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Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children

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**ANALYSIS OF PERSONAL AND SOCIAL CHARACTERISTICS
REQUISITE FOR HIGH GRADE INSTITUTIONAL
TEACHING OF DELINQUENT CHILDREN**



**A Thesis
Presented to
the Graduate Faculty
Central Washington State College**



**In Partial Fulfillment
of the Requirements for the Degree
Master of Education**



**by
Neil Jerome Hoing
August 1966**

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APPROVED FOR THE GRADUATE FACULTY

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DEDICATION

This Thesis, and what it represents, is dedicated to: my wife, Marie, whose many years of personal sacrifice and hard work have made this final endeavor possible; my daughters Nancy and Marilyn who uncomplainingly did those things which make a house a home; my son, Timothy, whose interest in his father's education was a continuous inspiration; and to our baby, Neil John, whose very presence was a constant reminder to the whole family of what this business of education is all about.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The job of institutional teacher of delinquent youth is not only a unique position, but it can be an extraordinarily difficult and demanding one. The talents required to do a satisfactory job may be such that the individual either does or does not have them, nor can they be imparted in any short or long-term training experience. It may also be true that the job is so replete with real or latent frustrations, that the teacher comes to develop an adaptive technique by which he manages to get through each working day with a minimum of discomfort, and that any attempt to examine closely or to suggest alterations in his activity constitutes a serious threat.

The National Conference of Superintendents of Training Schools and Reformatories has indicated the unusual and taxing aspects of the institutional teacher's job in its manual, Institutional Rehabilitation of Delinquent Youth:

The role of the training school teacher is a difficult one. He or she is expected to teach children "subject matter" and, at the same time, avoid imposing new tensions and frustrations. These children arrive with a history of school difficulties, and bring with them a heavy load of negative feelings toward teachers, classrooms, and schools. The teacher is asked to give each boy or girl individualized attention, and then is given fifteen or twenty children, each with individual needs which would consume the full-time attention of one teacher. The teacher is told that he must be

sympathetic with the boys and girls and then the classroom is loaded with youth whose conduct will require the imposition of limitations and their enforcement and reinforcement (12:94).

School activities occupy a major portion of the waking hours of delinquents confined in detention prior to court hearings or during the period before they are placed in another facility or with a foster family. In addition, schooling is a core activity for a large percentage of youngsters in forestry camp programs or in juvenile reformatories or training schools. The schools conducted for these pupils are unique and important in numerous ways in dealing with the problem of delinquency. Since the situation at present is somewhat confused as far as definite help from research is concerned, it would be well that those who employ institutional teachers have some criteria, beyond the formal education required for public school certification, constantly in mind.

I. THE PROBLEM

Background of the problem. The attempt to define a problem usually begins with a general area of interest and proceeds to a specific topic. This study was no exception. The writer first became interested in institutional teaching of delinquent youth while working as a probation counselor within the juvenile facilities institutions of Los Angeles County, Los Angeles, California. Operating as a

probation counselor presented many opportunities to observe this area of teaching in its "natural" setting. Having had prior experience as a public school classroom teacher, these observations raised many doubts as to the effectiveness of the methods being used by the teachers observed. This was due mainly to the fact that students were responding in a negative manner to methods very similar to those used in a public school classroom.

The aforementioned raised a question which later became the general area of interest for this study. The question involved concerned the qualifications of those teachers employed by juvenile facilities institutions. It was found that these qualifications began and ended with public school certification. It was also found that teachers' colleges and universities throughout the nation did not offer any special education for teachers going into this area of teaching. Evidence of this is indicated by two letters, one received from Dr. R. A. DuFresne, Chairman of the Education and Psychology Department, Kearney State College, Kearney, Nebraska, and the other from Mr. Thomas G. Pinnock, Supervisor of the Washington State Division of Juvenile Rehabilitation, Olympia, Washington (see Appendix A). Dr. DuFresne said, "I am afraid I will have to report to you that at this time we have nothing which specifically points people in that direction." Mr. Pinnock said, "As

far as I know, there is no institution of higher education in the State of Washington that specifically trains teachers to work in the type of facilities we operate."

Statement of the problem. Nearly all experts agree that personal and social characteristics are significant factors in successful teaching (26:4). The goal of this study was to select those particular characteristics pertinent to successful teaching, and by which a more intelligent selection of institutional teachers of delinquent youth could be made.

The problem evolved from this goal and was divided into two parts. The first part involved the selection of a condensed list of personal and social characteristics pertinent to high grade teaching. The second part of the problem was an attempt to evaluate each characteristic selected in terms of a lesser, the same, or a greater degree of need, between successful public school teaching and successful institutional teaching.

A subsidiary problem, also divided into two parts, was an attempt to determine the percentage of the sample used for this study, who were currently using criteria beyond public school certification and the desire of the applicant to teach institutionalized delinquents; and, an evaluation of the order of importance of the characteristics selected, as they applied to institutional teachers only.

Hypotheses. (1) There will be a greater degree of emphasis placed on certain personal and social characteristics relative to successful institutional teaching of delinquent youth than to successful public school teaching. (2) The results of a survey will show that a majority of juvenile facilities institutions do not use any criteria for teacher selection beyond public school teacher certification and the desire of the applicant to teach in their institution.

Importance of the study. In 1960, the Attorney General of the United States and the U. S. Children's Bureau reported that juvenile delinquency cost taxpayers more than 20 billion dollars per year (19:15). Concurrently, Scudder (19:11) stated that "no single agency working alone, not even the most powerful police force, can either prevent or control delinquency." The institutional teacher's role in the battle against juvenile delinquency can best be identified by a remark in the 47th yearbook of the National Society for the Study of Education (15:243) which says, "the selection of teachers with the right kinds of personalities will go a long way toward implementing and improving the attack on the problems of delinquency."

The U. S. Office of Education holds forth that the school serves socially maladjusted and emotionally disturbed children in a variety of ways. Relatively few of the

children, even including those with serious social and emotional problems, are in special classes. The majority are not regarded by state and local school systems as a part of the special education system. This means that only a small proportion of the teachers working with them are licensed separately or have special qualifications for teaching these children.

That schools are in default in comprehensively dealing with delinquency is perhaps not nearly as serious a charge as that which maintains they positively contribute to delinquency by their nature and demands. In comparing delinquents and non-delinquents from similar environments, the Gluecks (6 :144) determined that 88.5 per cent of the delinquents manifested a marked dislike or indifference to school, as compared with 34.4 per cent of non-delinquents. School inadequacy and subsequent delinquent behavior seem to be rather closely related, though both, of course, may stem from more basic causes and circumstances.

Again, the almost total neglect of the teacher of institutionalized children becomes particularly noteworthy in terms of even a hasty examination of the special pressures upon him in dealing with youngsters who represent the failures and rejects of the general education system. The qualities needed for such a task read like personality attributes required for elevation to super-human designation,

rather than qualities normally found among mere mortals. Dr. Jack Barden (2), professor of education in the Graduate School of Education at Rutgers University, has enumerated some of these qualities. "First, one must have fantastic patience" and "must settle for small gains" to be a successful institutional teacher. "You work with the unlovely and you work with the unloved," he points out. Nor can the teacher in an institutional setting, Professor Barden notes, "be squeamish, prissy, or fussy He cannot be easily upset by unacceptable behavior (2 :92).

Limitations of the study. Current literature directly related to institutional teaching of delinquent children is very limited. Consequently, much of the written discussion involving personal and social characteristics pertained to teachers and teaching in general. In addition, the study was limited to the analysis of personal and social characteristics requisite for successful teaching, and is not concerned with "how" to evaluate these characteristics as they pertain to the teacher as an individual person.

Part of the plan of research was to send the instrument used for this study to one person in each of the fifty United States. However, this was limited by the number of names and addresses received from the educational leaders of each state, who were initially asked to select the

person within their state who is most closely related to institutional teacher selection.

II. DEFINITIONS OF TERMS USED

Institutional teacher. Anyone involved in the educating of delinquent youth within the confines of a state juvenile facility, and who meet the requirements set forth by the state for that position.

Delinquent youth. Those youth of our society who have been legally classified as juveniles, and whose anti-social behavior has resulted in their being committed to an institution specifically designated by the courts of the community in which they reside.

Requisite. That which is required, indispensable, or essential, for the possible success of a particular or stated situation.

High Grade. Superior in some specified or understood way resulting in a greater degree of success in a stated situation.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

In Chapter II, a review of the literature related to the study covers two general areas: (1) the literature

related to personal and social characteristics of teachers; and (2) the literature related to the problem of determining and analyzing personal and social characteristics of teachers.

The plan of research will be discussed in Chapter III. This plan includes: the research setting, the research sample, the research technique, a review of the development of the questionnaire, and the means used for evaluating the data.

In Chapter IV, the data will be presented in simple arithmetical form, employing tables pertinent to the organization of the gathered data.

Chapter V will include a summary of the study, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

An examination of 721 recent studies (14) involving the recruitment, selection, training, and characteristics of personnel working with juvenile delinquents, revealed no mention of the institutional teacher of delinquent youth. Additional searching for current literature directly related to this area of study proved fruitless. However, the 47th yearbook of the National Society for the Study of Education stated:

Teaching that will prevent and cure delinquency is nothing more or less than good teaching. It is not a peculiar art, nor does it require peculiar personal qualities different from those that characterize a good teacher anywhere and in any classroom (15:234).

On the basis of this statement and due to the absence of literature directly related to this study, it was decided to use available literature pertaining to the characteristics of teachers in general.

I. LITERATURE RELATED TO PERSONAL AND SOCIAL CHARACTERISTICS OF TEACHERS

Early practices of using criteria for teacher selection was generally based on the notion that anybody could "keep school" (5:5). By the beginning of the nineteenth century, diplomas were the equivalent of what eventually

became teaching certificates. Later many school districts commenced using the National Teachers Examination as a final criteria for teacher selection. This examination was cast in multiple form choice, covering a variety of subject matter areas of an objective nature. During the early 1940's subjective criteria was being included by placing emphasis on the personal interview. It was felt that the applicant, after meeting the criteria of degrees, certification, and testing, must also be the type of person that could personally and socially fit into their particular program (5:20). The intelligence quotient did not tell the whole story (21:1).

Two general areas were covered in the earlier personal interviews: (1) Character investigation--only persons of integrity and sound character are worthy of being entrusted with the leadership of children; and (2) Medical examination--Teaching is an exacting occupation; no person should undertake to teach who does not have a sound physical makeup and a balanced emotional nature (5:21). While during the last half century there has been a growing and persistent interest in the psychology of learning, in individual differences, and in childhood development in relation to the teacher's classroom responsibilities, the description of teacher behavior in terms of personal and social characteristics has continued. At present, "all

educators agree that the teacher should possess certain traits of character that will render him more eminently fitted for the better performance of his duties" (5 :45).

That some teachers are better than others is unquestioned, but the identification of those elements in the teacher or the teaching activity which either characterize or are determinents of this "betterness" is obscured by the realities of the teaching situation and the semantic problems inherent in describing the situation. For example, a teacher must have sufficient intelligence to perform his job effectively. But this characteristic might also be called brightness, aptitude, ability, etc.

Barr (3:91) found that good teachers as compared with poor teachers were more vigorous, more enthusiastic, and happier, less attractive, more emotionally stable, more pleasant, sympathetic, and democratic, possessed a better speaking voice, and displayed a keener sense of humor. Lamke (10:217), in a study involving teachers' personality traits, indicates that good teachers are more likely to be gregarious, adventurous, frivolous, to have abundant emotional responses, strong artistic or sentimental interests, to be interested in the opposite sex, to be polished, and fastidious. Both Barr and Schwartz (3, 18) found in their studies on teacher characteristics, that good teachers are as dominant or slightly more dominant than poor teachers.

In addition, from a study in which she divided a group of teachers into good and poor teachers, Margaret Jones (9: 103-180) found that some characteristics are common to good and poor teachers alike, while other characteristics appear to differentiate good and poor teachers.

A further examination of studies in this area only tended to increase the number of descriptive traits and correspondingly, the number of definitions for these traits. The problem that seems to confront all researchers in this area is how to reduce the list of descriptive terms according to some meaningful pattern. Using the approach that suggests that superior teachers will have more high level competencies among the variables than will the average teacher, it may be possible to find a limited few definable characteristics which might be used to differentiate among good and poor teachers. Levin (11:31) seems to support this view. He believes that scores for different criteria must not be summed indiscriminately, that criteria should be narrowed; and that relationships should be sought for each criterion independently.

Over and above the counting of behavior, there is also the matter of pertinency. Whether a behavior, or aspect of behavior, is pertinent to some particular quality depends on how the quality is defined. If the list of terms is highly condensed, many subtle shades of meanings

will probably need to be considered. According to Jensen (8:70), the hypothesis being tested here is that good teachers possess to a greater degree than average teachers those characteristics deemed important by those making the evaluation. He further states that "a development of personal and social characteristics depends upon the person, the people involved, and the immediate situation" (8:61).

