arranged.
13. Since this was her first truancy, nothing further should be done or said about it unless the truancy reoccurs.

DO NOT READ PART II UNTIL ALL THE QUESTIONS FOLLOWING PART I ARE ANSWERED.

PART II

FURTHER INFORMATION

The principal, after consulting the school records, felt that his next move should be to consult with Connie's teachers to get their impressions of Connie.

Mrs. Becker (English) reports Connie as a "lovely, earnest girl of fine character." She says that Connie is a hard worker who does excellent work in literature, and fine precise work in composition. Mrs. Becker is convinced that Connie will make a big mistake if she does not become a professional novelist and has urged her on many occasions to consider such a life career. Mrs. Becker sees Connie as a very popular girl and a "natural born leader." She thinks that boys tend to like Connie too much for her own good, but thinks that Connie knows "how to keep them in their place." Mrs. Becker is concerned because she does not think that Connie has good taste in clothes, but dropped the subject with her after she became sullen and "would not recite in class for several days." She thinks, on the whole, that Connie is a "nice quiet girl who always pays attention, and if she is not reciting one would never know she is in class." Mrs. Becker says that Connie likes to come into her room when class isn't meeting and sits quietly in one of the rear seats reading. She frequently cites this habit of Connie's to other faculty members as ideal behavior and proof of Connie's "fine, intellectual interests."

Miss O'Neill (Latin) praises Connie as a steady, conscientious worker, but "not a brilliant student." She thinks that Connie is a "lovely girl" and has asked her to come to her apartment several times (she often invites the more personable people in her classes) but Connie has always refused, saying that she feels too tired at night to go out and that she has many chores and much studying to do at home.

Miss Kulack (History and homeroom) feels that Connie is "a fine student who is always willing to cooperate and take a leading part in history class," although her manner is often listless and "unless one knew her well one would suspect that she is uninterested in what is going on around her." She notes that Connie is quite pale, but thinks that is "nice because it goes so well with her red hair and fine features." Miss Kulack reports that Connie is forever doing extra work and written projects. She speaks particularly highly of a play that Connie wrote for the history department school assembly, but is disappointed because Connie did not show up regularly for the rehearsals. She has been urging Connie to take part in the American Legion public speaking contest, but Connie claims that she has to make up her chemistry laboratory experiments.

Miss Kulack was surprised this year in homeroom to find that Connie was often tardy and did not seem at all interested in the homeroom programs which in the girl's senior year concentrate on personal appearance, beautifying the home, and etiquette. Despite her lack of interest, the homeroom, at Miss Kulack's suggestion, elected Connie as its secretary, and she has been faithfully keeping notes of the meetings and programs. Miss Kulack was shocked at the forged excuse episode and is at a loss to explain Connie's attitude toward her.

Mr. Finla (Chemistry) reports Connie as a good but uninterested student. He feels that girls usually do not care for science and is not surprised at Connie's lack of interest. He is rather incensed at her, however, because he suspects her of daydreaming in class, and on two occasions she has fallen asleep. He feels that like most modern girls she probably is allowed too much social life. "She is too popular with the boys." He notes that her laboratory record is poor and feels that if she is not consistently watched in laboratory she will just sit and daydream. However, she does well on tests and so, Mr. Finla gives her "a good mark."

Miss Harty (French) thinks that Connie is "a nice youngster but without too much personality," although "she seems popular with the other students and does satisfactory work." Miss Harty has talked to Connie about the possibility of becoming a teacher, but says that Connie "does not seem interested in talking about herself." She has no success in getting Connie to take part in "Le Coin Francaise" or in the annual French play.

Miss Ziegler (gym) reports that Connie is not interested in exercise or sports. "She is forever offering excuses as to why she can't take gym when she is supposed to." Connie's excuses are usually that she has forgotten her gym clothes, can't find the key to her locker, does not feel well, or is too tired. On a number
of occasions, Connie has skipped gym and each time Miss Ziegler has found her in the library. Her excuse is always that she forgot it was gym day. Miss Ziegler reports her posture as poor and suggests that she needs more physical exercise.

The guidance counselor (Miss Afton) reports that Connie does not have many clothes and that what she does have are plain and quite inexpensive. Miss Afton says that Connie is very popular, especially among the boys, but refuses dates and will not join school clubs. Miss Afton talked to her about her unwillingness to join in social activities, but Connie says that she can not waste her time that way. Miss Afton suggested that Connie take dancing lessons in the gym noon hour club, but Connie says that her mother prefers to have her come home at noon hour.

