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### The Value of the Application Photograph as a Teacher-Selecting Instrument

Robert P. Jeffries

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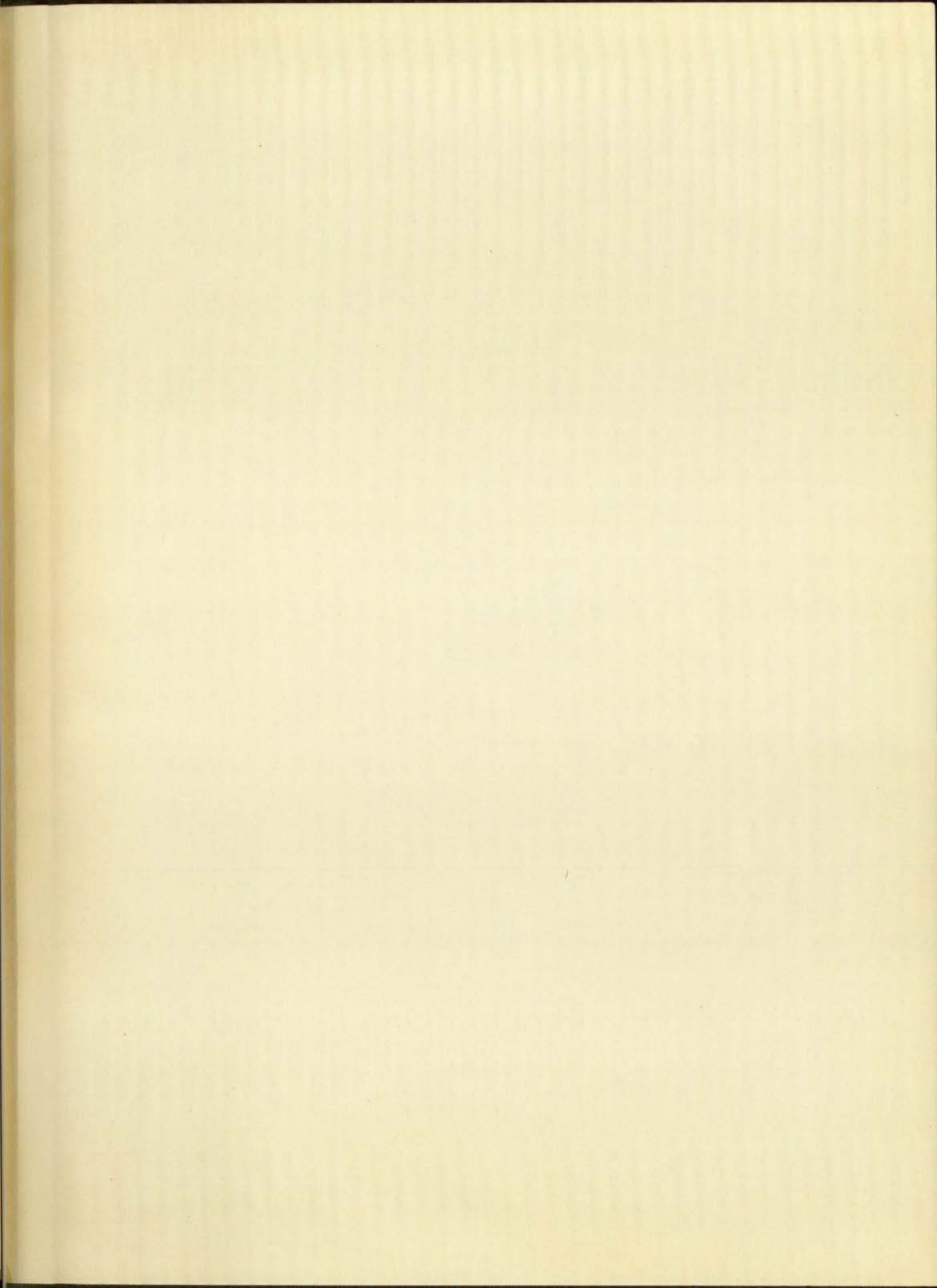
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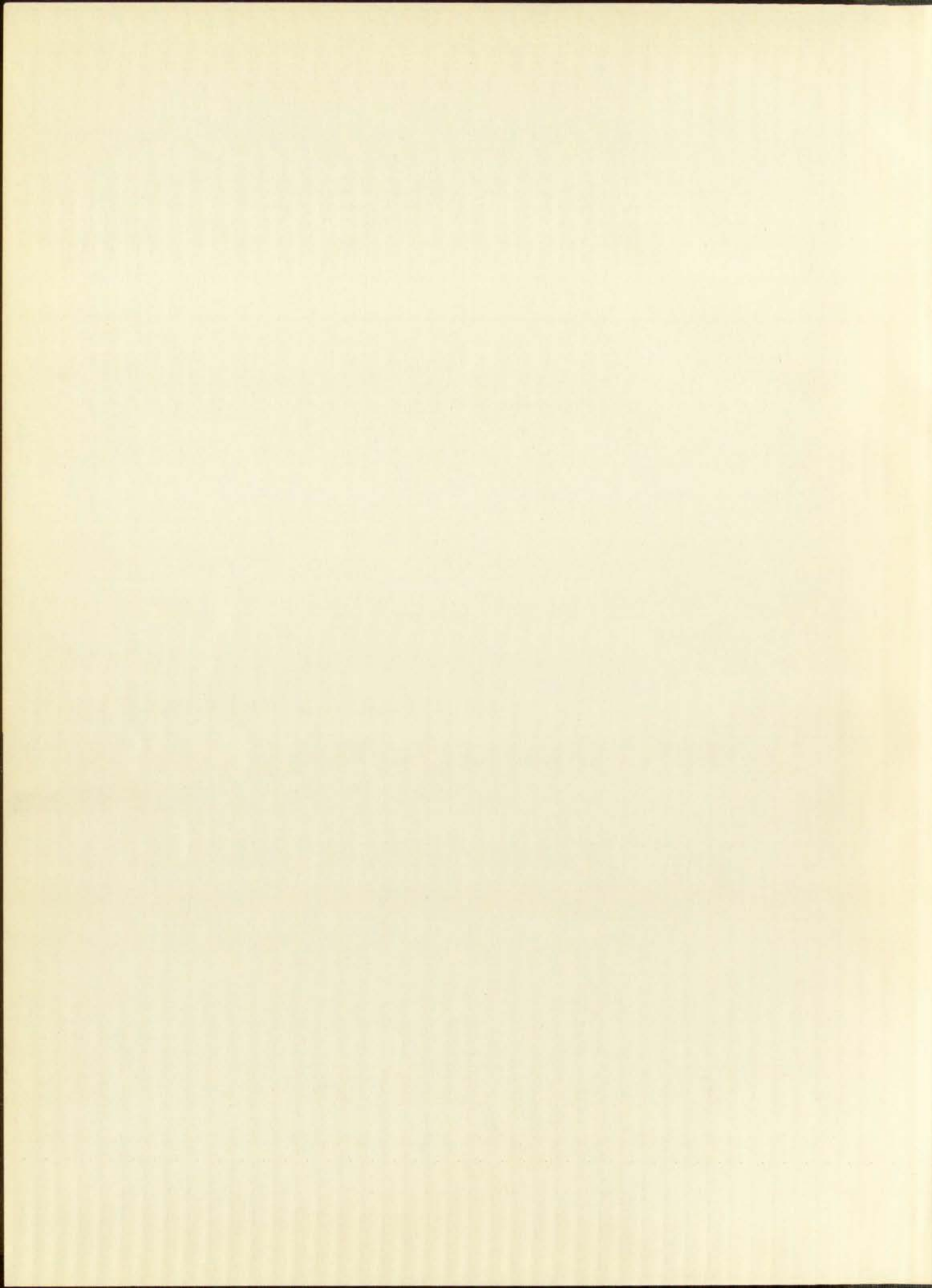
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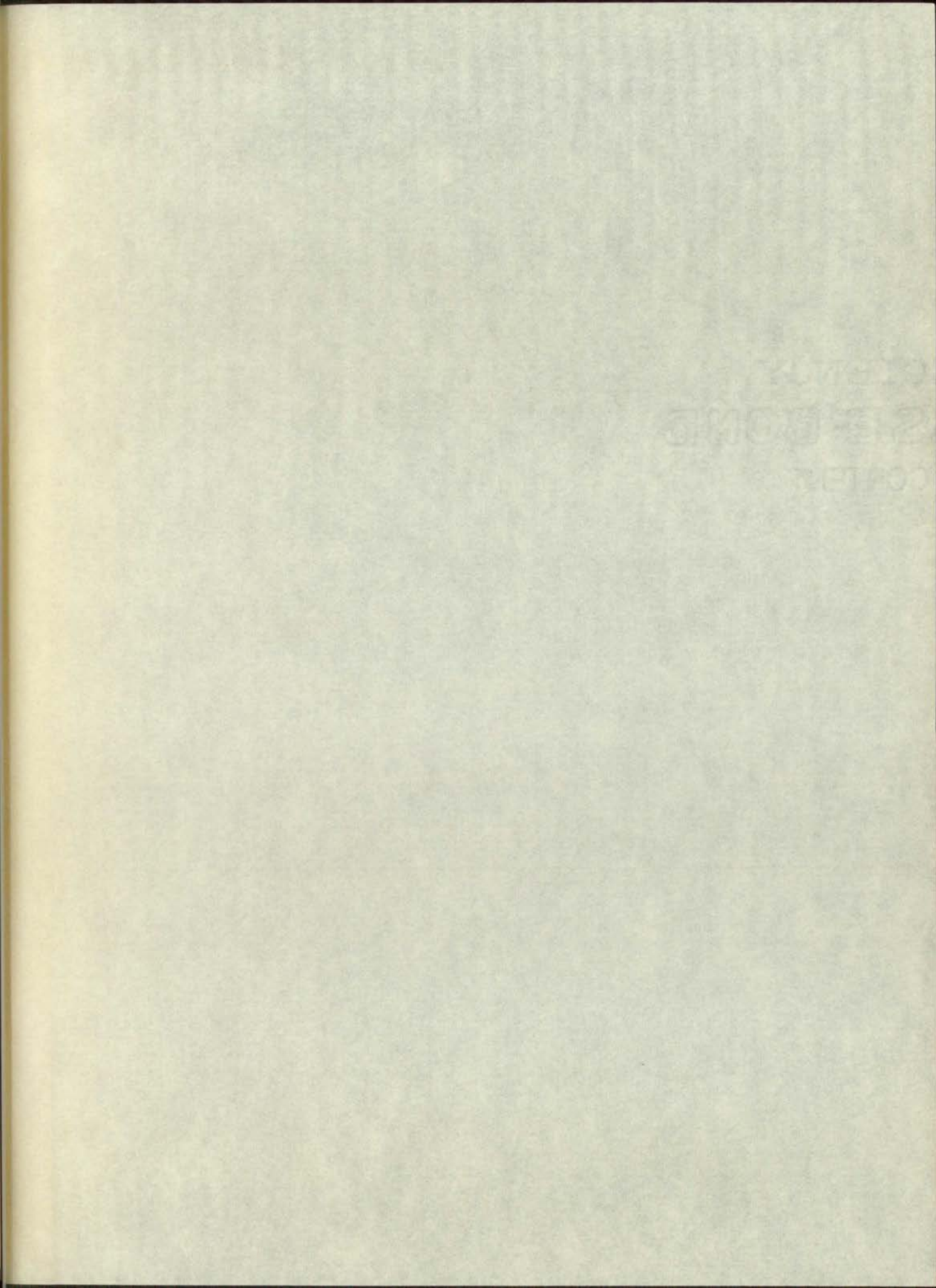