That people are different by nature, as well as by training, is more than an assumption; it is a commonplace fact (26:3). Every teacher should realize that the greatest factor in his success is his own personal charm and ability.

II. LITERATURE RELATED TO THE PROBLEM OF DETERMINING AND ANALYZING PERSONAL AND SOCIAL CHARACTERISTICS OF SUCCESSFUL TEACHERS

An impressive amount of talent and skill has been brought to bear on the problems of defining and appraising characteristics of good teachers. Yet, each one is quick to point out that the measurement of these characteristics has not been done in any refined manner. Garrett (5) points out six problems that have become apparent in analyzing traits: (1) collection of data, (2) definition of terms, (3) translation, (4) condensation, (5) evaluation, and (6) use, how will the data be treated when obtained?

Ryans (17) approaches the identification of teacher characteristics from observation of teacher behavior in the classroom. He defines teacher behavior as the behavior, or activities, of persons as they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance of others (17:15). One implication of the definition stated is that teacher behavior is social behavior; that in addition to the teacher, there must be pupils, who may influence teacher behavior.

Other investigators and constructors of data-gathering devices approached the definition of characteristics differently, and in most instances chose to measure different aspects of personality even where similar vocabulary was employed. Some investigators appeared to think of these personal characteristics as constituents of the person, i.e., as something within the person, and others thought of the personal and social characteristics as external and inferred from a study of behavior, i.e., they employed the vocabulary to describe behavior. The latter would appear to the writer to have much greater promise than the former.

In striving to discover what it is that determines whether a teacher will succeed or fail, researchers have developed and tested many hypotheses. Barr (3) lists no less than 83 of these studies in his summary of investigations. The terms employed in discussing the personal

and social characteristics mean many different things to different people. Some characteristics appear to be critical. Others appear to be contributing factors and essential only in minimal amounts. The problem of identifying patterns of characteristics which differentiate good and poor teachers is compounded by many things, but particularly by those arising from the use of diffident and inadequate criteria and different measuring devices that may or may not be reliable.

CHAPTER III

PLAN OF RESEARCH

The research setting. Three factors were considered in the development of a research setting. Research showed that there was a limited number of personnel directly involved with institutional teacher selection. The State of Washington recommends that the Superintendent of the school district in which the institution is located, and the principal of that particular institution, select the institutional teachers for the regular academic year. As this only pertains to five state juvenile facilities institutions, it would present a population of ten persons with which to conduct a survey.

The problem of juvenile delinquency was not limited to any particular state. This factor permitted the writer to increase the size of the research setting proportionately with the number of states included in the study, thus increasing the population of those persons directly involved with institutional teacher selection.

In addition, it was found that the selection of institutional teachers of delinquent youth were made by different departments in different states. In some states the Department of Education employed the institutional teachers. In other states the Department of Welfare, the Department of

Corrections, the Department of Institutions, or the Department of Rehabilitation employed the institutional teachers. Still others used a combination of the Department of Education and one of the other departments previously mentioned. (See Table I.)

TABLE I
 NUMERICAL DISTRIBUTION OF STATES ACCORDING
 TO THE DEPARTMENT(S) MAKING THE SELECTION
 OF INSTITUTIONAL TEACHERS

Departments Making the Selection	Number of States	Percentage
State Departments of Education	10	20%
Other Departments*	24	48%
Both**	16	32%
TOTALS	50	100%

*Other departments include: the Department of Welfare; Department of Corrections; Department of Institutions; and the Department of Rehabilitation.

**Both means to include any of the other departments mentioned and the Department of Education.

The final problem, then, became one of deciding which states to include. Wanting to avoid a possibility of leaving some of the states out that should have been included, or ending up with too small a population from which to garner a valid study, the writer arbitrarily decided to include all fifty of the United States in the research setting.

The research sample. Assuming that each state had at least one individual directly involved with institutional teacher selection, the next step was to obtain the name and address of that person, and in addition, to explore the possibility of receiving the name and address of the person most closely related to that endeavor. Due to the situation shown in Table I, in which different departments were involved in the selection of institutional teachers, it was decided to communicate directly with the educational leader of each state. In the final analysis, two persons from each state were included in the research sample -- the State Superintendent of Schools or the Commissioner of Education, depending upon the particular state, and the person who he or she felt was most closely related to institutional teacher selection.

The research technique. Using the 1964-1965 Education Directory (23), the name and address of the State Superintendent of Schools or the Commissioner of Education from each state was obtained. Following this, a personal letter (similar to the one in Appendix B) was sent to each of the fifty State Superintendents of Schools or the Commissioners of Education. Each individual was asked to return to the writer the name and address of the individual who they felt was most closely related to institutional teacher selection within their state. Upon receiving the

names and addresses of the individuals selected, the following procedure was applied. The letters (Appendix C) were duplicated by Multilith. A copy was then placed in an addressed 9 x 12 manilla envelope along with the following: (1) a copy of the questionnaire; (2) a personal letter (Appendix D) addressed to the proposed respondent; and (3) a 9 x 12 self-addressed, stamped manilla envelope, to be used in returning the questionnaire.

The questionnaire. Although the review of literature did not produce any well-defined, modified list of characteristics pertinent to this study, it did provide numerous characteristics thought to be relative to successful teaching, and suggestions pointing toward the selection of those characteristics. Jensen (26) stated that "a development of personal and social characteristics depends upon the person, the people involved, and the immediate situation." Lamke (22) and Levin (25) suggested that superior teachers will have more high level competencies among the variables than will the average teacher, thus presenting the possibility that a limited few definable characteristics could be used to differentiate among good and poor teachers. Many of the researchers suggested that in the final analysis the characteristics were selected arbitrarily by the author.

Barr, Ryans, Vander Werf, Lamke, Schwartz, Jones, and Jensen (3,17,26,10,18,9,8) presented a composite of

123 terms applicable to personal and social characteristics. This list was reduced through study and research to 35 terms by synonymously relating the various terms presented. For example, such terms as imaginativeness, adaptability, initiativeness, originality, and resourcefulness, were grouped together under the heading "flexibility." This list was further reduced to 15 by using the format applied to a similar list of personal and social characteristics in a recent unpublished Master's thesis written by Rust (16). (See Table II, page 22.)

Although three changes were made in the original format ("patience" had previously been synonymously grouped under the heading "considerateness"; "originality" had been grouped under the heading "flexibility"; and seven authors from the present study were added), it was felt by the writer that this did not appreciably change the method used by Rust (16) in developing the final list of characteristics. (See Table III, page 23.)

The questionnaire was specifically designed to answer three questions pertinent to the results of the study:

1. If all teachers should possess some degree of each characteristic listed in the questionnaire, would this degree vary to some extent between successful public school teachers and successful institutional teachers?

TABLE II (16)

PERSONAL QUALIFICATIONS NECESSARY FOR SUCCESSFUL
SPECIAL EDUCATION TEACHERS AS SEEN BY
NATIONALLY RECOGNIZED AUTHORITIES

Trait	Number of Authors Suggesting Trait*
Emotional Stability	9
Considerateness	8
Flexibility	7
Patience	6
Forcefulness	3
Objectivity	3
Scholarliness	3
Buoyancy	2
Dependability	2
Judgment	2
Personal Magnetism	2
Physical Energy and Drive	2
Originality	2
Cooperativeness	1
Expressiveness	1
Mental Alertness	1
Ethicalness	0

*Authors reviewed:

- | | |
|---------------------------|----------------------------|
| 1. Mackie, Dunn, and Cain | 6. Newman |
| 2. Lord and Kirk | 7. Haring and Phillips |
| 3. Magnifico | 8. Perry |
| 4. Robinson | 9. Mackie, Williams & Dunn |
| 5. Wallin | 10. Bisgyer |

TABLE III

PERSONAL AND SOCIAL TRAITS SUGGESTED BY AUTHORS
 REVIEWED FOR THIS STUDY AS CONTRIBUTING
 TO SUCCESSFUL TEACHING

Traits	Number of Authors Suggesting Trait*	Total of Tables II and III
Emotional Stability	7	16
Considerateness	7	15
Flexibility	7	14
Judgment	7	9
Dependability	7	9
Expressiveness	7	8
Objectivity	6	9
Physical Energy and Drive	6	8
Cooperativeness	6	7
Mental Alertness	5	6
Ethicalness	5	5
Scholarliness	5	8
Personal Magnetism	4	6
Buoyancy	3	5
Forcefulness	2	5

*Authors reviewed:

- | | |
|----------------|-------------|
| 1. Barr | 5. Schwartz |
| 2. Ryans | 6. Jones |
| 3. Vander Werf | 7. Jensen |
| 4. Lamke | |

2. Are those respondents to the questionnaire using any criteria beyond public school certification, and the desire of the applicant to teach in a juvenile delinquent institution?
3. If the characteristics listed in the questionnaire were to be included in the criteria used for institutional teacher selection, would there be any difference in their importance relative to the final selection?

The questionnaire was divided into three parts to correspond with the three questions listed above. The first part includes the characteristics selected for this study and their corresponding synonyms. The respondents to the questionnaire were asked to measure the degree of difference, if any, between successful public school teachers and successful institutional teachers, relative to each individual characteristic. In the second part of the questionnaire, the respondent was asked to indicate "yes" or "no" to two questions involving criteria pertinent to selection of institutional teachers of delinquent youth. The third, and last part of the questionnaire asked the respondent to list the characteristics in the order of their importance as they apply to institutional teachers only.

The means used for evaluating the data. The statistical treatment of data can vary greatly. Some of it may

or may not be reliable. In this study the very simplest arithmetical calculation has been used. This arithmetical calculation included rates of frequency, percentages, raw scores, and averages of the compiled data. Tables were used to present the results of those calculations in an organized manner.

CHAPTER IV

PRESENTATION OF DATA

As stated in Chapter III, the study was set up in such a way that a return on the first letter (Appendix B) was necessary before the instrument used for the study could be sent. The response to the first letter produced 45 names and addresses of those persons specifically designated by the educational leaders of the states as possible respondents to the questionnaire. This amounted to 90 per cent of the first part of the sample developed for this study.

After waiting a period of one month from the date the initial letters were sent (February 12, 1966), a second letter (Appendix E) was sent to those five correspondents who had failed to answer the first letter. A return was received for each of the five second letters sent. However, two of the returns did not state a specific individual as requested. Instead, one of the returns suggested the "State Board of Affairs," and the other suggested the "Board of Directors of State Juveniles." In any event, the results of the first step, as shown in Table IV, presented the writer with at least one possible respondent for the questionnaire, from each of the fifty United States.

As the names and addresses of the possible respondents became known, questionnaires (Appendix F) were immediately sent to the known addresses. Thus, at the end of four weeks from the date the first name and address was received, 45 of the questionnaires had been sent to the corresponding possible respondents.

TABLE IV
NUMBER OF LETTERS SENT AND CORRESPONDING RESPONSE

Items Sent	Number Sent	Number Responding	Percentage of Total Response
First Letter	50	45	90%
Second Letter	5	5	10%
Totals	55	50	100%

The response to the first group of questionnaires resulted in 44 of these questionnaires being completed and returned. In addition, one of the possible respondents sent a letter (Appendix G) indicating that he could not make a distinction between institutional teachers and public school teachers, and as a consequence, could not complete the questionnaire.

The second group of 5 questionnaires was sent in the same manner as the first group of 45. Only two questionnaires were received. Of the three not received, two had

been sent to states designating "boards" rather than individuals. The reason for failure to return the third questionnaire is unknown.

TABLE V
NUMBER OF QUESTIONNAIRES SENT AND
CORRESPONDING RESPONSES

Items Sent	Number Sent	Number Responding	Percentage of Total Response
First Group	45	44	88%
Second Group	5	2	4%
Totals	50	46	92%

A final analysis of this part of the study shows that 46 of the 50 possible respondents completed and returned the questionnaire.

I. THE QUESTIONNAIRE: PART ONE

The instructions prefacing part one of the questionnaire indicated that all teachers should have some degree of each of the characteristics selected for this study. The respondents were asked to determine the difference of this degree, between successful public school teaching and successful institutional teaching. For example, if the respondent felt that the need of a particular characteristic was the same for both areas, he was asked to mark that

characteristic 3. If he felt the need of a particular characteristic was less for successful institutional teaching than that needed for successful public school teaching, he was asked to mark that characteristic either 1 or 2. If he felt the need of a particular characteristic was greater for successful institutional teaching, he was asked to mark that characteristic either 4 or 5. Finally, if the respondent felt that a particular characteristic did not apply in either situation, he was asked to mark that characteristic 0.