When occupations were discussed with Connie, she said that she wants to be a journalist and after graduation from college is going to New York City and get a job as reporter on a newspaper. She is not sure yet as to where she wants to go to college, but thinks she would like to go to a southern co-educational university. She asked Miss Afton not to discuss the matter with Mrs. Becker as Mrs. Becker wants her to go to her own school, an eastern woman's college, and to become a novelist. She does not want to hurt Mrs. Becker's feelings by her non-acceptance of Mrs. Becker's plans. When asked, Connie was entirely ignorant of the cost of a college education and did not seem interested in being told. When Miss Afton suggested that the expense would be considerable, Connie shrugged her shoulders and said that she would find a way.

Of late (the past month) Connie has been having a series of migraine headaches. She told Miss Afton that she is not sleeping as well as usual and is becoming more and more cross and irritable. Connie told Miss Afton that she worries about her marks because she is afraid that her averages may go down. She is finding it very difficult to study.

**PART II**

**DIAGNOSIS**

In the light of all of the information that has been given in Part I and Part II, place your answer for each statement in the appropriate column on the answer sheet under Diagnosis, Part II.

- **T**—True; **PT**—Possibly True; **N**—No Evidence; **PF**—Possibly False; **F**—False.

1. Connie lacks sufficient vitality to have many social relationships.
2. Connie's chief problem centers around emotional instability.
3. Connie is the kind of person who seeks self-justification through blaming others or untoward circumstances.
4. A major factor in Connie's case is her desire to gain prestige through success in academic subjects.
5. Connie is essentially a girl who is adjusting to her environment by withdrawing from reality.
6. Connie lacks the energy to keep up with a full curricular program.
7. Connie likes reading as a recreation because it does not require any physical exertion.
8. Connie lacks social adequacy and adaptability.
9. Connie's difficulties are due in considerable part to feelings of inferiority and inadequacy.
10. Connie displays an unusual dependence upon external authority as a guide to her conduct.
11. Connie is unused to making a careful, unemotional analysis of her own behavior patterns and motives and hence lacks understanding of herself.
12. Connie has developed the habit of feigning illness, headaches, or nervousness as a means of dodging unpleasant school tasks.
13. Connie is more than usually self-conscious and sensitive for a girl her age.
14. Connie is laboring under excessive feelings of guilt.
15. Connie's health is a factor in her dislike of gym.
16. Connie has definite feelings of insecurity.
17. Connie tends to seek self-justification through comparison with conspicuously inferior acquaintances.
18. Where Connie is concerned, the emotions more or less appropriate to adulthood are failing to develop or tending to become warped or retarded in their development.
19. Connie's chief problem centers around her home situation, complicated by poor health.
20. A reason for Connie's reluctance to join school clubs is that she is afraid she will not be able to keep up with them financially.
21. Connie spends too much time reading because it appeals to her intellectual interests and represents an escape from reality.
22. Connie is refusing to face the cost of a college education because she would find it too discouraging if presented with actual costs.
23. Connie does not join in extra-curricular activities because she lacks interest.
24. Connie's antipathy toward gym may be traced to her dislike of the gym teacher.
25. Connie is attempting to find compensation for feelings of inferiority by earning good marks.
26. Connie is unduly sensitive about her clothing.
27. Connie’s unwillingness to participate in gym is due to her lack of success in team games and her unwillingness to be unfavorably compared with less bright girls.

28. Connie’s teachers tend to overwork her.

29. Connie is displaying an adolescent girl’s natural decrease in interest in the physical activity of organized games.

30. Connie’s lack of interest in gym is due to the fact that she is not interested in strenuous single sex games.

31. Connie is having increasing difficulty in studying because she is unwell.

**Part II**

**REMEDIAL**

Answer each of the following remedial statements by placing a checkmark in the appropriate column on the answer sheet under Part II, Remedial. Symbols heading the columns are to be interpreted as follows: SA—Strongly Agree; A(R)—Agree, but with Reservations; U—Undecided; D (R)—Disagree, but with Reservations; SD—Strongly Disagree.

1. A face to face counseling situation by some competent person is essential for Connie.

2. More important than any other source of information about Connie would have been a conference with the girl to see how she felt about the situation.

3. Mrs. Becker's action in trying to persuade Connie about her vocational future was the best thing to have done in view of the information available to Mrs. Becker.

4. Mrs. Becker was wise to drop the subject of Connie’s clothing when she noted the girl's unwillingness to discuss the subject.

5. Connie's habit of reading in Mrs. Becker's room should tactfully be discouraged since it appears to interfere with her social relations with the other children.

6. Miss O'Neill should press Connie about coming to her apartment—asking her often and trying to get her to tell her real reason for refusing each time.

7. Miss Kulack should try to persuade Connie to accept the point of view that so much extra work and written projects are unnecessary.

8. Since Connie is willing to do extra work and assuming that she is a superior student, it is proper for the teachers to expect her to do extra work and accept extra responsibilities.