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THE VALUE OF THE APPLICATION PHOTOGRAPH AS  
A TEACHER-SELECTING INSTRUMENT

By

Robert P. Jeffries

A Thesis

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts in Education

University of New Mexico

1950





THE UNIVERSITY OF CALIFORNIA  
AT BERKELEY

REPORT OF THE

COMMISSIONER OF THE  
LAND OFFICE  
FOR THE YEAR  
1907

EXCISE

OFFICE OF THE

1907



This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

*E. H. Castetter*

DEAN

*May 26, 1950*

DATE

THE VALUE OF THE APPLICATION PHOTOGRAPH AS  
A TEACHER-SELECTING INSTRUMENT

By

Robert P. Jeffries

Thesis committee

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Board of Directors of the  
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1918

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The problem . . . . .	2
Statement of the problem . . . . .	2
The importance of the problem . . . . .	2
Limitations of the problem . . . . .	3
Definition of terms used . . . . .	6
Physical and expressional factors of the photograph . . . . .	6
Superintendent . . . . .	7
Uses of the application photograph . . . . .	7
Value . . . . .	7
Organization of the remainder of the the- sis . . . . .	7
II. REVIEW OF RELATED LITERATURE . . . . .	8
Studies on the ability of adults to judge expressions of emotions in adults . . . . .	8
Studies on the eyes and the mouth as re- vealers of emotion . . . . .	10
Studies on the value of the application photograph . . . . .	11
Literature on the misleading nature of photographs . . . . .	12

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# EFFICIENCY

## ERASE BOND

RECOMMENDATIONS

1. The first step in the process is to identify the problem.

2. The second step is to determine the cause of the problem.

3. The third step is to develop a plan of action.

4. The fourth step is to implement the plan.

5. The fifth step is to evaluate the results.

6. The sixth step is to make adjustments as needed.

7. The seventh step is to document the process.

8. The eighth step is to review the process.

9. The ninth step is to make improvements.

10. The tenth step is to repeat the process.

11. The eleventh step is to maintain the process.

12. The twelfth step is to evaluate the process.

13. The thirteenth step is to make adjustments.

14. The fourteenth step is to document the process.

15. The fifteenth step is to review the process.

16. The sixteenth step is to make improvements.

17. The seventeenth step is to repeat the process.

18. The eighteenth step is to maintain the process.

19. The nineteenth step is to evaluate the process.

20. The twentieth step is to make adjustments.



## CHAPTER

iii

PAGE

## III. THE DEVELOPMENT OF THE PHOTOGRAPH EVALUATION INSTRUMENT

Deficiency of criteria for an application photograph . . . . .	14
Classifying the sample photograph by type . . . . .	15
Classifying the sample photograph by value . . . . .	15
Classifying the sample photograph by size . . . . .	17
Determining the criteria of application photographs by type, value, and size .	17
The factor of expression . . . . .	19
Evaluating the expression of the photographs used in the instrument . . . .	19
Analysis of the results of evaluating the photograph . . . . .	22
The frequency with which the factors of size, value, and expression appear in the photographs of the completed instrument . . . . .	26
The material distributed . . . . .	30
The instrument . . . . .	30
The letter to the superintendents . . .	30

III. THE REVENUE OF THE UNITED STATES

FIVE THIRTEENTH

Definition of revenue and its classification

Classification of revenue into direct and indirect

Classification of revenue into taxes and duties

Classification of revenue into national and local

Classification of revenue into ordinary and extraordinary

Classification of revenue into capital and current

Classification of revenue into public and private

Classification of revenue into legal and illegal

Classification of revenue into permanent and temporary

Classification of revenue into fixed and floating

Classification of revenue into certain and uncertain

Classification of revenue into regular and irregular

Classification of revenue into ordinary and extraordinary

Classification of revenue into capital and current

Classification of revenue into public and private

Classification of revenue into legal and illegal

Classification of revenue into permanent and temporary

Classification of revenue into fixed and floating

Classification of revenue into certain and uncertain

Classification of revenue into regular and irregular

Classification of revenue into ordinary and extraordinary

Classification of revenue into capital and current

Classification of revenue into public and private



	iv
CHAPTER	PAGE
The postal card . . . . .	30
The group providing the data . . . . .	33
Summary . . . . .	33
IV. ANALYSIS OF THE DATA	36
Response to the questionnaire . . . . .	36
The results of ranking the instrument . . . . .	36
The consistency of the ranking . . . . .	37
The effectiveness of a photograph de- pends upon the person photographed and the observer evaluating it . . . . .	41
Personality characteristics in the pho- tograph . . . . .	42
V. CONCLUSIONS AND RECOMMENDATIONS . . . . .	44
Conclusions . . . . .	44
Recommendations . . . . .	45
BIBLIOGRAPHY . . . . .	46
APPENDIX A. RETURNS ON QUESTIONS ASKED PERTAINING TO USE OF APPLICATION PHOTOGRAPH . . . . .	48
APPENDIX B. COMMENTS BY SUPERINTENDENTS AS TO THEIR USES OF THE APPLICATION PHO- TOGRAPH . . . . .	49
APPENDIX C. REASONS LISTED FOR RANKING PHOTOGRAPH A FIRST AND LAST . . . . .	51



10	The social work
11	The social work in the future
12	Summary
13	IV. ANALYSIS OF THE CASE

14	Analysis of the case
15	The analysis of the case
16	The analysis of the case
17	Summary
18	V. CONCLUSIONS AND RECOMMENDATIONS