It should be noted that the respondents were not given any instructions to aid them in making a distinction between either 1 and 2 or 4 and 5. Thus, if the respondent marked either 1 or 2, this was an indication that he felt the need of that particular characteristic was less for successful institutional teaching than successful public school teaching. If he marked the characteristic either 4 or 5, this was an indication that he felt the need for that particular characteristic was greater for successful institutional teaching.

As shown in Table VI, page 30, four respondents felt that a particular characteristic did not apply in either situation. Two, or 4.38 per cent of the respondents felt that "Personal magnetism" did not apply, and one, or 2.17 per cent, felt that "Scholarliness" did not apply to either

TABLE VI

DEGREE OF DIFFERENCE IN DESIRABLE CHARACTERISTICS NEEDED
FOR SUCCESSFUL PUBLIC SCHOOL AND INSTITUTIONAL
TEACHING AS INDICATED BY RESPONDENTS

Characteristics	Degree of Difference										Total No.		
	0		1		2		3		4			5	
	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%
Buoyancy	--	--	--	--	(3)	6.51	(15)	32.55	(19)	41.23	(9)	19.53	46
Considerateness	--	--	--	--	(1)	2.17	(7)	15.19	(14)	30.38	(24)	52.08	46
Cooperativeness	--	--	(1)	2.17	(1)	2.17	(27)	58.59	(7)	15.19	(10)	21.70	46
Dependability	--	--	--	--	(1)	2.17	(31)	67.27	(7)	15.19	(7)	15.19	46
Emotional Stability	--	--	--	--	(1)	2.17	(6)	13.02	(8)	17.36	(31)	67.27	46
Ethicalness	(2)	4.38	--	--	(2)	4.38	(31)	67.27	(6)	13.02	(5)	10.85	46
Expressiveness	--	--	--	--	(1)	2.17	(28)	60.76	(10)	21.70	(7)	15.19	46
Flexibility	--	--	--	--	(1)	2.17	(7)	15.19	(16)	34.72	(22)	47.74	46
Forcefulness	--	--	(1)	2.17	(3)	6.51	(20)	43.40	(16)	34.72	(6)	13.02	46
Judgment	--	--	--	--	--	--	(14)	30.38	(18)	39.06	(14)	30.38	46
Mental Alertness	--	--	--	--	(1)	2.17	(33)	71.61	(6)	13.02	(6)	13.02	46
Objectivity	--	--	--	--	--	--	(14)	30.38	(12)	26.04	(20)	43.40	46
Personal Magnetism	(1)	2.17	--	--	(2)	4.38	(32)	69.44	(7)	15.19	(4)	8.68	46
Physical Energy and Drive	--	--	--	--	--	--	(17)	36.89	(11)	23.87	(18)	39.06	46
Scholarliness	(1)	2.17	(1)	2.17	(2)	4.38	(37)	80.29	(5)	10.85	---	---	46

successful public school teaching or successful institutional teaching.

The main purpose of this part of the questionnaire was to determine whether the need for a particular characteristic was less, the same, greater, or was not applicable, relative to differentiating between successful public school teaching and successful institutional teaching. Consequently, 1 and 2 were added together to present the total number and/or percentage of respondents stipulating a "lesser" need of a particular characteristics. The same procedure was followed for 4 and 5 to show the number and/or percentage of respondents stipulating a "greater" need for a particular characteristic.

Following the aforementioned procedure, Table VI shows that all but three of the characteristics listed had at least one, but not more than four, respondents designating a "lesser" need for a particular characteristic. The characteristic "forcefulness" was the only one with four or 8.68 per cent of the respondents placing that characteristic in the "lesser" category. Judgment, Objectivity, and Physical Energy and Drive, were the only characteristics not placed in either the "not applicable (0)" column or the "lesser (1)(2)" columns.

Column number three (Table VI), which was used to indicate the need of a certain characteristic as being the

same for both areas of teaching, shows a wide range of responses. "Emotional Stability" received the least number of responses with 6 or 13.02 per cent of the respondents indicating that the need for this particular characteristic was the same for both successful public school teaching and successful institutional teaching. "Scholarliness," on the other hand, received 37 responses in this area, for a total of 80.29 per cent of all the responses made for a particular characteristic. This shows a difference of 31 responses or 67.27 per cent between the two characteristics. The balance of column three, ranged between 7 or 15.19 per cent of the total responses for the characteristic "Considerateness," and 33 or 71.67 per cent of the total response for "Mental Alertness."

As stated previously, columns 4 and 5 were added together to show the number and/or percentage of total respondents stipulating a "greater" need of a particular characteristic for successful institutional teaching. Again, as in column 3, the results of this part of the study showed a wide range of response. "Scholarliness" received the least number of responses with 5 or 10.85 per cent of the respondents indicating that the need for this particular characteristic was greater for successful institutional teaching, whereas, "Emotional Stability" received 39 responses in this area for a total of 84.63 per cent of

all the responses made for a particular characteristic. This shows a difference of 34 responses between the two characteristics. The balance of the responses shown in columns 4 and 5 (Table VI) tended to group more than the responses shown in column 3. "Ethicalness" and "Personal Magnetism" each received 11 or 23.87 per cent of the responses, which was the second lowest response in these columns. The characteristics "Considerateness" and "Flexibility" each received 38 or 82.46 per cent of the total response, which was the second highest response placed in columns 4 and 5 by the respondents.

Table VII ranks all of the characteristics by number of responses stipulating a greater need of that particular characteristic for successful institutional teaching. Combining columns 4 and 5, the order begins with "Emotional Stability" which received the most responses, and ends with "Scholarliness" which received the least responses.

II. THE QUESTIONNAIRE: PART TWO

Part Two of the questionnaire was used to determine what per cent of the respondents were currently using criteria for institutional teacher selection beyond public school certification and the desire of the applicant to teach in a juvenile delinquent institution. The respondent was asked to check either a "yes" or a "no" to indicate

TABLE VII

RANK-ORDER OF CHARACTERISTICS ACCORDING TO TOTAL
NUMBER OF RESPONSES IN COLUMNS 4 AND 5

Characteristic	Number of Responses	Number of Possible Responses	Percentage of Total Response
Emotional stability	39	46	84.63
Considerateness	38	46	82.46
Flexibility	38	46	82.46
Judgment	32	46	69.44
Objectivity	32	46	69.44
Physical energy and drive	29	46	62.93
Buoyance	28	46	60.78
Forcefulness	22	46	47.74
Cooperativeness	17	46	36.89
Expressiveness	17	46	36.89
Dependability	14	46	30.38
Mental alertness	12	46	26.04
Personal magnetism	11	46	23.87
Ethicalness	11	46	23.87
Scholarliness	5	46	10.85

whether or not it had been his experience that the only criteria he had been able to consider was public school teacher certification and/or the desire of the applicant to teach in a juvenile delinquent institution. As shown in Table VIII, 32 or 69.48 per cent of the respondents indicated by checking "yes" that they had not been able to consider any criteria other than the aforementioned.

TABLE VIII

RESPONSES TO THE QUESTION: "HAS IT BEEN YOUR EXPERIENCE THAT THE ONLY CRITERIA YOU HAVE BEEN ABLE TO CONSIDER IS PUBLIC SCHOOL CERTIFICATION AND/OR DESIRE OF APPLICANT TO TEACH IN YOUR JUVENILE DELINQUENT INSTITUTIONS?"

Criteria	YES		NO	
	Number of Responses	Percentage of Total Response	Number of Responses	Percentage of Total Response
Public school teacher certification	32	69.48	14	30.52
Desire of applicant to teach in your juvenile delinquent institutions	32	69.48	14	30.52

A re-evaluation of the procedure used for Part Two of the questionnaire would show that if a respondent had marked one criterion "yes" and the other "no," it would have automatically made that response invalid. Fortunately, the respondents either marked both criterions "yes" or both "no."

III. THE QUESTIONNAIRE: PART THREE

A systematic examination of the possibility that the degree of need of a particular characteristic would vary to some extent between successful public school teaching and successful institutional teaching was attempted in Part One. Part Two was constructed to evaluate the possibility that individuals involved in institutional teacher selection were not using any criteria beyond public school certification and the desire of the applicant to teach in a juvenile delinquent institution. In Part Three an attempt was made toward establishing an order of importance of the characteristics listed, as they would apply to successful institutional teaching of delinquent youth.

The instructions prefacing Part Three of the questionnaire asked the respondents to rank the characteristics in the order of their importance as they applied to institutional teachers only, beginning with numeral 1 (most important) and continuing through 15, or more, depending upon "Other." It should be noted that although some of the respondents suggested other skills and made specific comments relative to successful institutional teaching, none of those respondents categorized them as "Other" nor did they include them in their final evaluation.

Three approaches were taken in an effort to establish some validity in the arithmetical analysis of the responses

received for this part of the questionnaire. In Table IX, a rate of frequency was used to establish a rank-order scale of the characteristics listed. For example, a discriminating count of all of the responses given for one characteristic showed that one number came up more times than any other number, placing the characteristic in that numerical position. Thus, when the respondents designated number 7 more times than any other number in the total response received by the characteristic "Cooperativeness," it became number 7 in the rank-order.

With the exception of the characteristics "Emotional stability," which had a frequency rate of 34, and "Scholarliness," which had a frequency rate of 21, the characteristics appeared to have a consistently low rate of frequency. (See Table IX.)

As seen in Table X, page 39, a raw score was obtained for each of the characteristics by totaling all of the responses given to a particular characteristic. The characteristics were then placed in a rank-order, beginning with the characteristic having the smallest raw score, and progressing to the characteristic having the largest raw score. This procedure was used in an attempt to check the validity of the rate of frequency procedure used in Table IX. If, for example, the characteristic "Judgment," which had been placed in the number 3 position by a frequency

TABLE IX

CHARACTERISTICS RANKED IN ORDER ACCORDING TO THE RATE
OF FREQUENCY OF CERTAIN NUMERICAL RESPONSES
RECEIVED BY THE CHARACTERISTIC

Rank Order	Characteristic	Rate of Frequency	Percentage of Total Response
1	Emotional stability	34	73.98
2	Considerateness	15	32.55
3	Judgment	11	23.87
4	Flexibility	16	34.72
5	Objectivity	13	28.21
6	Dependability	13	28.21
7	Cooperativeness	14	30.38
8	Physical energy and drive	14	30.38
9	Personal magnetism	14	30.38
10	Buoyancy	12	26.04
11	Ethicalness	13	28.21
12	Mental alertness	15	32.55
13	Expressiveness	15	32.55
14	Forcefulness	18	39.06
15	Scholarliness	21	45.57

TABLE X

A RANK-ORDER OF THE CHARACTERISTICS ACCORDING TO A RAW SCORE OBTAINED BY TOTALING ALL OF THE RESPONSES RECEIVED BY A PARTICULAR CHARACTERISTIC

Rank Order	Characteristics	Raw Score
1	Emotional stability	74
2	Considerateness	194
3	Judgment	222
4	Flexibility	232
5	Objectivity	261
6	Dependability	285
7	Cooperativeness	324
8	Physical energy and drive	333
9	Personal magnetism	348
10	Buoyancy	362
11	Ethicalness	375
12	Mental alertness	389
13	Expressiveness	417
14	Forcefulness	458
15	Scholarliness	503

rate of eleven, were placed in the number 12 position by its raw score, this would be an indication that the respondents had placed more emphasis on a lower position in the rank-order scale than what the rate of frequency had stipulated.

Again, in Table XI, an attempt was made to check the validity of the rate of frequency procedure used in Table IX. In this table the raw score of each characteristic was divided by the number of responses given to a particular characteristic. The resulting average was then compared with the rank-order shown in Table IX to see how close the average was to the numerical position of a particular characteristic as stipulated by the rate of frequency procedure.

The resulting analysis shows that "cooperativeness" was the only characteristic placed in the same numerical position by both the rate of frequency procedure and the average of the total responses for that characteristic. Following "cooperativeness," Table XI shows that the averages of emotional stability, flexibility, objectivity, dependability, and physical energy and drive, were within one numerical position; judgment and personal magnetism were within two numerical positions; considerateness, buoyancy, and ethicalness, were within three numerical positions; and mental alertness, expressiveness, forcefulness

TABLE XI

A COMPARISON OF THE AVERAGES OF THE RAW SCORES WITH
THE RANK-ORDER OF TABLE IX DETERMINING THE
RELATIONSHIP OF THEIR RESPECTIVE
NUMERICAL POSITIONS

Characteristics as shown by Table IX	Rank-order	Average of Total Responses*	Difference Between Numerical Position of "Rank-Order" and "average"*
Emotional stability	1	1.6	0.6
Considerateness	2	4.2	2.2
Judgment	3	4.8	1.8
Flexibility	4	5.0	1.0
Objectivity	5	5.7	0.7
Dependability	6	6.2	0.2
Cooperativeness	7	7.0	0.0
Physical energy and drive	8	7.2	0.8
Personal magnetism	9	7.6	1.4
Buoyancy	10	7.9	2.1
Ethicalness	11	8.2	2.8
Mental alertness	12	8.5	3.5
Expressiveness	13	9.1	3.9
Forcefulness	14	10.0	4.0
Scholarliness	15	11.0	4.0

*Rounded off to the nearest tenth.

and scholarliness, were within four numerical positions of the position stipulated for these characteristics by the rate of frequency procedure used in Table IX.