9. Miss Kulack should have made an issue of Connie's non-appearance at rehearsals on the grounds that she must learn to accept responsibility.

10. Gym requirements could well be waived or modified in Connie’s case in view of the circumstances.

11. It is a mistake for Mr. Finla to give Connie “good marks” in chemistry for tests if he feels that her interest, attitude, and laboratory work are unsatisfactory.

12. Connie’s teachers should make an effort whenever possible to include her on committees, etc., where there are both boys and girls.

13. Miss Afton should continue to make an effort to interest Connie in social activities.

14. The guidance teacher should explain to Connie the impracticability of her vocational plans.

**DO NOT READ PART III UNTIL ALL THE QUESTIONS FOLLOWING PART II ARE ANSWERED.**

**Part III**

**ADDITIONAL INFORMATION**

After talking with the teachers, the principal sent a visiting teacher to Connie's home to gather additional information.

Mr. Casey, age 50, a non-citizen, arrived in the United States when he was 19. He had left school to go to work at 12 and his occupation in this country has been a long series of laboring jobs. When Connie entered the seventh grade, the family moved to a farm outside Mayles where Mr. Casey was to work on shares. The venture was unsuccessful (poor soil and Mr. Casey’s lack of interest) and the family moved to Hendley where Mr. Casey secured a job as porter in a downtown hotel. Mr. Casey is an overweight, powerfully built man, an immoderate drinker, and quite devoted to his family. He has a violent temper which is apt to flare up at frequent intervals, but is soon over. When in a rage, he is apt to beat the children severely for minor infractions, but is immediately sorry. At 17, Connie is still subject “to the back of my hand,” as he puts it.

He is very proud of Connie, and hopes that she will be a teacher and “show the people around here where they get off at.” On the other hand, he believes that when Connie graduates from high school she will have enough schooling. As he sees it, too much schooling is apt to “befuddle.” He is particularly opposed to her going out with the boys in the neighborhood because he feels that “they do not amount to much.” He can’t understand, however, why she does not bring some of the “nice fellows she meets at the high school” home with her once in a while.
The family has a hard time getting along on Mr. Casey's $22.50 a week and what odd sums they can scrape together from other sources. They have been on and off relief for a great many years. Mr. Casey himself is erratic and not too conscientious as a worker. It is difficult for him to see into the future and he tends to "let tomorrow take care of itself."

Connie's mother is the daughter of an Italian immigrant. She has pernicious anemia, and complains of being continually tired. She left school at the end of the eighth grade, and other than church, has no interests outside the home. She attends church regularly every day in the week unless she is ill, and insists that the family observe all the obligations of her faith. Mrs. Casey is highly emotional, often hysterical when opposed, and feels that the children are an "awful care." She also feels that they are not much help—that when she was a girl "kids were supposed to do plenty around the house." She feels that she has a weak heart and uses this as an often-mentioned excuse for doing as little as possible about the house. Frequently when things are not going as she wants them to, she will have "an attack" and will go to bed. Her symptoms intrigue her and she is never tired of talking about them.

She feels that Connie is receiving too much education and thinks that Connie "feels above her parents who brought her into the world." Mrs. Casey believes that Connie ought to get married and raise a family and until then she should stay at home and help—"this education ain't no good for a girl."

There are six children in the family, Connie, Francis (15), Mary (12), Joseph (10), Agnes (8), and Angelina (4). They are all in school except Angelina. On the whole they are a quarrelsome, noisy family, with little, if any, regard for each other's wishes. Francis (eighth grade, I.Q. 95), hates school and intends to leave as soon as he is 16, the legal age for leaving. He dislikes Connie, who is always being pointed out to him as an example by Mr. Casey. He has a delinquency record that goes back several years and has to report to the probation officer twice a week. Mary and Joseph are doing average work in school. Agnes is repeating the second grade.

Culturally the home is barren. There are no books other than the children's school books and only occasional magazines picked up in one place or another. The mother says she doesn't have time to read and the father claims that he never "was no good at reading and figuring." The home is unattractive. It is located in one of the poorest neighborhoods in the community, near the out-skirts of the city on an unpaved street opposite the railroad tracks. The city dump is located only 2 blocks away and most of the heavy industry of Hendley is within a radius of a mile or two. The house itself is a ramshackle two story building badly in need of repairs. It has never been painted and is quite old. The front yard is cluttered with junk, a goat grazes at the side of the house, and there are chicken coops at the rear.

Most of the housework and cooking is done by Mrs. Casey amid the complaints and lamentations of her mother as to how hard it is to have Connie in school all day. Connie shares a room with her three sisters. There are two beds in the room and no carpets on the floor.