19	Conclusions
20	Recommendations
21	Summary
22	APPENDIX A. REPORT ON THE CASE
23	APPENDIX B. REPORT ON THE CASE
24	APPENDIX C. REPORT ON THE CASE
25	APPENDIX D. REPORT ON THE CASE
26	APPENDIX E. REPORT ON THE CASE
27	APPENDIX F. REPORT ON THE CASE
28	APPENDIX G. REPORT ON THE CASE
29	APPENDIX H. REPORT ON THE CASE
30	APPENDIX I. REPORT ON THE CASE
31	APPENDIX J. REPORT ON THE CASE
32	APPENDIX K. REPORT ON THE CASE
33	APPENDIX L. REPORT ON THE CASE
34	APPENDIX M. REPORT ON THE CASE
35	APPENDIX N. REPORT ON THE CASE
36	APPENDIX O. REPORT ON THE CASE
37	APPENDIX P. REPORT ON THE CASE
38	APPENDIX Q. REPORT ON THE CASE
39	APPENDIX R. REPORT ON THE CASE
40	APPENDIX S. REPORT ON THE CASE
41	APPENDIX T. REPORT ON THE CASE
42	APPENDIX U. REPORT ON THE CASE
43	APPENDIX V. REPORT ON THE CASE
44	APPENDIX W. REPORT ON THE CASE
45	APPENDIX X. REPORT ON THE CASE
46	APPENDIX Y. REPORT ON THE CASE
47	APPENDIX Z. REPORT ON THE CASE
48	APPENDIX AA. REPORT ON THE CASE
49	APPENDIX AB. REPORT ON THE CASE
50	APPENDIX AC. REPORT ON THE CASE
51	APPENDIX AD. REPORT ON THE CASE
52	APPENDIX AE. REPORT ON THE CASE
53	APPENDIX AF. REPORT ON THE CASE
54	APPENDIX AG. REPORT ON THE CASE
55	APPENDIX AH. REPORT ON THE CASE
56	APPENDIX AI. REPORT ON THE CASE
57	APPENDIX AJ. REPORT ON THE CASE
58	APPENDIX AK. REPORT ON THE CASE
59	APPENDIX AL. REPORT ON THE CASE
60	APPENDIX AM. REPORT ON THE CASE
61	APPENDIX AN. REPORT ON THE CASE
62	APPENDIX AO. REPORT ON THE CASE
63	APPENDIX AP. REPORT ON THE CASE
64	APPENDIX AQ. REPORT ON THE CASE
65	APPENDIX AR. REPORT ON THE CASE
66	APPENDIX AS. REPORT ON THE CASE
67	APPENDIX AT. REPORT ON THE CASE
68	APPENDIX AU. REPORT ON THE CASE
69	APPENDIX AV. REPORT ON THE CASE
70	APPENDIX AW. REPORT ON THE CASE
71	APPENDIX AX. REPORT ON THE CASE
72	APPENDIX AY. REPORT ON THE CASE
73	APPENDIX AZ. REPORT ON THE CASE
74	APPENDIX BA. REPORT ON THE CASE
75	APPENDIX BB. REPORT ON THE CASE
76	APPENDIX BC. REPORT ON THE CASE
77	APPENDIX BD. REPORT ON THE CASE
78	APPENDIX BE. REPORT ON THE CASE
79	APPENDIX BF. REPORT ON THE CASE
80	APPENDIX BG. REPORT ON THE CASE
81	APPENDIX BH. REPORT ON THE CASE
82	APPENDIX BI. REPORT ON THE CASE
83	APPENDIX BJ. REPORT ON THE CASE
84	APPENDIX BK. REPORT ON THE CASE
85	APPENDIX BL. REPORT ON THE CASE
86	APPENDIX BM. REPORT ON THE CASE
87	APPENDIX BN. REPORT ON THE CASE
88	APPENDIX BO. REPORT ON THE CASE
89	APPENDIX BP. REPORT ON THE CASE
90	APPENDIX BQ. REPORT ON THE CASE
91	APPENDIX BR. REPORT ON THE CASE
92	APPENDIX BS. REPORT ON THE CASE
93	APPENDIX BT. REPORT ON THE CASE
94	APPENDIX BU. REPORT ON THE CASE
95	APPENDIX BV. REPORT ON THE CASE
96	APPENDIX BW. REPORT ON THE CASE
97	APPENDIX BX. REPORT ON THE CASE
98	APPENDIX BY. REPORT ON THE CASE
99	APPENDIX BZ. REPORT ON THE CASE
100	APPENDIX CA. REPORT ON THE CASE

CHAPTER	PAGE
APPENDIX D. REASONS LISTED FOR RANKING PHOTOGRAPH	
B FIRST AND LAST . . . . .	52
APPENDIX E. REASONS LISTED FOR RANKING PHOTOGRAPH	
E FIRST AND LAST . . . . .	53
APPENDIX F. REASONS LISTED FOR RANKING PHOTOGRAPH	
F FIRST AND LAST . . . . .	54
APPENDIX G. REASONS LISTED FOR RANKING PHOTOGRAPH	
G FIRST AND LAST . . . . .	55
APPENDIX H. REASONS LISTED FOR RANKING PHOTOGRAPH	
H FIRST AND LAST . . . . .	56
APPENDIX I. REASONS LISTED FOR RANKING PHOTOGRAPH	
I FIRST AND LAST . . . . .	57
APPENDIX J. REASONS LISTED FOR RANKING PHOTOGRAPH	
J FIRST AND LAST . . . . .	58
APPENDIX K. REASONS LISTED FOR RANKING PHOTOGRAPH	
K FIRST AND LAST . . . . .	59



QUARTER

APPENDIX D. SUMMARY OF THE RESULTS OF THE

RESEARCH AND ANALYSIS OF THE

APPENDIX E. SUMMARY OF THE RESULTS OF THE

RESEARCH AND ANALYSIS OF THE

APPENDIX F. SUMMARY OF THE RESULTS OF THE

RESEARCH AND ANALYSIS OF THE

APPENDIX G. SUMMARY OF THE RESULTS OF THE

RESEARCH AND ANALYSIS OF THE

APPENDIX H. SUMMARY OF THE RESULTS OF THE

RESEARCH AND ANALYSIS OF THE

APPENDIX I. SUMMARY OF THE RESULTS OF THE

RESEARCH AND ANALYSIS OF THE

APPENDIX J. SUMMARY OF THE RESULTS OF THE

RESEARCH AND ANALYSIS OF THE

APPENDIX K. SUMMARY OF THE RESULTS OF THE

RESEARCH AND ANALYSIS OF THE

RESEARCH AND ANALYSIS OF THE



# LIST OF TABLES

TABLE	PAGE
I. Variations in Types of 143 Photographs Secured from a Teacher Placement Bureau . . . . .	16
II. Variation in Value and Size of 1943 Photographs Secured from a Teacher Placement Bureau . . . . .	18
III. The Chi-square Test for Probability of the Reliabilities of the Sampling Used to Measure Validity of Expression Showing Degrees of Freedom and Proof or Disproof of the Null Hypothesis . . . . .	23
IV. Symbol Substitution for the Factors of Size, Value, and Expression in the Photographs	27
V. Simple Regression Table for Photograph Selection . . . . .	28
VI. Final Selection of Photographs for Instru- ment . . . . .	29
VII. Final Ranking of the Photographs with Assigned Point Values . . . . .	38
VIII. How the Factors of Size, Value, and Expres- sion Varied in the Ranking . . . . .	39
IX. Rankings Found by Robert Clark Compared with Those in this Study . . . . .	40

I.	Variations in Types of the ...	1
II.	Variations in Types of the ...	2
III.	The ...	3
IV.	Symbol ...	4
V.	Single ...	5
VI.	Visual ...	6
VII.	Final ...	7
VIII.	How the ...	8
IX.	Backings ...	9



## LIST OF FIGURES

FIGURE	PAGE
1. Mimeographed Blank Used for Evaluation of Expression . . . . .	20
2. The Final Photograph Evaluation Instrument .	31
3. Letter Sent to the Superintendents Accompany- ing the Evaluation Instrument . . . . .	32
4. Form for Returning Requested Information . .	34



INSTRUCTIONS

10000

1. Instructions should be read carefully before use.

2. The first step is to check the battery level.

3. The second step is to check the signal strength.

4. The third step is to check the network status.

5. The fourth step is to check the data usage.

6. The fifth step is to check the storage space.

## CHAPTER I

### INTRODUCTION

Few nineteenth century inventions have achieved such popular application as photography. The use of photography has transcended normal technical adaptations in industry, commerce, and social life. In the mind's eye the photograph tends to be an actual reproduction of life. An observer frequently identifies the object photographed with a real life situation, and even attempts to characterize inanimate objects in terms of attitudes. That is, when looking at a photograph of a person, the observer may feel he can visualize personality characteristics which can be identified with the person. Possibly the attitude of the observer determines his impressions more than presence or absence of certain character traits in the person photographed. It is also possible that a photograph may convey to the observer different concepts or impressions of the subject in strong contrast to his true or actual personality characteristics.

One may assume that individual employers are sometimes interested in securing different types of personality traits in their employees. An employer on occasion might seek submissive personalities; in another situation he might be interested in more dominant traits. This matter



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The following is a summary of the results of the investigation conducted by the author. The results are presented in the form of a series of paragraphs, each dealing with a different aspect of the problem. The first paragraph deals with the general nature of the problem, and the subsequent paragraphs deal with the specific details of the investigation. The results of the investigation are presented in a clear and concise manner, and are supported by a series of photographs and diagrams. The author concludes that the results of the investigation are of great importance, and that they should be taken into consideration by all concerned with the problem.



of preference introduces a practical and interesting question: What use do employers make of application photographs? It would be interesting to know for what purposes photographs are requested and the extent to which certain physical characteristics of the photograph may contribute to an applicant's success.

### I. THE PROBLEM

Statement of the problem. The purpose of this study is to discover information which may contribute to a better understanding of the value of application photographs for prospective teacher positions. Specifically, this study is concerned with the following aspects: (1) the extent to which superintendents of schools use photographs in teacher selection; (2) the influence which three physical characteristics, namely, size, contrast, and expression, may have upon teacher selection; and (3) the value which the superintendent of schools places on the photograph as an instrument of teacher selection.

The importance of the problem. This study has importance in two respects. A prospective teacher, when supplying a photograph to accompany an application blank, should be interested in knowing if there are any con-





trollable factors which may contribute to securing the position. The second consideration of the importance of photographs concerns administrators. A photograph is usually expected or required to accompany an application blank for a teaching position. However, little is known concerning the true function or value of such photographs. A photograph can be, and often times is, misleading in many respects. Consequently, any information which this study may provide that will assist an administrator to determine the limitations as well as the functions and values of the application photograph is important.