Table XII is a compilation of Tables IX, X, and XI, constructed to determine the rate of consistency between the three tables. A comparative analysis shows that all three of the tables place the characteristics in the same rank-order.

TABLE XII

A COMPILATION OF DATA FROM TABLES IX, X, AND XI
SHOWING THE RATE OF CONSISTENCY BETWEEN
THE RANK-ORDER POSITIONS

Characteristics	Rank-order by rate of frequency Table IX	Rank-order by raw score Table X	Rank-order by average Table XI
Emotional stability	1	74	1.6
Considerateness	2	194	4.2
Judgment	3	222	4.8
Flexibility	4	232	5.0
Objectivity	5	261	5.7
Dependability	6	285	6.2
Cooperativeness	7	324	7.0
Physical energy and drive	8	333	7.2
Personal magnetism	9	348	7.6
Buoyancy	10	362	7.9
Ethicalness	11	375	8.2
Mental alertness	12	389	8.5
Expressiveness	13	417	9.1
Forcefulness	14	458	10.0
Scholarliness	15	503	11.0

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is the purpose of this chapter to summarize the study, to present warranted conclusions, and to make recommendations that appear appropriate in terms of the conclusions reached in this investigation.

I. SUMMARY

The goal of this study was to establish a set of criteria by which a more intelligent selection of institutional teachers of delinquent youth could be made in the hope that its subsequent by-product would be the reduction of incidence of failure in institutional teaching. The problem stated in Chapter I evolved from this goal and was divided into two parts. The first part involved the selection of a condensed list of personal and social characteristics pertinent to high grade teaching. The second part of the problem was an attempt to evaluate each characteristic in terms of a lesser, the same, or a greater degree of need, between successful public school teaching and successful institutional teaching.

A subsidiary problem, also divided into two parts, was an attempt to determine the percentage of the sample used for this study, who were currently using criteria

beyond public school certification and the desire of the applicant to teach institutionalized delinquents; and an evaluation of the order of importance of the characteristics selected, as they applied to institutional teachers only.

The importance of the study was emphasized first by the declaration that juvenile delinquency is a tremendous financial burden on the taxpayers of our nation, and second, by the supposition that the selection of teachers with the right kinds of personalities will go a long way toward the alleviation of this situation.

The questionnaire was specifically designed to answer three questions pertinent to the results of this study:

1. If all teachers should possess some degree of each characteristic listed in the questionnaire, would this degree vary to some extent between successful public school teachers and successful institutional teachers?
2. Are those respondents to the questionnaire using any criteria beyond public school certification, and the desire of the applicant to teach in a juvenile delinquent institution?
3. If the characteristics listed in the questionnaire were to be included in the criteria used for

institutional teacher selection, would there be any difference in their importance relative to the final selection?

The treatment of the data was presented in the very simplest arithmetical calculation, employing the use of tables to stipulate the final analysis. The methods used for this study included a cover letter, a personal letter, and a questionnaire.

In Chapter IV the accumulated data was presented. The data included: the response to the initial letters requesting the names and addresses of the persons most closely related to institutional teacher selection, the percentage of the return of the completed questionnaires, and Parts I, II, and III, of the questionnaire.

II. CONCLUSIONS

The fifteen characteristics ultimately selected, were highly pertinent to this study. The respondents to the questionnaire were asked to mark the characteristic 0 if it did not apply to either successful institutional teaching of delinquent youth or successful public school teaching. As seen in Table VI, page 30, only four, or .024 per cent, of the total responses stipulated that three of the characteristics did not apply to either situation. This left 686, or 99.976 per cent, of the total response stipulating that all

of the characteristics applied, to some degree, to both situations.

A greater degree of emphasis was placed on certain personal and social characteristics relative to successful institutional teaching than to successful public school teaching. The characteristics, emotional stability, considerateness, flexibility, judgment, objectivity, physical energy and drive, buoyancy, and forcefulness, supported the first hypothesis made in Chapter I. See Table VI, page 30.

A majority of juvenile facilities institutions do not use any criteria, beyond public school teacher certification and the desire of the applicant to teach in their institutions, for institutional teacher selection. As shown in Table VIII, page 35, 69.48 per cent of the total respondents supported the hypothesis made in Chapter I.

The rank-order of the characteristics, according to their importance, was significantly consistent. Even though the rate of frequency procedure used in Table IX, page 38, shows a relatively low percentage of frequency, the difference between this procedure and an average of the total response (Table XI, page 41) is only four numerical positions. Beginning with "Cooperativeness" which shows 0 or no difference in the numerical position, and progressing through "Forcefulness" and Scholarliness," which are four numerical positions away from the rank-order established by

the rate of frequency procedure. In addition, the three approaches used for this analysis rank all the characteristics the same, in order of their importance, as they apply to institutional teaching of delinquent youth. (See Table XII, page 43.)

Summary of the conclusions. The characteristics used for this study were considered to be pertinent to successful teaching by the respondents. A consensus of opinion by the respondents indicated that a higher degree of need for particular characteristics was necessary for successful institutional teaching, even though the majority of those respondents were not specifically using these characteristics in their selection of institutional teachers.

In Part Three of the questionnaire, the rank-order of the characteristics indicate that a greater degree of emphasis could be placed on certain characteristics if these were to be used as part of the criteria for the selection of institutional teachers of delinquent youth.

III. RECOMMENDATIONS

The present study must, by its very nature, relate only to certain aspects of teacher competency. Therefore, it is not at any time advocated that the results of this study should take precedence over any criteria now being

used for the selection of institutional teachers of delinquent children.

However, the study does prompt the writer to make several recommendations to those persons presently involved with the selection of institutional teachers of delinquent youth. It becomes obvious that institutional teachers of delinquent youth are faced with a far more difficult and complex problem of teaching than that faced by teachers of "normal" students. Thus, it is recommended that those involved with the selection of these teachers seek out the best that the teaching profession has to offer. It is also recommended that if the personnel involved with the selection of institutional teachers of delinquent youth have any hope of getting the best, they must be prepared to set aside the time to observe the behavior of prospective institutional teachers in a "normal" classroom setting. They must be prepared to offer incentives over and above those presently being offered to public school classroom teachers. And, they must be intelligently prepared to discriminate between that which makes successful institutional teachers of delinquent youth and that which makes successful public school teachers.

Further, if the persons who are involved with institutional teacher selection are prompted to use the results of this study as part of the criteria used for this selection, it is recommended that they place emphasis on all the

personal and social characteristics listed in this study, particularly, the characteristics "emotional stability," "considerateness," "flexibility," "judgment," "objectivity," "physical energy and drive," "buoyancy," and "forcefulness."

As the study has not been concerned with "how" a person is to evaluate the characteristics herein presented as being pertinent to successful institutional teaching of delinquent youth, further study toward this endeavor is highly recommended.

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APPENDIX A



DANIEL J. EVANS
GOVERNOR

STATE OF WASHINGTON

Department of Institutions

GARRETT HEYNS, PH.D., DIRECTOR

DIVISION OF JUVENILE REHABILITATION

THOMAS G. PINNOCK, SUPERVISOR

P. O. BOX 768

OLYMPIA

November 24, 1965

DIVISIONS:

DIVISION OF ADMINISTRATIVE OPERATIONS
DIVISION OF ADULT CORRECTIONS
DIVISION OF COMMUNITY SERVICES
DIVISION FOR HANDICAPPED CHILDREN
DIVISION OF JUVENILE REHABILITATION
DIVISION OF MENTAL HEALTH
DIVISION OF VETERANS' HOMES

Mr. Neil J. Hoing
600 South Ruby Street
Ellensburg, Washington

Dear Mr. Hoing:

Your letter of November 15, 1965 to Dr. Garrett Heyns has been referred to me for reply.

As you no doubt know, the educational programs existing in the institutions of the State of Washington are financed through State Handicapped funds and all the school programs are under the supervision of local school districts. Usually this is the district in which the institution is located. All the principals and teachers involved in institutional programs are certified and are hired under the plan outlined in the enclosed "Guidelines for Implementation of Educational Programs in State Institutions."

As far as I know, there is no institution of higher education in the State of Washington that specifically trains teachers to work in the type of facilities we operate. All of our institutions have developed in-service training programs for the teachers employed by the schools in our institutions. I personally have not had too much experience in the selection of teachers for the institutional programs but I am referring your letter to Mrs. Edna Goodrich, Superintendent, Maple Lane School, who for a number of years was principal of the academic program at Maple Lane, and who has had wide experience in this area. I know she is vitally interested in this subject and will answer your questions regarding the area of criteria for teacher selection.

If you would like to visit any of our institutions and talk personally with the staff members, feel more than welcome to do so. If there is any way we can be of further help, do not hesitate to contact us.

Sincerely,

Thomas G. Pinnock, Supervisor
Division of Juvenile Rehabilitation

TGP:Lc

Please note:

Enc.
cc Mrs. Goodrich

This signature has been redacted due to security reasons.

KEARNEY STATE COLLEGE

KEARNEY, NEBRASKA

Division of
Education and Psychology

November 30, 1965

Neil J. Hoing
600 South Ruby Street
Ellensburg, Washington

Dear Mr. Hoing:

Your letter of November 14 was referred to me by Dr. Gaer, the dean of instruction. In that letter you indicate an interest in knowing about any programs we may have leading to the preparation of teachers desiring to work within juvenile facilities institutions.

I am afraid I will have to report to you that at this time we have nothing which specifically points people in that direction. We are considering programs which may work out eventually in cooperation with the Boys' Training School located in this city. That which we have on the books right now would include only the most incidental contact with the Boys' Training School i.e. visits, lectures by staff members, working with individual students through professional fraternities or church organizations. I am afraid it would be a gross exaggeration to say that our program involves any more than the most casual association with the training school even though we may anticipate a more formalized and intimate relationship in the not too distant future.

Sincerely,

R. A. DuFresne, Chairman

RAD/ml

Please note:

This signature has been redacted due to security reasons.

APPENDIX B

APPENDIX B

INITIAL LETTER SENT TO STATE SUPERINTENDENTS OF PUBLIC
SCHOOL INSTRUCTION REQUESTING THE NAMES AND
ADDRESSES OF POSSIBLE RESPONDENTS FOR
THE QUESTIONNAIRE

Neil J. Hoing
600 So. Ruby
Ellensburg, Wash.
March 28, 1966

Superintendent of Public Education
Your State

To Whom it may concern:

By way of introduction, I am a graduate student at Central Washington State College working on my Master's Degree in Education and Secondary School Principal's Credentials. The title of my thesis is: "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children."

I have been working in the juvenile facilities institutions of Los Angeles County as a counselor and plan on returning to an institution as an administrator in the education department. Consequently, I am vitally interested in the area of institutional teacher selection, particularly, in personal and social characteristics deemed necessary for successful institutional teaching. In an attempt to compile pertinent data in these areas, I have developed a questionnaire which I plan to send to a person in each of the 50 United States who is now, or has been, most closely related to institutional teacher selection within your particular state.

Therefore, I am asking your office to forward to me via the self-addressed enclosed envelope, the name and address of the individual your office feels is now, or has been, most closely related to institutional teacher selection, and who would be interested in contributing some of their time in filling out the aforementioned questionnaire. The results of this study will be made available both to your office and the respondent you select for completing the questionnaire.

Respectfully yours,

/s/ Neil J. Hoing

Neil J. Hoing

APPENDIX C

Vocational Experimental-Demonstration Project

Draper Correctional Center

Elmore, Alabama

JOHN M. MCKEE, PH. D.
PROJECT DIRECTOR

DONNA SEAY
ASSISTANT PROJECT DIRECTOR

March 9, 1966

Mr. Neil J. Hoing
600 S. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter to Dr. Austin R. Meadows, State Superintendent of Education, has been referred to me. I would be glad to help in anyway I can in responding to your questionnaire.

Draper Correctional Center is primarily an institution for first offenders. An academic school which uses Programed Instructional Materials extensively, a state-operated trade school, and an MDTA Vocational Experimental-Demonstration Project are in operation here. Approximately 250 inmates are involved in training in these schools. Actually this is the only institution in the State of Alabama which offers extensive training to inmates.

I am very pleased that someone is working on a topic such as yours. We are very concerned with upgrading teachers who can communicate and work with hard-core and delinquents. In-service training is a continuous process with us. It is difficult to get teachers who understand inmates, therefore we must constantly train teachers in order to help them understand and teach this type of population.

I am enclosing a copy of the last published Progress Report which will give you some idea of the Vocational Experimental-Demonstration Project.