Mr. Casey and Francis are at home as little as possible, Francis playing ball or "just hanging around with the gang," and Mr. Casey at the local saloon and poolroom or at the club rooms of the American-Irish Society.

Connie, though popular and well liked by the students at school, has only one close girl friend, Marietta Lloyd, a much poorer student than Connie, but coming from a much better socio-economic background. Connie helps Marietta with her assignments and they generally sit next to each other in study halls and classes, and they are usually seen together in the corridors at school. Marietta has asked Connie to stay over night with her and to come to her house on other occasions, but Connie always offers an excuse as to why she is unable to go. Marietta has never been invited to Connie's. In so far as is known, Connie has only had two dates—one to a school basketball game and one to an afternoon coke party. On both occasions, she has refused to allow the boy to take her home. On the occasion of the basketball game, the boy apparently insisted that he take her home and after a quarrel Connie left him. Since then, she has consistently refused the many offers of dates that are made to her.

Connie has no friends in her neighborhood and appears to have few recreational interests. While in Mayles, she was interested in singing and sewing, but seems to have lost interest, although she told Miss Afton that she has to do all the family's sewing and mending. Her chief recreation is reading—mostly books recommended by Mrs. Becker and secured from the school library. She seldom takes the books home, however. There are few facilities in the Casey home for reading or studying and in any case it is noisy and the mother has "other things for Connie to do."

**PART III**

**DIAGNOSIS**

No further information about Connie Casey will be supplied. In the light of information from the total case study, place your answer for each statement in the appropriate column on the answer sheet under **Diagnosis, Part III.**

*T*—True; *PT*—Possibly True; *N*—No Evidence;
**PF**—Possibly False; **F**—False.

1. Connie lacks sufficient vitality to have many social relationships.
2. Connie's chief problem centers around emotional instability.
3. Connie is the kind of person who seeks self-justification through blaming others or untoward circumstances.
4. A major factor in Connie's case is her desire to gain prestige through success in academic subjects.
5. Connie is essentially a girl who is adjusting to her environment by withdrawing from reality.
6. Connie lacks the energy to keep up with a full curricular program.
7. Connie likes reading as a recreation because it does not require any physical exertion.
8. Connie lacks social adequacy and adaptability.
9. Connie's difficulties are due in considerable part to feelings of inferiority and inadequacy.
10. Connie displays an unusual dependence upon external authority as a guide to her conduct.
11. Connie is unused to making a careful, unemotional analysis of her own behavior patterns and motives and hence lacks understanding of herself.
12. Connie has developed the habit of feigning illness, headaches, or nervousness as a means of dodging unpleasant school tasks.
13. Connie's lack of interest in boys may be due to her interest in more sophisticated social activities than the boys of her high school are capable of or interested in.
14. Connie tends to seek self-justification through comparison with conspicuously inferior acquaintances.
15. Connie is a highly nervous, neurotic individual.
16. Connie refuses to go out with boys because she has yet to develop heterosexual interests.
17. Connie does not become intimate with the people in her own neighborhood because she feels genuinely superior to them.
18. Connie's lack of social adequacy may be traced to overprotection by her mother.
19. Connie's lack of close friends among the girls is due to the fact that she is so popular with the boys.
20. Connie has too much work to do at home and too little appreciation.
21. Connie's hesitation about going out with boys is the usual disdainful reaction of girls her age toward boys their own age.
22. Mrs. Casey's illness is an underlying cause for worrying on Connie's part.

**PART III**

**REMEDIAL**

The following statements are proposals for remedial action. Place your answer for each statement in the appropriate column on the answer sheet under Remedial, Part III. The columns are headed by the following symbols:

- **V A**—Very Advisable;
- **A**—Advisable;
- **U**—Undecided;
- **I**—Inadvisable;
- **VI**—Very Inadvisable.

1. Enlist the co-operation of a group of boys and girls in Connie's school to make it their responsibility to systematically endeavor to get Connie to participate in their social activities.
2. Arrange for Connie (through a charitable organization) to spend her weekends in some psychologically desirable home in the community.
3. The school or some other agency should talk with Connie's parents, explain her difficulties, and try to work out with them some more desirable course of action.
4. A part time job should be secured for Connie so that she will have some measure of financial independence.
5. The school authorities or other interested adults should encourage Connie to accept and adjust to her home situation as it is.
6. The faculty of the school should adopt stern measures if necessary to get Connie to conform to the accepted pattern of extra-class activities on the assumption that participation would be good for her.
7. The guidance officer should try to get Connie to accept some of the dates that are offered to her.
8. By legal action, if necessary, remove Connie from her present home, placing her in a foster home.
9. Encourage Connie to leave school and take a job, thus establishing partial independence of the home situation.
10. Under the assumption that Connie's schedule is too heavy, the principal should request her to carry fewer subjects and take an extra term to complete school.
11. Connie's problems are such that they should be referred to outside non-school agencies such as the City Children's Bureau, etc.
12. An interested civic group should be persuaded to pay Connie's expenses at a good low-priced college on a loan basis.
APPENDIX V