Limitations of the problem. Because the writer could find no evidence of previous studies concerning the function or value of an application photograph, he assumed, perhaps somewhat arbitrarily, that the one function was that of a selecting instrument, to be used by a school superintendent in much the same manner as a college transcript, letters of recommendation, and items on the application blank. The writer further reasoned, following this assumption, that if the photograph is a selecting instrument, then the best application photograph would be one possessing characteristics most helpful in securing a position. However, it was recognized that not all



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producible results were not as effective as in the  
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of the factors that might conceivably affect a photograph's effectiveness could or would be worth studying. For instance, uncontrollable factors such as sex, age, or physique would inject uncommon elements unique to the requirements of the position and personal preference of the superintendent. Moreover, it is admitted that there are many more than the three controllable factors that were chosen to be studied. Texture of photograph, detail of photograph, or type of clothing worn by the subject, might be mentioned as examples. The complications of such an instrument however would be impractical. In fact, to measure completely the three physical characteristics of a photograph chosen for this study would necessitate a photograph for each characteristic or twenty-seven in all. A battery of such size would be completely unwieldy and the cost of reproduction prohibitive.

Validity of the judgments secured in this study could be improved by holding the subject of the photograph constant, that is, photographing the same individual nine times, varying the size, contrast, and expression in each photograph. The weakness of this approach is apparent at the onset. There would be little interest or motivation for the evaluator to rank the same person nine times.

Perhaps the most valid method of analyzing a







problem of this nature would be the use of the statistical method of paired comparisons. But the value of such method is outweighed by the problems involved. Application of this method to the nine photographs used in this study would necessitate reproducing each of the photographs nine times; then the complete battery would consist of eighty-one reproductions. The final form of such a battery would fill a thirty-eight page booklet. In addition to the almost prohibitive problems of reproduction, scoring, cost, and mailing difficulties involved, the amount of time necessary for a superintendent to evaluate such a document would be more than the writer could justifiably expect. These combined reasons eliminated this possibility of approach. An alternate method as suggested by Greene is used in this study,

. . . the paired comparison method becomes very laborious. The rank-order method overcomes this difficulty without loss of effectiveness.<sup>1</sup>

Although the rank order method was used as early as 1903 by Cattell<sup>2</sup> in studying American scientists, the statistical development is still sketchy. One should bear

---

<sup>1</sup> Edward B. Greene, Measurements of Human Behavior, (New York: The Odyssey Press, 1941), p. 694.

<sup>2</sup> J. McK. Cattell, "A Statistical Study of Eminent Men," Popular Science Monthly, 62:359-377, September, 1903.

problem of this nature would be the use of the statistical method of paired comparisons. But the value of such a method of comparison is outweighed by the problems involved. Application of this method to the nine photographs used in this study would necessitate reproducing each of the photographs nine times; then the complete battery would consist of eighty-nine reproductions. The final form of such a battery would fill a thirty-eight page booklet. In addition to the almost prohibitive problems of reproduction, storage, cost, and mailing difficulties involved, the amount of time necessary for a superintendent to examine such a document would be more than the writer could imaginably expect. These combined reasons obliterated this possibility of approach. An alternative method as suggested by Brown is used in this study.

... the paired comparison method becomes very laborious. The rank-order method overcomes this difficulty without loss of effectiveness.

Although the rank order method was used in early as 1903 by Gaskell in studying foreign automobiles, the statistical development is still slender. One would have

<sup>1</sup> Howard E. Gaskell, Measurement of Human Behavior (New York: The Odyssey Press, 1941), p. 69.

<sup>2</sup> J. McK. Gaskell, "A Statistical Study of Human Behavior," Psychological Monographs, 22:355-377, September, 1903.



in mind that while the coefficient of concordance (W) and Kendall's tables<sup>3</sup> are the latest available analysis of this method, such statistical aids are by no means complete.

In the analysis of any statistical data it is always desirable to have a large number of cases. Because of the nature of this study, data were secured from a small and select group. Statistical procedures are applied to this study, but the best statistical measures are only approximations and there always remains the possibility that the sample tested is not a random one. A first criticism of the sampling used might be that it was limited to superintendents' judgments from the largest school systems in each state. It is possible that an adequate sample secured from superintendents of smaller schools might have given different findings to the study.

## II. DEFINITIONS OF TERMS USED

Physical and expressional factors of the photograph. References to the physical and expressional factors of the photograph are interpreted as meaning the qualities inherent in the photograph. Specifically in this study,

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<sup>3</sup> Palmer O. Johnson, Statistical Methods in Research, (New York: Prentice-Hall, Inc., 1949), p. 242.



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such factors refer to the size and contrast of the photograph, and the facial expression of the subject. A more nearly complete description of these factors is presented in Chapter III.

Superintendent. The term superintendent includes personnel officers, assistant superintendents, and school board officials. Generally, it will be used to designate any individual who selects teachers in a particular school system.

Uses of the application photograph. The expression, uses of the application photograph, means the function which it serves as a selecting instrument. For example, such function includes the use of photographs to screen applicants, or selection of teachers from the photograph submitted, as distinguished from the use of the photograph as an instrument of identification.

Value. Value is the grey range from white to black. Value in this study refers to intensity of the grey tone of the photograph.

### III. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of the thesis is divided into four chapters in addition to the Bibliography, and Appendix.



such factors as the size and shape of the group, and the social structure of the group, are nearly completely neglected in the present literature in Chapter III.

Organization. The term organization is used in a broad sense, covering the entire range of social organization, from the simple to the complex. It is used in a broad sense, covering the entire range of social organization, from the simple to the complex. It is used in a broad sense, covering the entire range of social organization, from the simple to the complex.

Value of the organization. The value of the organization is a subject which has attracted the attention of many writers. It is a subject which has attracted the attention of many writers. It is a subject which has attracted the attention of many writers. It is a subject which has attracted the attention of many writers.

Value. Value is a term which is used in many different senses. It is a term which is used in many different senses. It is a term which is used in many different senses. It is a term which is used in many different senses.

III. ORGANIZATION AND THE VALUE OF THE ORGANIZATION. The purpose of this chapter is to discuss the value of the organization. The purpose of this chapter is to discuss the value of the organization. The purpose of this chapter is to discuss the value of the organization.



Chapter II presents a brief review of related literature; the method of conducting the investigation is described in Chapter III; Chapter IV sets forth an analysis of the data; the conclusions and recommendations drawn from the study are given in Chapter V. Incidental information secured about the uses of application photographs as well as reasons why superintendents have certain choices, are presented in the exhibits in the Appendix.

Chapter II is devoted to a study of the efficiency of the  
the method of separating the components of a mixture  
in Chapter III, the method of separating the components of a mixture  
data; the content of the components of a mixture is determined  
study and the results are given in Chapter IV. The results of the  
study are given in Chapter V. The results of the study are given in  
Chapter VI. The results of the study are given in Chapter VII.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

There is little published literature on the uses of the application photograph. However, there are some reports of investigations concerning photographs in the field of psychology.

Some of these experimental studies using photographs contribute information related to the uses of application photographs.

Studies on the ability of adults to judge expressions of emotions in adults. Ruch reports two experiments made by Landis<sup>4</sup> and Davis<sup>5</sup> in which adults were subjected to various stimuli and photographed. The subjects then introspected as to their emotion at the time of the photograph. The photographs were analyzed for muscle patterns and it was found:

. . . while no all-or-nothing patterns of facial expression are to be found in each of the emotions, there is some tendency for certain muscles to be involved more frequently than others in the facial expression of a particular emotion. And the fact

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<sup>4</sup> C. Landis, "The Expression of the Emotions," Foundations of Experimental Psychology, (Carl Murchison, editor; Clark University Press, 1929), p. 387.

<sup>5</sup> R. C. Davis, "The Specificity of Facial Expressions," Journal of General Psychology, 10:42-58, June, 1934.

REVIEW OF THE LITERATURE

There is little doubt that the study of the  
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that recognizable facial patterns could be found proves that, although individual differences are great, there is a central core of common elements which can be isolated. However he may do it, there is no doubt that the adult can with fair accuracy judge emotions from facial expressions, indicating that there are definite facial patterns which accompany emotional patterns.<sup>6</sup>

Studies on the eyes and the mouth as revealers of emotion. Ruch further describes experiments conducted by the psychologists Dunlap<sup>7</sup> and Hanawalt<sup>8</sup>, who used segments of photographs that were divided at mid-face. The upper part of the head composed one segment and the lower the other. In a series of observations in which college students judged the emotion conveyed, Ruch concluded:

On the question of which part of the face is more "expressive"--the upper (eyes) or lower (mouth)--psychologists find some tendency for the mouth to be more revealing of emotion, although there is also evidence that their relative importance depends upon the particular emotion being portrayed.<sup>9</sup>

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<sup>6</sup> Floyd L. Ruch, Psychology and Life, (New York: Scott, Foresman and Company, 1948), pp. 179-180.

<sup>7</sup> K. Dunlap, "The Role of Eye Muscles and Mouth-Muscles in the Expression of the Emotions," Genetic Psychology Monographs, 2:195-233, February, 1927.