Sincerely yours,

Paul W. Cayton
Director
Counseling and Evaluation

encl

Please note:

This signature has been redacted due to security reasons.

Bill m 23
Jara

RECEIVED
FEB 21 3 02 PM 1966
U.S. DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION

Neil J. Hoing
600 So. Ruby
Ellensburg, Washington
February 12, 1966

Wm. T. Zahradnicek
Commissioner of Education
Juneau, Alaska

Dear Sir;

By way of introduction, I am a graduate student at Central Washington State College, working on my Masters Degree in Education and Secondary School Principals credentials. The title of my thesis is: "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children."

I have been working in the juvenile facilities institutions of Los Angeles County as a counselor, and plan on returning to the institutions as an administrator in their education department. Consequently, I am vitally interested in the area of institutional teacher selection. Particularly, in personal and social characteristics deemed necessary for successful institutional teaching. In an attempt to compile pertinent data in these areas, I have developed a questionnaire which I plan to send to a person in each of the 50 United States who is now, or has been most closely related to institutional teacher selection within your particular state.

Therefore, I am asking your office to forward to me via the self-addressed enclosed envelope, the name and address of the individual your office feels is now, or has been, most closely related to institutional teacher selection, and who would be interested in contributing some of their time in filling out the aforementioned questionnaire. The results of this study will be made available both to your office, and the respondent you select for completing the questionnaire.

Please note: Respectfully yours,
This signature has been redacted due to security reasons.

Neil J. Hoing

NJH/ds

Address questionnaire to:

*Winifred A Lande
Education Supervisor
330 Alaska Office Bldg
Juneau Alaska*



State of Arizona
Department of Public Instruction

TELEPHONE 271-4271

State Capital
Phoenix

March 8, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

In reply to your correspondence of February 12, you can probably secure the information you request by writing to the Board of Directors of State Juveniles, 1626 West Washington, Apt. A, Phoenix, Arizona.

I hope this information will be useful to you.

Sincerely,

Herschel Hooper, Director
Secondary Education

HH: jk

Please note:

This signature has been redacted due to security reasons.

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education



STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

721 CAPITOL MALL, SACRAMENTO 95814

April 5, 1966

EVERETT T. CALVERT
Chief Deputy Superintendent

FRANCIS W. DOYLE
Deputy Superintendent; Chief,
Division of Special Schools and Services

RONALD W. COX
Associate Superintendent; Chief,
Division of Public School Administration

PAUL F. LAWRENCE
Associate Superintendent; Chief,
Division of Higher Education

J. GRAHAM SULLIVAN
Associate Superintendent; Chief,
Division of Instruction

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your questionnaire sent to Dr. Paul E. Lawrence March 25, 1966 has been given to me and I have forwarded it to Mr. Trumbull W. Kelly, Education Program Supervisor, Division of Institutions, California Department of the Youth Authority. I suggest you direct any additional correspondence to him at State Office Building No. 1, Sacramento, California

Sincerely,

Don Mahler, Chief
Bureau for Educationally Handicapped
and Mentally Exceptional Children

DM:ss

Please note:
The signature has been redacted due to security reasons.



State of Colorado

DEPARTMENT OF EDUCATION

BYRON W. HANSFORD, COMMISSIONER OF EDUCATION

DENVER, COLORADO 80203

February 25, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

We would suggest that you send your questionnaire related to institutional teacher selection to the State Department of Institutions, Director David A. Hamil, located in the State Services Building, Room 328, Denver, Colorado 80203. He will be in a position to refer it to one of his staff members who will be best qualified to answer the type of questionnaire that you are developing.

Sincerely yours,

Eleanor Casebolt
Supervisor of Teacher Certification

EC:rm

Please note:

The signature has been redacted due to security reasons.



STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

P.O. BOX 2219

HARTFORD, CONNECTICUT 06115



527-6341

February 25, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing

In response to your inquiry of February 12, this will advise you that there are only two schools in Connecticut to which I think your study might apply. They are small schools and completely state supported, but not under the jurisdiction of this Department. You might write to Mr. Frank J. Dillane, Connecticut School for Boys, 294 Colony Street, Meriden, Connecticut, and to Anita Leigh Pike, Director, Walter G. Cady School, Box 882, Long Lane School, Middletown, Connecticut, (the Cady School is for girls.)

Very truly yours,

William J. Sanders
Commissioner of Education

WJS:lb

Please note:

The signature has been redacted due to security reasons.

STATE OF DELAWARE



DEPARTMENT OF PUBLIC INSTRUCTION
DOVER

RICHARD P. GOUSHA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

R. L. HERBST
PAUL M. HODGSON
HOWARD E. ROW
ASSISTANT SUPERINTENDENTS

March 28, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter of February 17, 1966 addressed to Dr. Richard P. Gousha has been referred to me for a reply.

You have requested the name of an individual capable of answering a questionnaire on "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children". I serve as the consultant available in the Department of Public Instruction for special schools. In this capacity, I am referring you to:

Mr. Warren Gehrt, Director
Youth Services Commission
911 Washington Street
Wilmington, Delaware

Mr. Gehrt serves as the Director for Ferris School for Boys, Woods Haven-Kruse School for Girls, and Bridge House, a retention home for children waiting determination of the specific case.

Sincerely yours,

Howard E. Row
Assistant Superintendent
Instructional Services

John S. Charlton, Director
Pupil Personnel Services

GHB:w

Please note:

The signature has been redacted due to security reasons.



STATE OF FLORIDA
DEPARTMENT OF EDUCATION

FLOYD T. CHRISTIAN
SUPERINTENDENT

TALLAHASSEE
32304

May 3, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your questionnaire concerning analysis of personnel and social characteristics relating to institutional teaching of delinquent children has come to my attention. Our state institutions for the delinquent in Florida are under the Division of Child Training Centers, and I am therefore taking the liberty of forwarding your questionnaire to Mr. Arthur Dozier, Director, Division of Child Training Centers, Marianna, Florida. I am sure he or members of his staff will be more qualified to respond to this.

Sincerely yours,

Landis M. Stetler, Coordinator
Exceptional Child Education

LMS/rw

CC: Arthur Dozier

Please note: The signature has been redacted due to security reasons.



GEORGIA
STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

February 25, 1966

CLAUDE PURCELL
STATE SUPERINTENDENT OF SCHOOLS

OFFICE OF INSTRUCTIONAL SERVICES
H. TITUS SINGLETARY, JR.
ASSOCIATE STATE SUPERINTENDENT OF SCHOOLS

Mr. Neil Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Miss Mary Ellen Perkins, Coordinator of Teacher Education Services, State Department of Education, Atlanta, Georgia, is the person responsible for coordinating the Teacher Education requirements that are used in the selection of personnel in Georgia schools. Except for an administrator of a particular school, she would probably be most familiar with the area of interest that you have.

Sincerely,

Franklin Shumake, Director
Pupil Personnel Services

FS:nwk

Please note: The signature has been redacted due to security reasons.

Neil J. Hoing
600 SO. Ruby
Ellensburg, Washington
February 17, 1966

R. Burl Yarberry
Superintendent of Public Instruction
Honolulu, Hawaii

Dear Sir:

By way of introduction, I am a graduate student at Central Washington State College, working on my Masters Degree in Education and Secondary School Principals credentials. The title of my thesis is; "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children."

I have been working in the juvenile facilities institutions of Los Angeles County as a counselor, and plan on returning to the institutions as an administrator in their education department. Consequently, I am vitally interested in the area of institutional teacher selection. Particularly, in personal and social characteristics deemed necessary for successful institutional teaching. In an attempt to compile pertinent data in these areas, I have developed a questionnaire which I plan to send to a person in each of the 50 United States who is now, or has been most closely related to institutional teacher selection within your particular state.

Therefore, I am asking your office to forward to me via the self-addressed enclosed envelope, the name and address of the individual your office feels is now, or has been, most closely related to institutional teacher selection, and who would be interested in contributing some of their time in filling out the aforementioned questionnaire. The results of this study will be made available both to your office, and the respondent you selected for completing the questionnaire.

Respectfully yours,

Please note: The signature has been redacted due to security reasons.

Neil J. Hoing

NJH/ds

Dr. Hetero Kawakawa
Director, Special Education, Guidance
and Counseling
State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Neil J. Hoing
600 So. Ruby
Ellensburg, Washington
February 12, 1966

RECEIVED
FEB 23 1966
OFFICE PUBLIC INSTRUCTION

Ray Page
Superintendent of Public Instruction
Springfield, Illinois

Dear Sir;

By way of introduction, I am a graduate student at Central Washington State College, working on my Masters Degree in Education and Secondary School Principals credentials. The title of my thesis is: "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children."

I have been working in the juvenile facilities institutions of Los Angeles County as a counselor, and plan on returning to the institutions as an administrator in their education department. Consequently, I am vitally interested in the area of institutional teacher selection. Particularly, in personal and social characteristics deemed necessary for successful institutional teaching. In an attempt to compile pertinent data in these areas, I have developed a questionnaire which I plan to send to a person in each of the 50 United States who is now, or has been most closely related to institutional teacher selection within your particular state.

Therefore, I am asking your office to forward to me via the self-addressed enclosed envelope, the name and address of the individual your office feels is now, or has been, most closely related to institutional teacher selection, and who would be interested in contributing some of their time in filling out the aforementioned questionnaire. The results of this study will be made available both to your office, and the respondent you selected for completing the questionnaire.

Respectfully yours,

Please note: The signature has been redacted due to security reasons.

Neil J. Hoing

NJH/ds

Mr Vernon Frazer
Director of Special Education
Office of Public Instruction
Springfield, Illinois

RECEIVED
FEB 21 1966
OFFICE PUBLIC INSTRUCTION

STATE OF INDIANA



INDIANAPOLIS 4

WILLIAM E. WILSON SUPERINTENDENT
DEPARTMENT OF PUBLIC INSTRUCTION
227 STATE HOUSE ME 3-4000
Zip Code 46204

March 1, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter to Mr. William E. Wilson has been referred to me for reply.

For Indiana, submit your questionnaire to:

Dr. Ora R. Ackerman
Coordinator of Activity Therapy
Department of Mental Health
1315 West Tenth Street
Indianapolis, Indiana

I have contacted Dr. Ackerman, and he is willing to participate in your survey.

Sincerely,

DOUGLAS L. SLUSHER, SUPERVISOR
Programs for the Emotionally Disturbed
Division of Special Education

fb

Please note: The signature has been redacted due to security reasons.

STATE OF IOWA
BOARD OF CONTROL OF STATE INSTITUTIONS

DIVISION OF CORRECTIONS

JOSEPH S. COUGHLIN, DIRECTOR
STATE OFFICE BUILDING, DES MOINES

INSTITUTIONS

Training School for Girls, Mitchellville
Training School for Boys, Eldora
Women's Reformatory, Rockwell City
Men's Reformatory, Anamosa
State Penitentiary, Fort Madison

BOARD OF CONTROL

RUSSELL L. WILSON, Chairman
CARROLL PRICE, Member
JAMES W. HARRINGTON, Member
M. J. BROWN, Adm. Asst.

March 17, 1966

*Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington*

Dear Mr. Hoing:

Your letter of February 12, 1966, addressed to Mr. Paul F. Johnston, Superintendent of Public Instruction, has been referred to this office for reply.

I would like to submit the name of Mr. Nolan H. Ellandson, Assistant Director for the Division of Corrections, to be the person who would contribute some of his time in filling out the questionnaire referred to in your letter.

Sincerely,

*Joseph S. Coughlin, Director ^{mg}
Division of Corrections*

JSC/mj

Please note: The signature has been redacted due to security reasons.



KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION

**ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS 66612**

**W. C. KAMPSCHROEDER
ASSISTANT STATE SUPERINTENDENT
MURLE M. HAYDEN
ADMINISTRATIVE ASSISTANT**

February 25, 1966

**LAWRENCE R. SIMPSON, DIRECTOR
DIVISION OF ADMINISTRATIVE SERVICES
GEORGE L. CLELAND, DIRECTOR
DIVISION OF INSTRUCTIONAL SERVICES
F. FLOYD HERR, DIRECTOR
DIVISION OF ACCREDITATION AND
TEACHER CERTIFICATION**

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Mr. John Tilghman, Business Manager of the Boys Industrial School, Topeka, Kansas, interviews and hires the teachers for the Boys Industrial School. Mr. John Tice, Business Manager, Girls Industrial School, Beloit, Kansas, interviews and hires the teachers for that institution. It may be well for you to use either of these people or both in your study.

Sincerely,

Murle M. Hayden
Administrative Assistant

MMH:bn

Please note: The signature has been redacted due to security reasons.

Department of Education

FRANKFORT 40601

February
Twenty-Five
1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

I have received your letter of February 17 concerning a person in the Kentucky Department of Education who is closely related to institutional teacher selection and would be interested in filling out a questionnaire for you.