4. A STUDY OF SAM SMITH
A Study of Sam Smith

An Instrument for Instruction and Testing

by

JOHN E. HORROCKS
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and

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DIRECTIONS

This is a case study in three parts. After each section, questions appear which guide you in analyzing the case and appraising diagnostic and remedial suggestions on the basis of your knowledge of human growth and developments. Read Part I first and appraise all of the statements that follow it BEFORE YOU READ PART II OR III. Then read Part II and record your responses to the statements BEFORE READING PART III. Read Part III and record your responses to the final series of statements.

PLACE ALL ANSWERS UPON THE ANSWER SHEET PROVIDED BY THE EXAMINER. DO NOT MARK OR DEFACE THIS BOOKLET. While there is no time limit to the test, ninety minutes should be the maximum time necessary for careful analysis.
All semester Sam Smith had been inattentive in Miss Lefkin's English class. He threw spitballs, teased the other pupils, shuffled his feet, and laughed raucously at minor incidents. He seemed to accomplish nothing, so Miss Lefkin decided to make a thorough study of Sam. She knew he was 13 years old, in grade 7A, and ranked at the 30th percentile on the International Intelligence Test. Her first approach was to talk to his other teachers.

Mrs. Freedland (homeroom) said that Sam is unmanageable. His desk is untidy; he refuses to keep quiet, throws spitballs, and is frequently tardy. He will not listen to advice. When Mrs. Freedland tried to keep Sam after school, she found him on permanent detention, and ordered him to report to the homeroom 5 minutes early at morning and noon, but he hasn't appeared so far.

Mr. Bloss (geography) sees Sam as a difficult boy to deal with. His average is 20, and he doesn't appear interested, although he did seem to like geography during September and October. Sam refuses to hand in work. His excuses include "too busy," "did not feel like it," "had to do English," and "forgot." Mr. Bloss told Sam that he must stay after school two nights a week until he improved. After one session, Sam stayed away and merely shrugged his shoulders when reprimanded about his non-appearance. He was sent to detention until he would apologize to Mr. Bloss. When he did not appear in detention he was taken to the principal. Sam's attitude was defiant, and he refused to stay or apologize. His father was called in and told that Sam must go to detention or be expelled. Mr. Smith gave Sam a trouncing and since then Sam has been going to detention. This has been going on for three weeks, but Sam has still to do his geography assignments. The principal proposed that Sam drop geography, but Mr. Bloss refused because he feels that Sam would be "getting away with something." At present, Sam has to sit erect in a rear seat of the classroom. Mr. Bloss ignores him. Sam has been told that he is not considered a regular member of the class and is going to fail.

Miss Haley (arithmetic) reports Sam's average as 50. She feels that faulty training in fundamentals has made him incapable of meeting 7th grade requirements, but since Sam is in her class she is trying to make the best of it and gives him special problems and remedial instruction. She thinks another year of remedial instruction is necessary before he will be able to do 7th grade work. Miss Haley says Sam is willing and has offered no discipline problem since the first month of school, but he was hard to control at first.

Sam's average in Miss Doubleday's art class is 80. She says he is a nice boy, agreeable and co-operative but not good at art. He doesn't try very hard, but Miss Doubleday gives him good marks because she feels that he deserves something for cheerfully helping her to keep the room clean and allowing himself to be used as a model for the class to draw from. The other day when Sam was asked to get up on the table so the class could draw him, he said, "Yeah, me with the difficult puss," but climbed up patiently. He has charge of keeping the art materials in their proper cabinets and likes particularly to help with the bulletin board. One day after a particularly trying session in her study hall, Miss Doubleday overheard Sam saying to a group of boys in the corridor, "If you guys don't lay off Miss Doubleday I'll knock your blocks off."

Mr. Dietz (gym) says that Sam likes gym classes, although he is always out of step in marching drill, last out of the showers, and the fellow who drops the dumbbells during exercise period. Mr. Dietz says that while Sam is not quarrelsome, he can take care of himself and for that reason even the older boys look up to him. Sam has helped Mr. Dietz work on his lawn and garden, where he carefully did what he was told. Mr. Dietz feels that Sam is a cheerful, agreeable boy, though sometimes stubborn. Sam wanted to come out for baseball and is disappointed that he is not allowed to because he is on probation for poor marks and conduct.

Miss Peaslee (library) refuses to allow Sam in the library because "he makes so much noise, and won't do anything but look at magazines." She suspects that he "smokes in the boys' toilet."