<sup>8</sup> N. G. Hanawalt, "The Role of the Upper and the Lower Parts of the Face as a Basis for Judging Facial Expressions: II. In Posed Expressions and 'Candid-Camera' Pictures," Journal of General Psychology, 31:23-36, May, 1944.

<sup>9</sup> Ruch, op. cit., pp. 181-183.

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#### Reaction to the eyes and the mouth as revealed by

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 the particular emotion being portrayed.

6. Floyd L. Hux, Psychology and Life, (New York:  
 McGraw-Hill and Company, 1948), pp. 177-180.

7. R. Dunlap, "The Role of Eye Muscles and Mouth-  
 Muscles in the Expression of the Emotions," Psychological  
Monographs, 2:197-237, February, 1937.

8. R. C. Harsanyi, "The Role of the Upper and the  
 Lower Parts of the Face as a Basis for Judging Facial  
 Expression: II. Informed Observers and 'Control-Subjects',  
Journal of General Psychology, 31:23-32, May, 1943.

9. Hux, op. cit., pp. 181-183.



Studies on the value of the application photograph.

Landis and Phelps<sup>10</sup>, using photographs of college graduates, conducted an experiment. One photograph was taken at the time of the students' graduation and a second was taken twenty-five years later. The success of the graduates was determined by autobiographical sketches. The photographs were projected on a screen at which time college students attempted to select the successful and unsuccessful people. The judgments made were no better than one would expect by chance. It was concluded that it is impossible to select successful people on the basis of a photograph.

In a similar study by Viteles and Smith<sup>11</sup>, trained personnel workers acted as evaluators. The results were much the same, the trained personnel workers attaining only chance success in their selections.

With respect to the use of the application photograph Ruch states quite definitely:

Many employers still insist that applicants supply their photographs. However, it is impossible to judge character, personality, or intelligence from a photo-

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<sup>10</sup> C. Landis and L. W. Phelps, "The Prediction from Photographs of Success and of Vocational Aptitude," Journal of Experimental Psychology, 11:313-324, November, 1928.

<sup>11</sup> M. S. Viteles and Smith, Industrial Psychology, (New York: W. W. Norton and Company, 1932), p. 186.

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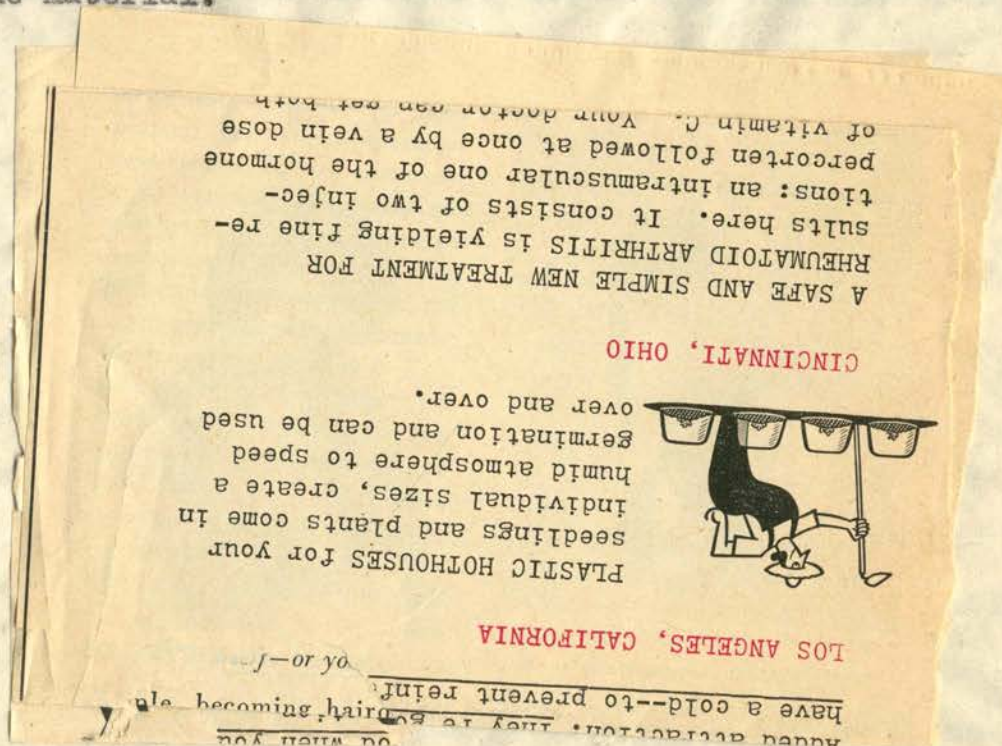
<sup>11</sup> M. S. Vissler and Smith, Industrial Psychology (New York: W. W. Norton and Company, 1932), p. 186.



graph. Even trained personnel workers, despite their daily contacts with applicants for employment, cannot accurately judge successfulness and unsuccessfulness on the basis of a photograph.<sup>12</sup>

Literature on the misleading nature of photographs.

In recent years several articles have been published in popular periodicals illustrating how misleading photographs can be. A recent article of this nature by Robinson pertinent to this problem serves to illustrate the nature of the material.



<sup>12</sup> Ruch, op. cit., p. 642.

<sup>13</sup> Selma Robinson, "Just Picture Yourself," McCall's, 77:16, May, 1950.



# Studies on the value of the application photograph

Ladd and Phelps<sup>10</sup>, using photographs of college graduates, conducted an experiment. One photograph was taken at the time of the students' graduation and a second was taken twenty-five years later. The success of the graduates was determined by sociological statistics. The photographs were projected on a screen at which time college students attempted to select the successful and unsuccessful people. The judgments made were no better than one would expect by chance. It was concluded that it is impossible to select successful people on the basis of a photograph.

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# Just picture yourself

BY SELMA ROBINSON

THE camera never lies," so they say. Well, it isn't true. The camera does lie, as some of these studies of lovely Celeste Holm, the film star, prove. The camera can be a flatterer, a libeler, a gay deceiver, all depending upon what you bring to it.

It's cold comfort, for instance, to realize that nobody in the world could possibly look as bad as a passport photo. Or go to the other extreme and observe the over-glamorized, over-retouched portrait that erases character along with wrinkles. Or feast your eyes on this new spring



*Passport photo—cold comfort*



*It's too good to be true*

costume — is it the dress or the girl you see?

Your portrait should be as undated five years from now as it is today and — let's face it — should be a little flattering. It ought to be you at the moment when you look your best and someone has just told you so.

There are a few simple rules to make the camera your friend: First, get a good night's sleep before you have your picture taken. Don't use much make-up or your face will look hard. Don't let your hairdresser change your



*Yourself—or your costume?*

simple, becoming hairdo to something stiff and strange.

Wear simple, ageless clothes. A sweater or a draping of tulle is better than a stylish costume. When you are before the camera think of something pleasant. Look down until the photographer is ready, then look up naturally to avoid a hard stare.

Retouching and trick lighting are fine in the hands of an expert, but if you are in doubt there's nothing like a snapshot by a talented amateur to bring out a charming natural quality.



*Unposed, unaffected, unbeatable*





The article illustrates the well-known fact that the same person can be photographed several times and, by varying the lighting, pose, and costume in each exposure, the results will indicate that the photographs are apparently those of different people.

The article discusses the various factors which

the same person may be affected by, such as

by varying the lighting, color, the texture of the

surface, the results will reflect the different

apparently none of different

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### CHAPTER III

#### THE DEVELOPMENT OF THE PHOTOGRAPH EVALUATION INSTRUMENT

For purposes of greater clarity this chapter is divided into three sections; the first describes the development of the photograph evaluation instrument, the second reviews the material distributed, and the third is a brief statement concerning the groups from whom data were secured.

Deficiency of criteria for an application photograph. The writer first attempted to determine what general characteristics an application photograph should contain. Although on most application blanks a recent photograph is requested, no information was presented describing the specifications of such photographs. That is, information regarding type, size, value, and expression a photograph should have to classify it as a suitable application photograph was conspicuously absent.

To determine the criteria of an application photograph, the investigator secured 143 photographs from a teacher placement bureau. From the following described study of these photographs, he selected the type most typically submitted as an application photograph.





Classifying the sample photographs by type. To the photographer or any other observant person, photographs fall into types even though the classifications are somewhat arbitrary. In general, the classification of a photograph depends upon the type of camera used, the purpose for which the photograph was taken, and in some respects the impression it was intended to convey. For example, a passport or identification photograph ranges in size from 1 1/2" by 2 1/4" to three by four inches. It is full face, shows head and bust, and is usually light in value. It is conceivable that a portrait type of photograph might have all of the above characteristics and still be different from an identification photograph. The difference would be in the impression the photograph conveys. The identification photograph describes an object; the portrait conveys the impression of a personality. On this basis the photographs were classified by types as shown in Table I.

Classifying the sample photographs by value. Observation of a large number of photographs at one time gives total impressions that are not apparent in examining one or two prints individually. One of these total impressions is the value range. An individual photograph may appear to exhibit every gradation of value from white





TABLE I

VARIATIONS IN TYPES OF 143 PHOTOGRAPHS SECURED  
FROM A TEACHER PLACEMENT BUREAU

Type	Number
Snap shots	2
Penny arcade or 3 for 25¢	2
Passport or identification	74
Portraits	65
Total	143

STATE OF NEW YORK  
IN SENATE  
JANUARY 1, 1903.