This is to advise you that Dr. Sidney Simandle, Director, Division of Teacher Education and Certification, Kentucky Department of Education, Frankfort, Kentucky, is the person in our Department to whom your questionnaire should be addressed. I am sure that Dr. Simandle will be glad to help you in any way that he can.

Very truly yours,

Don C. Bale, Assistant
Superintendent for Instruction

DCB:bg

Please note: The signature has been redacted due to security reasons.



WILLIAM F. BEYER, JR.
ASSISTANT SUPERINTENDENT

State of Louisiana
DEPARTMENT OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
STATE CAPITOL
Baton Rouge

March 1, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

This is in reply to your letter dated February 17, 1966 to Superintendent William J. Dodd.

Your should address your questionnaire to Mr. E. R. Anderson, Assistant Director, State Department of Institutions, Baton Rouge, Louisiana.

Sincerely yours,

James L. McDuffie, Supervisor
Special Education

JLMcD:ss

Please note: The signature has been redacted due to security reasons.



STATE OF MAINE

Department Of Mental Health & Corrections

AUGUSTA, MAINE 04330

**BUREAU OF
MENTAL HEALTH**

AUGUSTA STATE HOSPITAL
Augusta, Me.
BANGOR STATE HOSPITAL
Bangor, Me.
PINELAND HOSPITAL
and TRAINING CENTER
Pownal, Me.
COMMUNITY CLINICS

March 2, 1966

**BUREAU OF
CORRECTIONS**

MAINE STATE PRISON
Thomaston, Maine
REFORMATORY FOR MEN
So. Windham, Me.
REFORMATORY FOR WOMEN
Skowhegan, Me.

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

In reference to your February 12 letter to Mr. Logan, Commissioner of Education, he has passed the letter along to this office for a reply.

We do not have anyone who is responsible for the selection of institutional teachers. Possibly the one person who could be of most assistance to you would be Anthony D. Chiappone, Ed.D.*

JUVENILE SECTION

BOYS TRAINING CENTER
So. Portland, Me.
STEVENS TRAINING CENTER
Hallowell, Me.

**EDUCATIONAL
INSTITUTIONS**

GOVERNOR BAXTER SCHOOL
FOR THE DEAF
Portland, Maine
MILITARY & NAVAL
CHILDRENS HOME
Bath, Maine

Sincerely yours

Walter F. Ulmer
Commissioner

WFU/d

*Anthony D. Chiappone, Ed.D.
Pineland Hospital & Training Center
Box C
Pownal, Maine 04069

Please note: The signature has been redacted due to security reasons.

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT



MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET, BALTIMORE 21201

February 28, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Dr. Sensenbaugh has referred your letter of February 12 to me for comment. I believe that I will be able to furnish you with the information that you need for your study.

My position is Supervisor of Special Education--Institutions for the Maryland State Department of Education, and I act as supervisor-consultant to the educational programs of the State institutions operated by the Departments of Correction, Mental Hygiene, and Welfare. Although each institution hires its own teachers from the State merit list, it is my job to approve applicants from that list.

I will be more than happy to help you in whatever way I can.

Yours truly,

Gary O. Gray
Supervisor of Special Education
-- Institutions

GOG:ms

Please note: The signature has been redacted due to security reasons.



The Commonwealth of Massachusetts

Department of Education

200 Newbury Street, Boston 02116

March 8, 1966

Mr. Neil J. Hoing
600 So Ruby
Ellensburg, Washington

Dear Mr. Hoing:

In response to your recent letter asking for the name and address of the Massachusetts person primarily responsible for institutional teacher selection, I suggest that you write to Dr. John D. Coughlan, Jr., Director, Massachusetts Youth Service Board, 14 Somerset Street, Boston, Massachusetts 02108.

Sincerely yours,

Thomas J. Curtin
Deputy Commissioner

tjc/iaw

Please note: The signature has been redacted due to security reasons.

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48902



ALEXANDER J. KLOSTER
Acting Superintendent of Public Instruction

STATE BOARD OF EDUCATION

THOMAS J. BRENNAN
President

LEON FILL, M.D.
Vice President

EDWIN L. NOVAK, O.D.
Secretary

CHARLES MORTON
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CARMEN L. DELLIQUADRI
MARILYN JEAN KELLY
PETER OPPEWALL
DONALD M. D. THURBER
GEORGE ROMNEY, *Governor*
Ex-Officio

March 3, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter to Dr. Lynn Bartlett has been referred to me.

Since I taught for eight years in the state school for delinquent boys and since coming to the State Department of Education have worked with all of the correctional institutions and one institution for criminally insane in the institution of a curriculum program, I assume that Mr. Kloster, our new Acting Superintendent, wishes me to be the Department correspondent in your study.

Please feel free to call upon me.

Sincerely,

Benjamin E.S. Hamilton
Curriculum Consultant

BESH:eh

Please note: The signature has been redacted due to security reasons.



STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
CENTENNIAL OFFICE BUILDING
ST. PAUL, MINN. 55101

February 25, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

This will acknowledge receipt of your letter of February 21 in which you request the name of the individual who would be best qualified to provide you with information relative to the selection of teachers in correctional institutions.

Please be advised that the Minnesota Department of Education does not operate any correctional institutions and we therefore have nothing to do with the selection of teachers for this type of school. We would suggest that you contact Mr. Joseph R. Rowan, Deputy Commissioner, Department of Corrections, State Office Building, St. Paul, Minnesota

Sincerely,

FARLEY D. BRIGHT
Assistant Commissioner

FDB/sg

Please note: The signature has been redacted due to security reasons.





State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON

J. M. Tubb
SUPERINTENDENT

February 23, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter of February 12 has been received. I suggest that you write to Mr. W. R. Burris, Supervisor of Special Education, State Department of Education, for the information concerning institutional teacher selection. He will be glad to give you whatever information he may have.

Sincerely yours,

J. M. Tubb
State Superintendent of Education

JMT/s

cc: W. R. Burris

Please note: The signature has been redacted due to security reasons.

DELMAR A. COBBLE
DEPUTY COMMISSIONER



DEPARTMENT OF EDUCATION
STATE OF MISSOURI
JEFFERSON CITY

February 28, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

In your letter to Commissioner Wheeler you requested information relating to the individual in the Department of Education responsible for institutional teacher selection for the teaching of delinquent children.

The Missouri training schools for boys and girls do not come under the jurisdiction of the Department of Education. The individual who does make the selection of the teachers working in these institutions is:

Mr. W. E. Sears, Director
Division of Training Schools
Department of Corrections
State Capitol Building
Jefferson City, Missouri

I trust that you will be able to get the information you need from Mr. Sears.

Sincerely,

Delmar A. Cobble
Deputy Commissioner

DAC/gm

Please note: The signature has been redacted due to security reasons.

STATE OF MONTANA

DEPARTMENT OF PUBLIC INSTRUCTION

HELENA



March 10, 1966

HARRJET MILLER
Superintendent of
Public Instruction

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

We do not have anyone in the Department of Public Instruction who is directly connected with the employment of people for institutional teaching.

I would suggest that you contact Mr. Ronald Ellingson, Vocational School for Girls, Helena, Montana or Mr. Luther Hutton, Principal, State Industrial School, Miles City, Montana, for help with your study.

Sincerely yours,

Homer V. Loucks
Director of Special Projects

HVL/pla

Please note: The signature has been redacted due to security reasons.



State of Nebraska

Department of Public Institutions

Lincoln, Nebraska 68509

April 5, 1966.

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington.

Dear Mr. Hoing:

Your letter to Dr. Miller has been referred to this Department, but I think your questionnaire can best be filled out by Dr. Marshall S. Hiskey, the University of Nebraska at Lincoln.

Dr. Hiskey has been involved in Special Education for a number of years, and I think he could give you better answers than anyone in our Department. I am sure he would be glad to co-operate in that respect.

Sincerely

George L. Morris
Director.

GLM:sem

Please note: The signature has been redacted due to security reasons.



BYRON F. STETLER
SUPERINTENDENT
OF PUBLIC INSTRUCTION

STATE OF NEVADA

Department of Education

BUREAU OF CERTIFICATION

CARSON CITY 89701

February 22; 1966

E. A. HAGLUND
DEPUTY SUPERINTENDENT

MRS. HELEN HUGHES
CERTIFICATION EXAMINER

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

In reply to your letter of February 12, 1966, I wish to advise that you contact the following persons:

Mr. J. Gardner, Superintendent
Youth Training Center
Elko, Nevada

Mr. Bud Duffin, Superintendent
Youth Training Center
Caliente, Nevada

Sincerely,

E. A. Haglund, Supervisor
Area Administration &
Certification

EAH:jl

Please note: The signature has been redacted due to security reasons.

PAUL E. FARNUM
COMMISSIONER



STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
STATE HOUSE ANNEX
CONCORD

March 8, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

This is to acknowledge receipt of your letter of February 12 to Commissioner Farnum regarding your thesis "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children."

I suggest that you communicate with Mr. Michael Morello, who is Superintendent of the Manchester Industrial School at Manchester, New Hampshire.

Cordially yours,

Newell J. Paire
Deputy Commissioner of Education

NJP:LKC

Please note: The signature has been redacted due to security reasons.



State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2018
TRENTON, NEW JERSEY 08625

DIVISION OF CURRICULUM AND INSTRUCTION
Office of Special Education Services

March 4, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

In reply to your letter to Commissioner Raubinger, New Jersey State Department of Education, I am referring your inquiry to a Mr. Alvin Young, Personnel Division, Department of Institutions and Agencies, State of New Jersey. I have spoken to Mr. Young regarding your questionnaire and he is anticipating it and will return it promptly.

If we can be of any further help in the future, please do not hesitate to contact us. May you have success concerning your thesis.

Sincerely,

Thomas F. Brown, Assistant
Special Education Services

TFB:iw
cc Mr. Young

Please note: The signature has been redacted due to security reasons.

Redemer

Neil J. Hoing
600 So. Ruby
Ellensburg, Washington
March 28, 1966

Leonard J. De Layo
Superintendent of Public Instruction
Sante Fe, New Mexico

Dear Mr. De Layo:

Enclosed, please find a letter similar to the one I sent your office on February 12, 1966. It won't be too long before I will have to start compiling the results of my study and I would like to have all of the States included in the survey. Up to this point I have received answers from 45 of the 50 States. The study has been set up in such a way, that I cannot send out the questionnaire until I get a response to the enclosed letter, from that particular state. Any further help you can give me on this matter will be greatly appreciated.

Respectfully yours,

Neil J. Hoing

Lamar Lamb of our certification section of the state Department of Education will be most capable of assisting you.

M. Redemen

Research

Please note:

The signatures have been redacted due to security reasons.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

DIVISION OF TEACHER EDUCATION AND CERTIFICATION
ALVIN P. LIERHEIMER, DIRECTOR
TEACHER CERTIFICATION SECTION
ALICE DOLLARD, ASSISTANT
GR 4-3901

ALLAN A. KUUSISTO
ASSISTANT COMMISSIONER FOR
HIGHER EDUCATION

May 12, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

I am very sorry for the long delay in answering your letter concerning the person closely related with the employment of institutional teachers. May I suggest that you write directly to Mr. Price Chenault, Director of the Division of Education, New York State Department of Correction, Albany, New York.

Very truly yours,

Alice Dollard

AD/gw

Please note: The signature has been redacted due to security reasons.

MEMBERS

C. A. DILLON, CHAIRMAN
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STEED ROLLINS
DR. CHARLES F. STROSNIDER

North Carolina
Board of Juvenile Correction

Offices: 119 Mansion Park Building

P. O. Drawer 2687 - Phone: 829-2011

Raleigh

BLAINE M. MADISON
COMMISSIONER

March 1, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter of February 23, 1966, addressed to Dr. Charles F. Carroll, Superintendent of Public Instructions, was forwarded on to our Department.

With reference to the Questionnaire you are planning to send out relating to institutional teaching, I am listing below the individual whom you should contact:

Mr. J. Walter Bryan, Director of Education
North Carolina Board of Juvenile Correction
P. O. Drawer 2687
Raleigh, North Carolina

Yours sincerely,

M. R. Harrell,
Research Consultant

MRH:cb

cc: Mr. J. Walter Bryan

Please note: The signature has been redacted due to security reasons.

A. R. NESTOSS
*Deputy Superintendent
Administration*

Department
of
Public Instruction

RICHARD K. KLEIN
*Assistant Superintendent
Instruction*

M. F. PETERSON, *Superintendent*
BISMARCK, NORTH DAKOTA 58501

February 21, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

I assume that in your term "institutional teacher selection" you are referring to institutions other than universities and colleges.

I therefore suggest that you send the questionnaire to Mr. James Fine, Chairman of the State Board of Administration, State Capitol, Bismarck, North Dakota. The North Dakota State Board of Administration is in charge of the Capitol building itself and institutions such as the Penitentiary, State Industrial School (reform or training school), State School for the Deaf, State School for the Blind, and the State School for the Mentally Deficient.