Sam, a nicely proportioned boy, is 5 feet tall and weighs 112. The irregular contour of his face does not improve his appearance. Miss Doubleday says that his is the most lopsided face she had ever seen. He is stub-nosed, wide-lipped, and heavily freckled. His unruly brown hair is close cropped and thick. His teeth are irregular and widely spaced.
PART I
DIAGNOSIS

In the following exercises, you have an opportunity to analyze the case of Sam Smith and to evaluate diagnostic suggestions on the basis of your knowledge of human growth and development. On the answer sheet under Diagnosis, Part I, there are five columns headed T, PT, N, PF, and F. Indicate your appraisal of each statement below with an X in the appropriate column according to the following code:

T—True. On the basis of the evidence supplied, this statement is definitely warranted.

PT—Possibly True. On the basis of the evidence supplied, this statement is possibly true, although more complete information is needed.

N—No Evidence. The evidence as presented gives no information that would indicate this statement to be either true or false.

PF—Possibly False. On the basis of the evidence given, this statement is possibly false, although more complete information is needed.

F—False. This statement is fully contradicted by the evidence given.

1. Sam is seeking compensation in other lines for academic failure.
2. Sam feels the need of an opportunity to make his own plans and decisions.
3. He feels insecure in social situations.
4. Sam is painfully self-conscious of his personal appearance.
5. Sam is compensating for lack of school success by retreating from reality.
6. Sam is in revolt against adult compulsion.
7. He is unable to judge values, especially between immediate and deferred satisfactions.
8. He has lost self-respect due to failure in so many areas.
9. His behavior represents an effort to gain status among his peers.
10. Sam lacks security in some aspects of his non-school life.
11. He is overprotected and spoiled at home.
12. Loud talk and behavior represent habit rather than maladjustment with Sam.
13. A limited mentality is a basic difficulty with Sam.
14. Sam's is a case of heterosexual maladjustment.
15. Sam is only imitating bad habits of his immediate associates.
16. He is emotionally overwrought due to school experiences.
17. Sam lacks initiative.
18. He feels a need for sympathetic interest from teachers.
19. School tasks are not difficult enough to challenge Sam's serious attention.
20. Sam is a wilful youngster trying out his teachers.
21. His offer to defend Miss Doubleday was "showing off."
22. A great deal of his misbehavior rests on personal resentment against certain teachers.
23. Sam lacks good physical coordination.
24. A cause of Sam's misbehavior is inconsistent discipline by his teachers.
25. Mr. Dietz's experience indicates that Sam is a problem only in school.
26. Sam feels he can "get away with anything" due to so little punishment.
27. School work has not been planned for Sam on his level of ability.
28. Inefficient methods of study are an important factor in this case.

PART I
REMEDIAL

In the previous section, you considered possible causes for Sam's behavior. In this section, you will appraise the plausibility of certain remedial procedures. On the answer sheet under Remedial, Part I, you will find five columns headed:

VA—Very Advisable.
A—Advisable.
U—Undecided.
I—Inadvisable.
VI—Very Inadvisable.

Read each of the following statements and place a check mark in the appropriate column in accordance with your point of view.

1. Miss Halcy should continue her individual help with Sam.
2. Each teacher should simply tell Sam to stop or keep quiet each time he misbehaves.

3. Staying after school as a punishment when Sam misbehaves is a wise requirement.

4. On the basis of conduct, Sam should be failed and be required to repeat until he improves.

5. Reduce Sam's academic load so that he may have greater participation in extra-curricular activities.

6. Explain to Sam that he will never graduate with such conduct.

7. Mr. Bloss should be supported in his position about not allowing Sam to drop geography.

8. Sam should be demoted to a lower grade in arithmetic.

9. An effort should be made to work out some understanding with Sam through a conference.

10. Reward Sam for various degrees of being good on a pre-determined basis.

11. The principal should intercede with Mr. Bloss about the nightly detention.

12. Appeal to Sam for sympathy and explain that he is making life very difficult.

13. Ignore Sam's behavior as something that is neither extraordinary nor annoying in a boy of his age.

14. Mr. Dietz should continue his association with Sam after school hours.

15. Give Sam extra work to do every time he misbehaves.

16. Mrs. Freedland should insist that Sam should be made to report 5 minutes early since she told him to do so.

DO NOT READ PART II UNTIL ALL THE QUESTIONS FOLLOWING PART I ARE ANSWERED.