175

State of New York

County of New York

City of New York

Port of New York

Total



to total black, but when one photograph is compared with a group of photographs it may appear quite light or quite dark in value. By comparing values in this manner, the 143 photographs were divided into three groups; light, dark, and grey or neutral value.

Classifying the sample photographs by size. Each group of photographs as classified by value was next sorted into three piles by sizes--small, medium, and large. The photographs in these piles were then measured and averaged for size, as shown in Table II.

Determining the criteria of application photographs by type, value, and size. The results of the foregoing examination contributed in the following ways to the final selection of photographs which were used in the evaluation instrument: (1) because the majority of the photographs studied were of the identification and portrait types, the photographs selected were typical of these types; (2) value of an individual print was determined by comparison with a group of prints and through this method three general groups were established, light, neutral, and dark; and (3) the averages of the sizes for the three groups, large, medium, and small, served as a basis for selecting the size of the photographs.





TABLE II

VARIATION IN VALUE AND SIZE OF 143 PHOTOGRAPHS  
SECURED FROM A TEACHER PLACEMENT BUREAU

Group	Type	Size	Number
Light	Small	1 3/4" x 2 1/4"	7
	Medium	2 1/2" x 3 1/2"	16
	Large	2 7/8" x 3 3/4"	14
Neutral	Small	2 1/4" x 3 1/4"	16
	Medium	3" x 4"	26
	Large	3 1/4" x 4 1/2"	6
Dark	Small	2 1/4" x 3 1/4"	15
	Medium	3" x 4"	38
	Large	3 1/4" x 4 1/2"	6
Total			143





The factor of expression. An interesting observation was made by the investigator while examining the large group of photographs. Many of them appeared to be extremely over-posed. In general, it seemed that the applicants tried to express some aspect of their personality while having their picture taken. For example, one who wished to show his sunny disposition smiled broadly, or if another wished to appear serious, he stared solemnly at the camera. Acting upon this observation, the investigator re-examined the collection of photographs and it seemed that most applicants tried to look either serious or happy. In this respect it was apparent that not all the applicants were successful.

Evaluating the expression of the photographs used in the instrument. To introduce as abstract an element as the expression of a person in a photograph, an investigator is confronted by two choices in his search for validity of the instrument: (1) an evaluation made by experts or (2) an evaluation made by large groups of people. It was impossible to determine what qualifications an expert judge of expression should possess. As a result of having access to large groups of people in college classes, the writer chose the latter procedure. A blank was designed and mimeographed as shown in Figure 1.





Please indicate your reaction to the following numbered photographs in the corresponding numbered blanks, as to whether the picture impresses you: as indicating a happy mood with a letter (H), a serious mood with a letter (S), if neither happy or serious to you, indicate by placing a (?) in the blank.

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

FIGURE 1

MIMEOGRAPHED BLANK USED FOR EVALUATION  
OF EXPRESSION

Please indicate your reaction to the following  
 numbered photographs in the corresponding numbered blanks  
 as to whether the picture impresses you as indicating  
 a happy mood with a letter (H), a serious mood with a

letter (S), if neither happy or serious to you, indicate

by placing a (?) in the blank.

1.	_____	5.	_____
2.	_____	9.	_____
3.	_____	10.	_____
4.	_____	11.	_____
5.	_____	12.	_____
6.	_____	13.	_____
7.	_____	14.	_____

FIGURE 1

STIMULATED BLANK USED FOR EVALUATION  
 OF EXPRESSION



It was accompanied by fourteen photographs chosen for the size, value, and apparent impression they conveyed. These were mounted on a large sheet of bristol board and numbered from one to fourteen corresponding to the numbers on the blank.

The photographs were then submitted to three classes of upper division and graduate students in the College of Education at the University of New Mexico. There were approximately sixty students in the three classes. They were asked to judge each photograph in regard to three expression variables: happy, serious, or questionable. Originally the photographs were selected by the writer on the basis of the mood or expression the applicant appeared to convey. The students were asked to indicate their impressions of expression, the assumption being that if a photograph was judged by a majority as serious, then it followed that the applicant had conveyed the impression that he was essentially in a serious mood. The assumption continued that if the final results of the study showed that a serious expression contributed to preference for a photograph, then it would seem that a person posing should try to look serious.

If expression has any bearing on the effectiveness of a photograph it is necessary to know definitely how

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CONT

It was necessary to have a copy of the original  
also, value, and a copy of the original  
These were made of a paper copy of the original  
and numbered the copy of the original  
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the photographs in question conveyed that expression. The reverse is also true. If the final rankings made by the superintendents show that expression has no effect on the ranking, then it is important to know that there is a lack of expression in the photograph concerned.

Analysis of the results of evaluating the photograph for expression. The judgments of expression made by the students on the fourteen photographs were tested for reliabilities of the sampling by the chi-square test of normalcy using a null hypothesis.<sup>14</sup> The results are shown in Table III.

Table III is interpreted in the following manner, reading horizontally: Column One gives the identification number of the photograph when it was judged for expression, second and third columns list the results of the chi-square test for normalcy and its meaning as interpreted by the probability table, Column Four indicates the proof (plus) or disproof (minus) of the null hypothesis. Proof of the hypothesis indicates a chance relationship, or in this case shows the expression as questionable (2), while disproof of the null hypothesis as indicated by minus shows the majority of the judgments

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<sup>14</sup> Henry E. Garret, Statistics in Psychology and Education, (New York: Longmans, Green and Company, 1947), p. 241.





TABLE III

THE CHI-SQUARE TEST FOR PROBABILITY OF THE RELI-  
 ABILITIES OF THE SAMPLING USED TO MEASURE  
 VALIDITY OF EXPRESSION SHOWING DEGREES  
 OF FREEDOM AND PROOF OR DISPROOF  
 OF THE NULL HYPOTHESIS

Photo Number	$\chi^2$ or chi- square	P Prob- abil- ity	+NH Null hypo- thesis	-NH Null hypo- thesis	Final photo code
1	81.255	Less than .01	minus	3	2B3
2	0	Over .99	plus	(2)	
3	21.10	Less than .01	minus	3	3C3
4	4.30	.80 to .70	plus	(2)	1B2
5	108.3	Less than .01	minus	1	1C1
6	3.70	.9 to .8	plus	(2)	3A2
7	47.70	Less than .01	minus	1	

TABLE III

THE CHI-SQUARE TEST FOR PROBABILITY OF THE RELATIONSHIP OF THE SAMPLING ERROR TO VARIATION IN THE VALUE OF THE SAMPLING ERROR  
OF THE SAMPLING ERROR  
OF THE SAMPLING ERROR

Photo Number	X <sup>2</sup> or Chi-Square	Y or Prob-ability	W or Prob-ability	W or Prob-ability	W or Prob-ability
1	31.555	Less than .01	minus	3	337
2	0	Over .99	plus	(2)	
3	27.10	Less than .01	minus	3	303
4	4.80	Over .90 to .99	plus	(2)	175
5	108.5	Less than .01	minus	1	101
6	2.70	Over .90 to .99	plus	(2)	243
7	17.70	Less than .01	minus	1	



TABLE III (continued)

THE CHI-SQUARE TEST FOR PROBABILITY OF THE RELI-  
 ABILITIES OF THE SAMPLING USED TO MEASURE  
 VALIDITY OF EXPRESSION SHOWING DEGREES  
 OF FREEDOM AND PROOF OR DISPROOF  
 OF THE NULL HYPOTHESIS

Photo number	$\chi^2$ or chi- square	P Prob- abil- ity	+NH Null hypo- thesis	-NH Null hypo- thesis	Final photo code
8	97.45	Less than .01	minus	1	2A1
9	70.0	Less than .01	minus	3	1A3
10	13.3	Less than .01	minus	1	
11	1.30	.95 to .9	plus	(2)	2C2
12	36.4	Less than .01	minus	1	3B1
13	41.7	Less than .01	minus	1	





TABLE III (continued)

THE CHI-SQUARE TEST FOR PROBABILITY OF THE RELI-  
 ABILITIES OF THE SAMPLING USED TO MEASURE  
 VALIDITY OF EXPRESSION SHOWING DEGREES  
 OF FREEDOM AND PROOF OR DISPROOF  
 OF THE NULL HYPOTHESIS

Photo number	$\chi^2$ or chi- square	P Prob- abil- ity	+NH Null hypo- thesis	-NH Null hypo- thesis	Final photo code
14	61.39	Less than .01	minus	1	

Expressions: Happy = 1, Neutral = 2, Serious = 3.  
 Degrees of Freedom = 2, Number of judges = 60.

TABLE OF CONTENTS

THE CHAIRMAN'S REPORT  
THE SECRETARY'S REPORT  
THE TREASURER'S REPORT  
THE BOARD OF DIRECTORS' REPORT  
THE BOARD OF DIRECTORS' REPORT

CITY OF  
SEBASTIAN  
CONTENTS

Page  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
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Expressed by the Board of Directors  
Approved by the Board of Directors



indicated the photograph was happy (1) or serious (3). The final column shows the code symbols of the photographs. Their meaning is explained below. This column will provide a means for the reader to identify the photographs included in the evaluating instrument and proof of expression conveyed.