The Board of Higher Education has supervision over the colleges and universities and its Commissioner is Kenneth Raschke, whose office is also in the State Capitol.

Yours sincerely,

DEPARTMENT OF PUBLIC INSTRUCTION

MFP:cba

M. F. PETERSON, Superintendent

Please note: The signature has been redacted due to security reasons.



E. E. HOLT
SUPERINTENDENT OF
PUBLIC INSTRUCTION

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

February 23, 1966

HAROLD J. BOWERS
ASSISTANT SUPERINTENDENT

Mr. Neil J. Hoing
600 S. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Since the State Department of Education does not operate or have supervision or control of schools for delinquents, I am suggesting that you contact Mr. Charles L. Harrison of the Ohio Youth Commission, 2280 West Broad Street, Columbus, Ohio.

Very truly yours,

Harold J. Bowers
Assistant Superintendent of Public Instruction

HJB:p

Please note: The signature has been redacted due to security reasons.

State Department of Education

OLIVER HODGE, SUPERINTENDENT

Oklahoma City, Oklahoma
73105

February 23, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter of February 12 has been received. In the absence of Dr. Hodge from the office at this time, I shall answer your inquiry.

The State Board of Affairs has the responsibility for employing the personnel in the institutions for delinquent children in this State. I am referring your letter to the State Board of Affairs and you will no doubt receive a reply within a few days as to whom in that Department you should correspond regarding your questionnaire.

Sincerely yours,

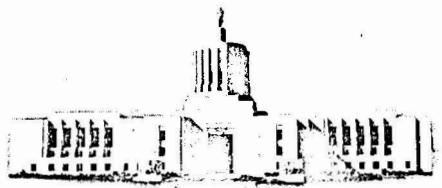
E. H. McDonald
Asst. State Superintendent

EHM:Y
cc. State Board of Affairs

Please note: The signature has been redacted due to security reasons.

STATE BOARD OF EDUCATION

S. E. BROGOITTI, CHAIRMAN, HELIX
FRANCIS I. SMITH, VICE CHAIRMAN, PORTLAND
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LEON P. MINEAR
SUPERINTENDENT OF PUBLIC INSTRUCTION
AND EXECUTIVE OFFICER OF THE
STATE BOARD OF EDUCATION

JESSE V. FASOLD
DEPUTY SUPERINTENDENT OF PUBLIC
INSTRUCTION AND SECRETARY TO THE
STATE BOARD OF EDUCATION

STATE OF OREGON
STATE DEPARTMENT OF EDUCATION
PUBLIC SERVICE BUILDING
SALEM, OREGON 97310

April 21, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Dr. Joy Gubser has asked that I answer your letter in regard to the questionnaire that you enclosed. I am afraid that no one in our office has information pertinent to the area of your concern. While our program provides services to various categories of handicapped children, we do not work directly in the area of delinquent children.

Sincerely yours,

HOWARD N. SMITH, Consultant
Education of Children With
Emotional and Extreme Learning Problems

HNS:jf

Enc.

Please note: The signature has been redacted due to security reasons.



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

BOX 911, HARRISBURG, PA. 17126

February 28, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Doctor Hoffman, the former Acting Superintendent of Public Instruction, has referred your inquiry to me for a reply. The information which you desire, I believe, can best be obtained from Dr. Harry Snyder, Educational Specialist, White Hill Industrial School, Box 200, Camp Hill, Pennsylvania.

Doctor Snyder has had a wide educational background, including the Pittsburgh Public Schools, before coming to the White Hill Industrial School.

Sincerely yours,

Carl D. Morneweck
Director of Statistics

CC: Dr. Harry Snyder

Please note: The signature has been redacted due to security reasons.



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
ROGER WILLIAMS BUILDING
HAYES STREET, PROVIDENCE, R. I. 02908

WILLIAM P. ROBINSON, JR.
COMMISSIONER

March 2, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

This is to acknowledge receipt of your letter of February 12, 1966 inquiring about the individual closely related to institutional teacher selection to work with delinquent children.

May I suggest you contact:

Mr. Cornelius P. Horan
Superintendent
Rhode Island Training School for Boys
Cranston, Rhode Island

I am certain Mr. Horan will be of assistance to you. Best wishes on your project.

Sincerely yours,

Arthur R. Pontarelli
Deputy Commissioner of Education

ARP: jm

Please note: The signature has been redacted due to security reasons.

State of South Carolina

Department of Education



JESSE T. ANDERSON
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA, S. C. 29201

April 28, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

I believe that the person best qualified to give you the information you request in your letter of April 21 is Mr. Ellis MacDougall, Director of the Department of Corrections, 1515 Gist Street, Columbia. I am forwarding your letter to him and I am sure he will give you the information you desire. The Department of Education does not handle the correctional schools, and for that reason, we do not feel we are prepared to give you the information you desire.

Sincerely yours,

F. M. Kirk, Director
Division of School Administration

FMK:abc

Please note: The signature has been redacted due to security reasons.

State of South Dakota

DEPARTMENT OF
PUBLIC INSTRUCTION
M. F. CODDINGTON
STATE SUPERINTENDENT
PIERRE, SOUTH DAKOTA 57501

DIVISION OF PUPIL PERSONNEL SERVICES

GUIDANCE AND COUNSELING
PSYCHOLOGICAL SERVICES
SPECIAL EDUCATION

Robert L. Huckins,
State Director

Address reply to:
804 North Euclid
Pierre, South Dakota 57501

April 1, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

It is difficult for us to answer your question since we do not have a person in the state who does specifically what you refer to. Mr. Sherman Arnold is Principal of Lincoln High School, Plankinton, South Dakota. This is the state training school and no superintendent is listed in the directory. Mr. John Madigan is in charge of certification of teachers for the special education classrooms. He is State Supervisor of Special Education, 804 North Euclid, Pierre, South Dakota 57501.

Sincerely,

Pauline Sherer
State Supervisor of Guidance

PS:pv

Please note: The signature has been redacted due to security reasons.

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

78711

March 4, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

In your letter of February 12 you asked us for the name and address of a person who would be interested in filling out a questionnaire concerning your study of social characteristics requisite for high grade institutional teaching of delinquent children.

I would suggest that you address your inquiry to Dr. James Turman, Executive Director of the Texas Youth Council, Sam Houston State Building, Austin, Texas. I feel that he would be the proper person to give you the help that you need.

Cordially,

Milo E. Kearney, Director
Division of Teacher Education
and Certification

MEK:kf

Please note: The signature has been redacted due to security reasons.

UTAH STATE BOARD OF EDUCATION

223 STATE CAPITOL BUILDING • SALT LAKE CITY, UTAH 84114



Office of the
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

T. H. BELL
Superintendent

March 11, 1966

Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

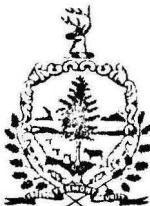
I regret the delay in answering your letter concerning a respondent for your questionnaire relative to the selection of institutional teachers. This office is not greatly involved in the supervision of programs in institutions. However, I believe the individual who might more nearly be able to answer your questions would be Elwood Pace, Coordinator, Special Education Programs, 223 State Capitol, Salt Lake City, Utah

Sincerely yours,

WALTER D. TALBOT
Deputy Superintendent
for Administration

WDT:lw

Please note: The signature has been redacted due to security reasons.



STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER

February 25, 1966

Mr. Neil J. Hoing
600 So Ruby
Ellensburg, Washington

Dear Mr. Hoing:

I am not certain what person in the State has had the most experience in Institutional Teacher Selection but perhaps Mr. Harrison C. Greenleaf, Supt. of the Weeks School, Vergennes, Vt. is the man. I believe you will find him willing to answer any questions he can but do not hesitate to let me know if you think I can help you further with this matter.

Very sincerely yours,

NEWTON H. BAKER, DIRECTOR
Division of Professional Services

NHB:fl

Please note:

This signature has been redacted due to security reasons.

COMMONWEALTH OF VIRGINIA



STATE BOARD OF EDUCATION
RICHMOND, 16

February 24, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter of February 14th 1966 has been referred to me for reply.

To secure the information you desire on the selection of institutional teachers, I suggest you direct inquiry to: Mr. Ernest R. Outten, Supervisor of Education, State Department of Welfare and Institutions, 429 S. Belvidere St., Richmond, Va.

The results of your study will be keenly anticipated.

Sincerely yours,

Helen J. Hill
Assistant Supervisor
Special Education

HJH/rl

Please note:

This signature has been redacted due to security reasons.

Superintendent of Public Instruction



Olympia
98501

24 February 1966

LOUIS BRUNO
STATE SUPERINTENDENT

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

This is in response to your letter of February 14 in which you outline some of the information you will need for your thesis on "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children."

Mrs. Helena G. Adamson, Supervisor of Special Education, Division of Curriculum and Instruction, is the person in this office to whom you should address your questionnaire.

Sincerely,

Wendell C. Allen
Assistant Superintendent for
Teacher Education and Certification

WCA:dr

Please note:

This signature has been redacted due to security reasons.



State of West Virginia
Department of Education
Charleston, 5

REX M. SMITH
STATE SUPERINTENDENT
OF SCHOOLS

April 11, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

In response to your recent letter, I am suggesting the name of Mr. Clarence M. Young, Supervisor of Teacher Preparation Programs, State Department of Education, Capitol Building, Charleston, West Virginia, with whom you may communicate concerning your questionnaire on institutional teacher selection.

Sincerely yours,

Rex M. Smith
State Superintendent of Schools

RMS:bjr

Please note:

This signature has been redacted due to security reasons.

The State of Wisconsin

DEPARTMENT OF PUBLIC INSTRUCTION

ROOM 148 NORTH, CAPITOL
MADISON 53702

April 11, 1966

ANGUS B. ROTHWELL
STATE SUPERINTENDENT

WILLIAM C. KAHL
DEPUTY STATE SUPERINTENDENT

ASSISTANT SUPERINTENDENTS

ARCHIE A. BUCHMILLER, ASSISTANT
W. LYLE EBERHART, ASSISTANT
ALAN W. KINGSTON, ASSISTANT
JOHN W. MELCHER, ASSISTANT
HENRY A. OLSON, ASSISTANT
ROBERT C. VAN RAALTE, ASSISTANT



Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

This is a reply to your recent letter in which you would like to know the name of the person responsible for hiring teachers in our state institutions.

All state employees are hired through the State Bureau of Personnel, B102 State Office Building, Madison, Wisconsin. After screening by the Bureau, the superintendent of each school makes the final appointment. Allen Harbort of the Public Welfare Department, State Office Building, Madison, Wisconsin, is responsible for the supervision of the programs.

Sincerely,

Floyd E. Wiegand
Administrator of Supervisory
and Consultative Services

FEW:dsb

Please note:

This signature has been redacted due to security reasons.



The State of Wyoming

Department of Education

CECIL M. SHAW, STATE SUPERINTENDENT
CHEYENNE, WYOMING

March 9, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your letter to Dr. Shaw, requesting assistance with your thesis, has been referred to me for answer.

After careful consideration, I would suggest that your questionnaire be sent to Mr. Richard Searles, Principal, Wyoming Industrial Institute, Worland, Wyoming. The Industrial Institute is Wyoming's home for delinquent boys.

If possible, I would like a copy of your thesis when it is completed. If this office can be of further assistance, please feel free to notify us.

Sincerely yours,

Clinton G. Wells
Special Education Specialist

CGW:eg

cc: Dr. Cecil M. Shaw

Please note:

This signature has been redacted due to security reasons.

APPENDIX D

APPENDIX D

SAMPLE OF A PERSONAL LETTER SENT WITH THE QUESTIONNAIRE
TO EACH OF THE POSSIBLE RESPONDENTS

March 26, 1966

Mary Ellen Perkins
Coordinator of Teacher Education Services
State Department of Education
Atlanta, Georgia

Dear Miss Perkins:

By way of introduction, I am a graduate student at Central Washington State College, working on my Master's Degree in Education and Secondary School Principal's Credentials. The title of my thesis is: "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children."

Having worked both as a public school classroom teacher and in various juvenile facilities for delinquent children, I am aware of the fact that there is little, if any, special education developed specifically for teaching the delinquent child. As I plan on returning to institutional work as a principal, I am vitally interested in institutional teacher selection, particularly, in personal and social characteristics deemed necessary for successful institutional teaching.

In an attempt to compile pertinent data in these areas, I have developed the enclosed questionnaire which I am sending to a person in each of the 50 United States. In asking you to complete the enclosed questionnaire, I want you to know that any comments or suggestions you might make will be greatly appreciated.