PART II

FURTHER INFORMATION

Mr. Cross, the principal, believes that Sam is a "bad case who is headed for the juvenile court." He would like to expel Sam, but hesitates because Sam's father is influential in the town. Mr. Cross says that he has tried everything with Sam—called him down, pleaded with him, made him sit in the office with his face to the wall, used corporal punishment, called in Sam's parents, and probation. "Sam is truant, impudent, and a bad influence." Mr. Cross suspects Sam of a number of cases of mischief that have happened about school—marking up corridor walls, rolling marbles down the aisles in study hall, dropping a stink bomb in assembly, throwing a dictionary down the stairwell, inking a mustache on the statue of Minerva, etc. Mr. Cross has written to Sam's mother asking her to come to school to talk over Sam's case, but she phoned to say that she was too busy and had no time to bother with his school troubles. Sam is at present on probation. He is not allowed to take part in extra-curricular activities and must be out of the building immediately after school, unless he is being kept in. Earlier in the year, Sam was summoned before the faculty for being truant, but Mr. Cross felt that nothing was achieved as Sam confined himself to saying "I don't know."

Mr. Hale (truant officer) says that Sam doesn't use any finesse in his truancy; it is always easy to catch him. He is "just like a sitting duck." When truant, Sam can always be found at the park watching the gardeners work, at Hollis' pool parlor, or at the swimming hole on the river. At Mr. Cross' request, Mr. Hale brought a report from Sam's former teachers at elementary school. The consensus of opinion was that Sam was a very nice little boy, who caused no trouble to speak of until the 5th grade when he began to be a disciplinary problem. He had to repeat the 6th grade. He became so difficult to handle during his second year in the 6th grade, that they were glad to see him go on to Junior High. In elementary school, his difficulties centered around reading, grammar, and arithmetic.

The school nurse reported that Sam has an eight decibel hearing loss in the right ear and a six decibel loss in the left (Western Electric Pure Tone Audiometer). At Miss Lefkin's request, she administered the Stanford-Binet and on this his I.Q. was 80. She said that his health appears excellent.

Mr. Cannery (guidance) says Sam is vague about his occupational future, except that he wants to leave school. His father wants him to go to college, but Sam thinks he would rather be a professional boxer or baseball player, or possibly a farmer. Mr. Cannery feels that Sam is completely unreasonable.

Miss Lefkin and Mr. Cannery administered the Bernreuter Personality Inventory to Sam. The results seemed to indicate that in comparison with other high school boys he is well-balanced emotionally, is about average in self-sufficiency, and tends to be markedly extroverted. It might be assumed from the result of the inventory that in a face-to-face situation Sam would
tend to dominate others, but that he does seem to be rather self-conscious and displays evidence of feelings of inferiority. His score indicated that he was outstandingly sociable and gregarious.

Earlier in the year, a Guess Who checklist had been given to Sam's grade for experimental purposes. Miss Lefkin secured the results and analyzed Sam's standing. (87 people had answered the checklist):

Here is someone who can be depended on.— 20% selected Sam.
Here is someone who seldom has his lesson prepared— 80% selected Sam.
Here is a good looking boy.— 0% selected Sam.
Here is someone who is lots of fun.— 50% selected Sam.
Here is someone who is noisy in class.— 90% selected Sam.
Here is someone who likes his teachers.— 5% selected Sam.
Here is someone who is always in trouble.— 95% selected Sam.
Here is someone I would like to go camping with.— 15% selected Sam.

Miss Lefkin and Mr. Cannery secured the cooperation of Mrs. Freedland and a sociogram was made of Sam's homeroom, which appears on this page. The sociogram was secured by asking the pupils in the homeroom to write the names of their best friends in the room. The circles represent individual pupils. A solid line between two circles indicates that these two pupils mentioned each other on their lists. A broken line indicates that only one of the pair mentioned the other as his friend, and that the supposed friend did not include the first pupil's name on his list of friends. The arrow points to the person who was mentioned. Some pupils mentioned no one as being a friend, and some were mentioned by no one.

In the light of the information that has been given in Part I and Part II, place your answer for each statement in the appropriate column on the answer sheet under Diagnosis, Part II.

T—True.
PT—Possibly True.
N—No Evidence.
PF—Possibly False.
F—False.

1. Sam feels insecure in social situations.
2. He is painfully self-conscious of his personal appearance.
3. Sam is compensating for lack of success in school by retreating from reality.
4. Sam is in revolt against adult compulsion.
5. He is unable to judge values, especially between immediate and deferred satisfactions.
6. His behavior represents an effort to gain status among his peers.