The frequency with which the factors of size, value, and expression appear in the photographs of the completed instrument. Letters and numbers were substituted for sizes, values, and expressions as shown in Table IV. These symbols were then arranged in a simple regression table as shown in Table V.

Using a diagonal selection, Table V, that included each factor analyzed three times and varying the component factors in each selection, this resulted in a final instrument that contained nine photographs. The final results of this selection and the code for each photograph in the completed instrument are shown in Table VI.

The hypotheses in regard to use of the final instrument are as follows: (1) if a group using the instrument randomly selects photographs that have no relationship to each other in regard to size, value, or expression, one can assume that such factors have little relation to the success or appeal of the photograph; and (2) if a group





TABLE IV

SYMBOL SUBSTITUTION FOR THE FACTORS OF SIZE,  
VALUE, AND EXPRESSION IN THE PHOTOGRAPHS

Size	Value	Expression
1 - small	A - dark	1 - happy
2 - medium	B - neutral	2 - neutral
3 - large	C - light	3 - serious





TABLE V  
SIMPLE REGRESSION TABLE FOR  
PHOTOGRAPH SELECTION

Small	Medium	Large
<u>1 - A - 3</u>	<u>2 - A - 3</u>	<u>3 - A - 3</u>
<u>1 - B - 3</u>	<u>2 - B - 3</u>	<u>3 - B - 3</u>
<u>1 - C - 3</u>	<u>2 - C - 3</u>	<u>3 - C - 3</u>
<u>1 - A - 2</u>	<u>2 - A - 2</u>	<u>3 - A - 2</u>
<u>1 - B - 2</u>	<u>2 - B - 2</u>	<u>3 - B - 2</u>
<u>1 - C - 2</u>	<u>2 - C - 2</u>	<u>3 - C - 2</u>
<u>1 - A - 1</u>	<u>2 - A - 1</u>	<u>3 - A - 1</u>
<u>1 - B - 1</u>	<u>2 - B - 1</u>	<u>3 - B - 1</u>
<u>1 - C - 1</u>	<u>2 - C - 1</u>	<u>3 - C - 1</u>

# TABLE I

500-1000 MILES PER HOUR  
SOUNDING SIGNALS

Signal	Efficiency	Signal
1 - A - 1	1 - A - 1	1 - A - 1
1 - B - 1	1 - B - 1	1 - B - 1
1 - C - 1	1 - C - 1	1 - C - 1
1 - A - 2	1 - A - 2	1 - A - 2
1 - B - 2	1 - B - 2	1 - B - 2
1 - C - 2	1 - C - 2	1 - C - 2
1 - A - 3	1 - A - 3	1 - A - 3
1 - B - 3	1 - B - 3	1 - B - 3
1 - C - 3	1 - C - 3	1 - C - 3



TABLE VI

## FINAL SELECTION OF PHOTOGRAPHS FOR INSTRUMENT

Instrument letter	Code	Description	Photo no.
A	3 - B - 1	Small, neutral, happy	12
B	2 - C - 2	Medium, light, neutral	11
C	1 - A - 3	Large, dark, serious	9
D	2 - A - 1	Medium, dark, happy	8
E	1 - B - 2	Large, neutral, neutral	4
F	3 - C - 3	Small, light, serious	3
G	1 - C - 1	Large, light, happy	5
H	3 - A - 2	Small, dark, neutral	6
I	2 - B - 3	Medium, neutral, serious	1

# FEDERAL BUREAU OF INVESTIGATION

Date	Investigator	Case	Investigation Letter
1-1-35	J. Edgar Hoover	1-1-35	A
1-1-35	J. Edgar Hoover	1-1-35	B
1-1-35	J. Edgar Hoover	1-1-35	C
1-1-35	J. Edgar Hoover	1-1-35	D
1-1-35	J. Edgar Hoover	1-1-35	E
1-1-35	J. Edgar Hoover	1-1-35	F
1-1-35	J. Edgar Hoover	1-1-35	G
1-1-35	J. Edgar Hoover	1-1-35	H
1-1-35	J. Edgar Hoover	1-1-35	I



using the instrument selects photographs similar in size, value, or expression, or any combination of these, one can assume that common factors influenced the selection.

## II. THE MATERIAL DISTRIBUTED

The photograph evaluation instrument accompanied by a letter of introduction and a return addressed postal card were mailed to the superintendents of the selected schools. This material composed the complete questionnaire.

The instrument. The final photograph instrument is shown in Figure 2. The reader will note that the directions instructed the superintendents to rank the photographs in the order in which they would employ the applicants, basing their decisions solely upon the photographs. No mention was made of the physical characteristics contained in the photographs.

The letter to the superintendents. The letter to the superintendents was introductory in nature and gave no hint as to the designed characteristics of the instrument. A copy of this letter may be found in Figure 3.

The postal card. The postal card was so designed as to provide a simple medium for returning the requested

using the instrument select photographs similar in size, value, or expression, or any combination of these, one can assume that common factors influenced the selection.

## 11. THE MATERIAL DISTRIBUTION

The photograph evaluation instrument accompanied by a letter of introduction and a return addressed postal card were mailed to the superintendents of the selected schools. This material composed the complete questionnaire.

The instrument. The final photograph instrument is shown in Figure 2. The reader will note that the directions instructed the superintendents to rank the photographs in the order in which they would employ the applicants, basing their decisions solely upon the photographs. No mention was made of the physical characteristics contained in the photographs.

The letter to the superintendents. The letter to the superintendents was introductory in nature and gave no hint as to the designed characteristics of the instrument. A copy of this letter may be found in Figure 3.

The postal card. The postal card was so designed as to provide a simple medium for returning the requested



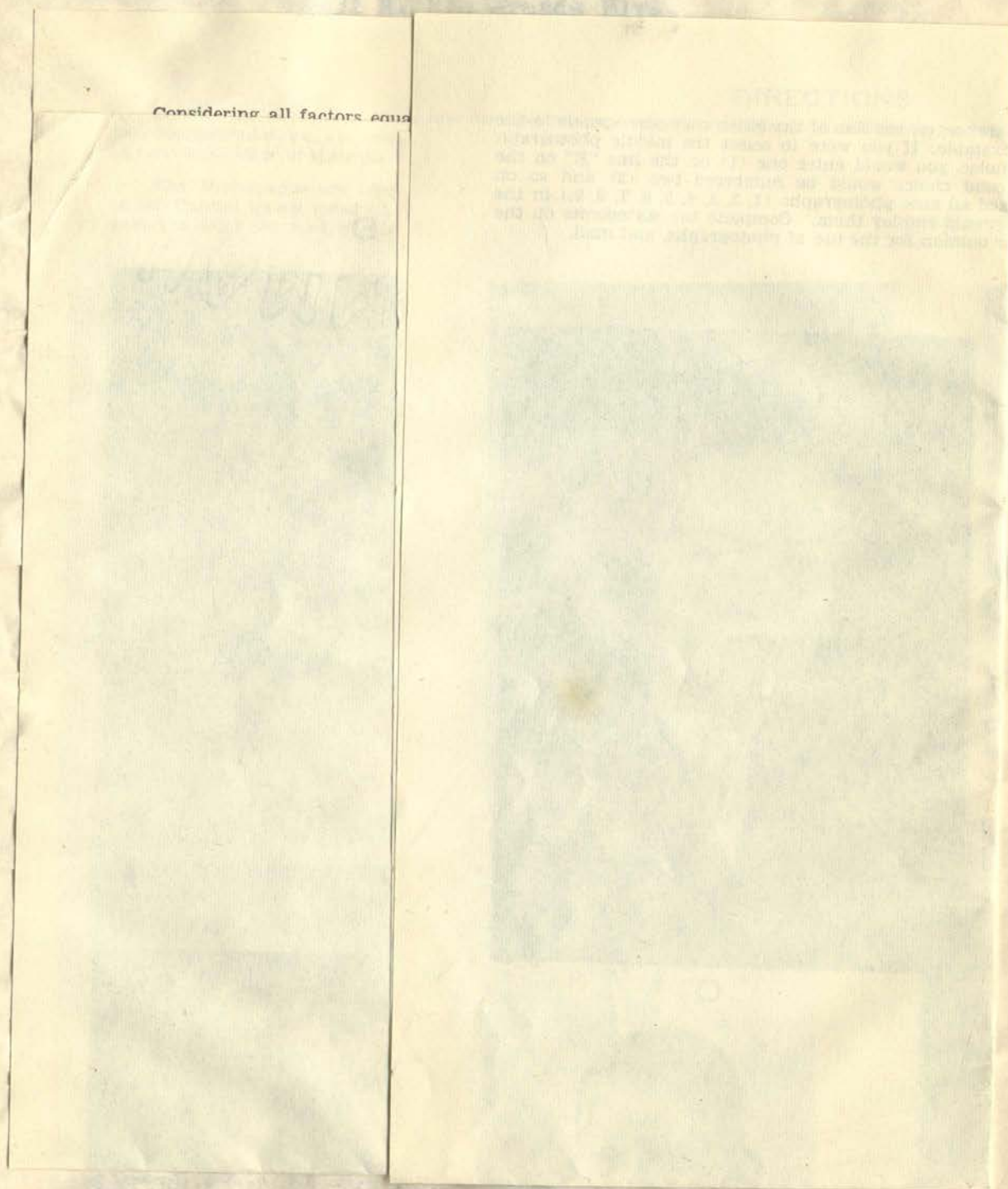


FIGURE 2

THE FINAL PHOTOGRAPH EVALUATION INSTRUMENT

using the instrument select photographs similar in size, value, or expression, or any combination of these, one can assume that common factors influenced the selection.