The term "institutional teachers" as used in the questionnaire, would include any person whose primary responsibility is the teaching of delinquent children within an institution. Hoping that I have been able to make the instructions in the questionnaire clear and concise, I remain,

Respectfully yours,

/s/ Neil J. Hoing

Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

APPENDIX E

APPENDIX E

EXAMPLE OF A FOLLOW UP LETTER SENT TO FIVE STATE
SUPERINTENDENTS OF PUBLIC SCHOOL INSTRUCTION
WHO DID NOT RESPOND TO THE INITIAL LETTER
(APPENDIX A)

Neil J. Hoing
600 So. Ruby
Ellensburg, Wash.

D. F. Engelking
Superintendent of Public Instruction
Boise, Idaho

Dear Mr. Engleking:

Enclosed please find a letter similar to the one I sent your office on February 12, 1966. Within the next few weeks I will have to start compiling the results of my study and I would like to have all of the states included in the survey. Up to this point I have received answers from 45 of the 50 states.

The study has been set up in such a way that I cannot send out the questionnaire until I get a response to the enclosed letter. Any further help you can give me on this matter will be greatly appreciated.

Respectfully yours,

/s/ Neil J. Hoing

Neil J. Hoing

APPENDIX F

A consensus of opinion would indicate that all teachers should possess some degree of each of the following characteristics. However, there is the possibility that this degree would vary to some extent between successful public school teachers and successful institutional teachers. If you feel the need of a certain characteristic is greater for successful institutional teaching than successful public school teaching, indicate this by weighing that characteristic either 4 or 5. If you feel it is the same, weigh the characteristic 3. If you feel the need is less, weigh it 2 or 1. If it does not apply in either situation, give it a weight of 0.

- | | 0 | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Bouyancy - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| optimism, enthusiasm, cheerfulness, unsuspectingness and uninhibitedness, talkativeness, sense of humor, alertness, wittiness | | | | | | |
| 2. Considerateness - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| concern for the feeling and well being of others, tolerance, understanding, empathy, unselfishness, patience | | | | | | |
| 3. Cooperativeness - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| proneness toward joint action, willingness to share responsibility, respect for others, a good team worker | | | | | | |
| 4. Dependability - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| reliability, punctuality, accuracy, sincerity | | | | | | |
| 5. Emotional stability - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| realism in facing life's problems, freedom from emotional tensions, poised, consistence | | | | | | |
| 6. Ethicalness - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| good taste, modesty, morality | | | | | | |
| 7. Expressiveness - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| skill in communication, verbal fluency, agreeableness of voice | | | | | | |
| 8. Flexibility - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| imaginativeness, adaptability, initiativeness, originality, resourcefulness | | | | | | |
| 9. Forcefulness - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| dominance, confidence, independence, commanding respect, persuasiveness | | | | | | |

- | | 0 | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Judgement - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| discretion in dealing with others, foresight, common sense, clearheadedness | | | | | | |
| 11. Mental alertness - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| academic aptitude, capacity for thinking, power to comprehend | | | | | | |
| 12. Objectivity - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| fairness, openmindedness, freedom from prejudice, use of factual evidence in making criticisms and decisions | | | | | | |
| 13. Personal magnetism - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| attractively dressed, absence of distracting physical defects, absence of distracting mannerisms, cleanliness, posture | | | | | | |
| 14. Physical energy and drive - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| readiness for action, determination, desire to get things done, endurance | | | | | | |
| 15. Scholarliness - - - - - | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| scholastic aptitude, thorough knowledge of subject, being well informed on many subjects, widely read | | | | | | |

OTHER

_____ - - - - -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ - - - - -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ - - - - -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ - - - - -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ - - - - -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Taking into consideration the possibility that individuals involved in institutional teacher selection may not have a high population from which to select, has it been your experience that the only criteria you have been able to consider is:

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. Public school teacher certification - - - - - | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Desire of applicant to teach in your juvenile delinquent institutions - - - - - | <input type="checkbox"/> | <input type="checkbox"/> |

In the large box at the right hand side of the page, rank these characteristics in the order of their importance as you feel they apply to institutional teachers only. Beginning with 1 (most important) and continuing through 15, or more, depending upon other.

	Rank- Order
1. Bouyancy - - - - -	<input type="checkbox"/>
2. Considerateness - - - - -	<input type="checkbox"/>
3. CoopeRativeness - - - - -	<input type="checkbox"/>
4. Dependability - - - - -	<input type="checkbox"/>
5. Emotional stability - - - - -	<input type="checkbox"/>
6. Ethicalness - - - - -	<input type="checkbox"/>
7. Expressiveness - - - - -	<input type="checkbox"/>
8. Flexibility - - - - -	<input type="checkbox"/>
9. Forcefulness - - - - -	<input type="checkbox"/>
10. Judgement - - - - -	<input type="checkbox"/>
11. Mental alertness - - - - -	<input type="checkbox"/>
12. Objectivity - - - - -	<input type="checkbox"/>
13. Personal magnetism - - - - -	<input type="checkbox"/>
14. Physical energy and drive - - - - -	<input type="checkbox"/>
15. Scholarliness - - - - -	<input type="checkbox"/>
OTHER	
_____ - - - - -	<input type="checkbox"/>
_____ - - - - -	<input type="checkbox"/>
_____ - - - - -	<input type="checkbox"/>
_____ - - - - -	<input type="checkbox"/>
_____ - - - - -	<input type="checkbox"/>

APPENDIX G

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48902



ALEXANDER J. KLOSTER
Acting Superintendent of Public Instruction

STATE BOARD OF EDUCATION

THOMAS J. BRENNAN
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EDWIN L. NOVAK, O.D.
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MARILYN JEAN KELLY

PETER OPPEWALL
DONALD M. D. THURBER

GEORGE ROMNEY, Governor
Ex-Officio

April 21, 1966

Mr. Neil J. Hoing
600 So. Ruby
Ellensburg, Washington

Dear Mr. Hoing:

After indicating that I would be very happy to respond to your inquiries regarding institutional teachers I find it virtually impossible to react to this questionnaire for these reasons:

The characteristics you have identified are all characteristics that would be desirable in any teacher and I cannot make a distinction between institutional teacher and a classroom teacher any more than I would make a distinction between a teacher who is teaching in the money-bags area of a school district as opposed to the one who is teaching in slum sections.

Effective teaching is achieved through the creation of an atmosphere and the opportunity for children to examine critically significant aspects of their environment and their relationship to it. The kind of attributes needed to carry out good teaching are basically the same for all children. Two attributes that I do not see in your list that I think in essence encompass all of the attributes you have below is that a teacher must first be a person who knows and understands himself. Secondly, he must be basically an honest person with himself and with others.

For your information, I am enclosing a resume of Art Combs book, "The Professional Education of Teachers". Mr. Robert Sternberg of the Department of Education prepared this for the Department. I think you will find it interesting in terms of your study.

Sincerely,

Benjamin E.S. Hamilton
Curriculum Consultant

BESH:eh

Please note:

This signature has been redacted due to security reasons.

APPENDIX H

0



STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
OLYMPIA

DANIEL J. EVANS
GOVERNOR

October 18, 1965

Mr. Neil Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Thank you for your interest in coming and talking to me about your proposed study for a master's thesis. The state will have a considerable interest in the research you might do in developing a curriculum or course of study for preparing teachers to teach delinquent youngsters.

We find that the cost of maintaining delinquent young people is excessively high, and in a percentage of the cases, discover that a lack of education or inadequate education is contributing to the delinquency.

May I express my best wishes and encouragement to you for this study and the significant results it might well supply.

Sincerely,

Daniel J. Evans
Governor

DJE/fw

Please note:

This signature has been redacted due to security reasons.

State



of Arkansas

DEPARTMENT OF EDUCATION

REHABILITATION SERVICE

RFD 2, BOX 469

ALEXANDER, ARKANSAS 72202

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May 16, 1966

TELEPHONE
VIKING 7-3525

Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

Your questionnaire concerning desirable characteristics of institutional teachers was forwarded to me from the state office of the Arkansas Rehabilitation Service for completion. Our delay in returning the questionnaire to you has been due to the participation of our staff in several meetings recently. Please accept my apology for not being more prompt.

Our facility which is located on the grounds of the Arkansas Training School for Girls has been in operation since January of 1964. Our work is with girls ages fifteen to eighteen who have been committed by the county courts to this State institution for delinquent, dependent and neglected female adolescents. We are providing evaluation, pre-vocational and personal adjustment services in the facility. This is followed by assistance with planning for and arranging vocational training and/or suitable job placement with related services from our Agency when the girl is eligible to leave the institution. We use the group approach and our staff consists of the following full-time professional employees: counselor, social worker, psychologist, special education instructor, vocational evaluator, home economics instructor and social development instructor. We also have a general medical practitioner and a psychiatrist as part-time consultants.

Because of the nature of your study, I asked our special education instructor to complete your questionnaire with the exception of the two items on page two regarding the criteria for institutional teacher selection which I checked. We have been very fortunate in the employment of individuals for work in our facility. The people who have been employed have had adequate educational qualifications and their performances on the job have shown that they have a sincere desire to work with disturbed adolescents. I believe

Neil J. Hoing

-2-

May 16, 1966

that the individual with a desire to help others who possesses a warm, stable personality should be given more consideration for employment than one who may be better qualified academically but is not as interested in the work nor as stable emotionally. Perhaps it will be of some help to you to know that our special education instructor provides remedial instruction in deficient areas to each girl with particular emphasis on those areas which pertain to the girl's vocational interests and objective.

Members of our staff feel that there is a definite need for more studies of the type in which you are engaged. We would be very interested in hearing about the results of your study if this is possible.

If you have any questions concerning the completed questionnaire or about our work here, we will be happy to attempt to answer them.

Very truly yours,

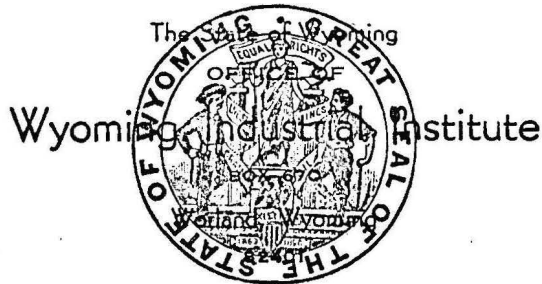
Carol Cato, Counselor
Arkansas Rehabilitation Service

CC:md

encl.

Please note:

This signature has been redacted due to security reasons.



D. KUCHEL
SUPERINTENDENT

GORDON SCHEID
BUSINESS MANAGER

April 4, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

I thank you for the opportunity of participating in your questionnaire survey, and would appreciate an opportunity to read a resume of your thesis if it is published in some convenient form.

If I understand the character traits which you included correctly, I believe that you have covered those of greatest importance. Due to my work in an institutional setting, I frequently feel that it is necessary for a teacher to be superior in all ways to perform successfully in the institutional environment. I feel that those traits which I rated one through six are essential in high degree to successful teaching in the institutional environment, and I am not at all certain that it is possible to rank one above another. While I ranked buoyancy of least importance, I again would question whether or not a teacher could perform successfully in this environment without some degree of friendship and positive enthusiasm for the day to day work with pupils.

Although this is outside your questionnaire, you might receive enough comments on the areas of what criteria can practically be used in selecting teachers for institutional work due to the limited supply. I find it is possible to require certification always, to react to the interest of the teacher in teaching here, and quite frequently to rate applicants according to their evaluated ability to teach without close supervision.

Very truly yours,

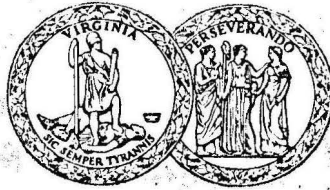
Richard T. Searles
EDUCATION DIRECTOR

RTS/bfk

Please note:

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COMMONWEALTH OF VIRGINIA



WELFARE AND INSTITUTIONS BUILDING
429 South Belvidere Street
Richmond, Virginia 23220

DEPARTMENT OF WELFARE AND INSTITUTIONS

April 4, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

We are attaching your questionnaire, which we have completed to the best of our ability. We found this to be a most interesting and challenging questionnaire and we enjoyed wrestling with it.

It would be appreciated if you would let us have the benefit of your research.

Sincerely yours,

E. R. Outten
Supervisor of Education

ERO/cp

cc: Miss Helen J. Hill

Please note:

This signature has been redacted due to security reasons.

ARTHUR G. DOZIER, Director:

TELEPHONE 482-4815

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GENERAL

OFFICE

MARIANNA, FLORIDA

April 27, 1966

Mr. Neil J. Hoing
600 South Ruby
Ellensburg, Washington

Dear Mr. Hoing:

As requested in your letter of April 20, 1966, I am returning to you your questionnaire concerned with the "Analysis of Personal and Social Characteristics Requisite for High Grade Institutional Teaching of Delinquent Children."

This is certainly an interesting study you are making and I do hope that the response to the questionnaire will be good.

Sincerely,

Arthur G. Dozier
Director

AGD:eam
Enclosure

Please note:

This signature has been redacted due to security reasons.