7. Lack of security in some aspects of his non-school life is one of Sam's difficulties.

8. Sam is a shy, withdrawing boy.

9. Loud talk and behavior represent habit rather than maladjustment with Sam.

10. Limited mentality is a basic difficulty with Sam.

11. Heterosexual maladjustment is one of Sam's difficulties.

12. Sam is only imitating the bad habits of his immediate associates.

13. Sam is emotionally overwrought due to school experience.

14. Teachers, lacking insight into Sam's limitations, demand too much of him.

15. There exists in Sam an unconscious sense of guilt and need for punishment.

16. Poor eyesight is a contributing factor in Sam's case.

17. By negativism, Sam is trying to adapt to his school situation.

18. Sam's tardiness record stems from lack of planning and dilatoriness.

19. Sam is undersize and underweight for his age.

20. Sam has developed a habit of blaming others as a way out of his school difficulty.

21. School does not offer scope for the cultivation of Sam's abilities and talents.

22. Sam is unable to adapt himself to the intellectual and academic demands of school.

23. Sam lacks popularity among his peers.

DO NOT READ PART III UNTIL ALL THE QUESTIONS FOLLOWING PART II ARE ANSWERED.

Part III

ADDITIONAL INFORMATION

Miss Lefkin and a visiting teacher went to Sam's home, where they collected the following information:

Sam's father, Russell, 40, a college graduate and a successful lawyer, is Vice-President of the Citizens' Reform League, President of Rotary, and Past Exalted Ruler of the Elks. Ex-Mayor of Amdon, he is spoken of as a possibility for next year's Republican nomination for the United States House of Representatives. He had hoped Sam might some day be a partner in his law office, but is now afraid Sam "isn't good for anything." He would like to send Sam to a military preparatory school, but believes that his political chances may be injured if the townspeople thought he considered the Amdon schools "not good enough for his son." He used to talk to Sam and even spank him, but has since given it up as a bad job and confines Sam to his room when reports from school are too bad. He says that he is "really too busy to be bothered, since the boy isn't making anything of himself." Mr. Smith believes that Sam's difficulties are of recent origin.

Sam's mother, Cordelia, is a club woman, President of several organizations, and one of the city's top-ranking bridge players. As a committeewoman of the Republican State Committee, she is frequently called upon to make speeches about the State and last year she travelled across the continent. She thinks Sam's marks are disappointing. She says that she has such a full life that she has never had much time to give to Sam, who is the only child. She feels that children are a nuisance, and wishes that Sam were a girl so he would be better behaved.

Mr. Smith's father, 80 years old, lives with the family. He was a famous athlete in his day and has high hopes that Sam will follow in his footsteps.

The Smiths' house, in one of the "best" sections of town, has spacious grounds and is nicely furnished in good taste. It has a tennis court, conservatory, recreation room, and a complete library. A considerable number of magazines are delivered regularly; there is a Capehart radio-recorder (which Sam is not allowed to touch), many pictures and flowers.

Four servants are employed by the family. On the whole the servants do not like Sam—he sums up the point of view when she remarked, "That kid is a devil on wheels." The chauffeur-gardener is an exception to that point of view. Sam likes to go out and help him when his parents are not around.

Sam has a room of his own on the third floor, which he is allowed to furnish as he pleases, and to which his mother refers as the "lumber room." Sam has a collection and arrangement of such things as Indian relics, athletic equipment, gadgets, pictures, bottle caps, a chemistry set, etc.

Sam's hobby is sports—tennis, swimming, baseball, and almost anything active. For a time he collected birds' nests and bottle caps, but has lately given them up in favor of arrow heads and other Indian relics, which he secures from several mail order houses. He belongs to
The following statements are proposals for remedial action. Place your answer for each statement in the appropriate column on the answer sheet under Remedial, Part III. The columns are headed by the following symbols:

VA—Very Advisable.
A—Advisable.
U—Undecided.
I—Inadvisable.
VI—Very Inadvisable.

1. Mr. Dietz should be given the task of acting as Sam's counselor and guide.
2. Sam's program of studies should be radically changed.
3. Sam should be removed to an institution of correction.
4. Sam should be given more individualized instruction.
5. Sam should be taken out of school entirely.
6. The school authorities should make a definite effort to get Sam's parents to change their point of view toward them.
7. Sam should be pressed to make a vocational choice.
8. Sam needs to be encouraged to have more to do with members of the opposite sex.
9. Sam should be allowed to make extra-curricular activities his major interest in school.
10. Sam should be punished until he meets the school's minimum discipline demand.
11. He should be given an opportunity to try farming through summer or other work.
12. Sam's parents should send him to a boarding school.
13. Less conformity to group standards of work should be expected of Sam.
14. Explain to Sam's parents that Sam is below average intelligence and less should be expected of him.
15. Sam should be encouraged to associate less with other boys.
16. Sam should have his allowance increased.
17. Sam should be made to go to Sunday School.
18. Sam's father should be more strict in keeping Sam in his room when he sends him there for punishment.
19. Sam should be arrested for his gang activities.
20. Sam should be made to face the consequences of his behavior equally with children from less "good" families.
21. Sam's sport and collecting interests should be cut down until he will agree to behave in school.


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