## II. THE MATERIAL DETERMINED

The photograph evaluation instrument accompanied by a letter of introduction and a return addressed postal card were mailed to the superintendents of the selected schools. This material composed the complete questionnaire.

The instrument. The final photograph instrument is shown in Figure 2. The reader will note that the directions instructed the superintendents to rank the photographs in the order in which they would employ the applicants, basing their decisions solely upon the photographs. No mention was made of the physical characteristics contained in the photographs.

The letter to the superintendents. The letter to the superintendents was introductory in nature and gave no hint as to the designed characteristics of the instrument. A copy of this letter may be found in Figure 3.

The postal card. The postal card was so designed as to provide a simple medium for returning the requested



## DIRECTIONS

Considering all factors equal and disregarding age, experience, training, recommendations, etc., rank the following people solely on the basis of your preference of their photograph for an addition to your school staff.

The photographs are identified by Capital letters which correspond to the Capital letters listed on the back of the enclosed postcard. On the postcard enter the rank number you would assign the individual in terms

of employment preference, on the line of the letter that corresponds to the photograph. For example: If you were to select the middle photograph "E" as your first choice, you would enter one (1) on the line "E" on the postcard. Your second choice would be numbered two (2) and so on until you have ranked all nine photographs (1, 2, 3, 4, 5, 6, 7, 8, 9,) in the order in which you would employ them. Complete the statements on the postcard, mark your opinion for the use of photographs, and mail.



A



B



C



D



E



F



G

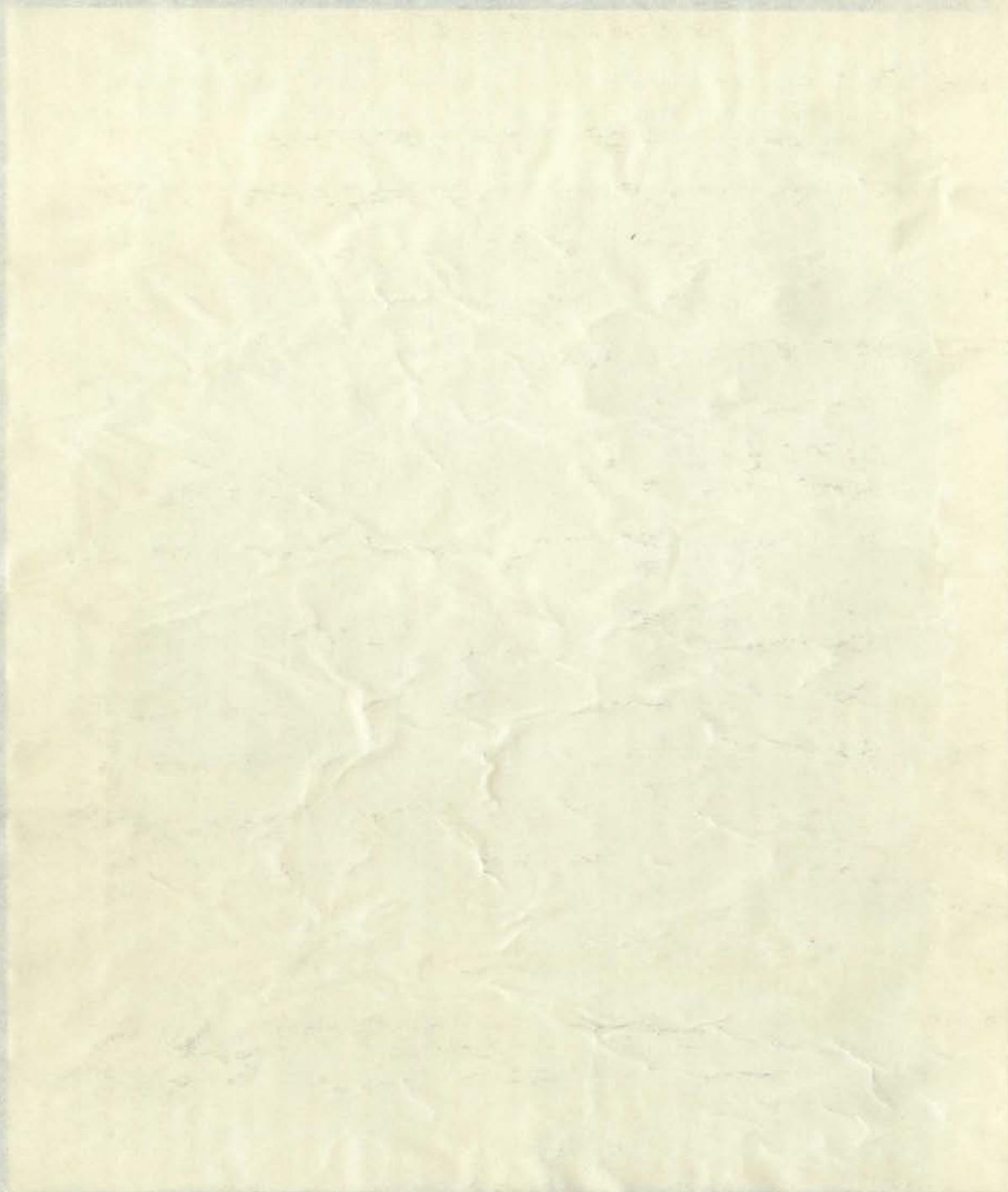


H



I







2231 N. Rio Grande Blvd.  
Albuquerque, New Mexico

Dear Sir:

A recent examination of a series of photographs collected by a Teachers' Placement Bureau over a period of years revealed a very interesting and striking lack of uniformity. This led to several interesting questions about application photographs.

For instance:

How frequently and to what degree are photographs instrumental in securing teaching positions?

How does the same photograph have different appeal to different employers?

What characteristics in the photographs do or do not appeal to employers of teachers.

In the accompanying battery you will find instructions which will tell you how to help us answer these questions. We hope you will find participation in this problem interesting. Please return your postal card as soon as possible.

Thanks

P. S. If you are interested in the results obtained from this study, drop a card to B. M. Crawford, College of Education, University of New Mexico, Albuquerque, New Mexico.

### FIGURE 3

LETTER SENT TO THE SUPERINTENDENTS ACCOMPANYING  
THE EVALUATION INSTRUMENT

1931  
1932

Dear Sir:

a recent...  
collected by a...  
of your...  
university...  
above application...

EFFICIENCY  
CASE BOND  
AG CONTENT

for...  
How...  
in...  
How...  
to...  
What...  
and...  
In the...  
claim...  
claim...  
information...  
possible.

P. E. ...  
this...  
of...  
the...

Yours...  
Very truly yours,



information and the form was convenient for tabulation of the results. A copy of the card is shown in Figure 4.

The first section of the postal card was designed to record the rankings of preference assigned by the superintendents. The writer hoped to ascertain from the second section some indication as to whether superintendents tended to identify personality characteristics as seen in a photograph. The third section of the postal card attempted to measure how extensively photographs are used in selecting teachers.

### III. THE GROUP PROVIDING THE DATA

The material as described above was mailed to 681 superintendents of schools of the largest districts in each of the forty-eight states. Their names were secured from a list published on the American Book Company's 1950 school calendar.

Summary. In the absence of any standards, the investigator analyzed 143 photographs secured from a teacher placement bureau to determine the types, sizes, values, and expressions of typical application photographs. Using three degrees of variation in each of the three factors studied, a regression table was developed. By a diagonal selection that identified nine photographs,





---

A _____	B _____	C _____
D _____	E _____	F _____
G _____	H _____	I _____

I choose (fill in letter)

\_\_\_\_\_ first because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I choose (fill in letter)

\_\_\_\_\_ last because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Check one of the following:

☐ The application photo gives me an idea what the person I'm hiring looks like; however, I do not rely heavily upon photographs.

☐ I rely heavily upon the application photo in selecting teachers.

☐ I feel that the application photo is non-essential

---

FIGURE 4

POSTAL CARD FORM FOR RETURNING  
REQUESTED INFORMATION

UNITED STATES DEPARTMENT OF AGRICULTURE  
BUREAU OF PLANT INDUSTRY  
WASHINGTON, D. C.

REPORT OF THE COMMISSIONER OF PLANT INDUSTRY  
FOR THE YEAR 1907

EFFICIENCY OF THE COMMISSIONER OF PLANT INDUSTRY  
FOR THE YEAR 1907

ERASE BOARD

RAC CONTENT

THE BOARD OF PLANT INDUSTRY  
HAS THE HONOR TO ANNOUNCE  
THAT THE COMMISSIONER OF PLANT INDUSTRY  
HAS BEEN REAPPOINTED TO HIS OFFICE  
FOR THE YEAR 1907.

THE BOARD OF PLANT INDUSTRY  
HAS THE HONOR TO ANNOUNCE  
THAT THE COMMISSIONER OF PLANT INDUSTRY  
HAS BEEN REAPPOINTED TO HIS OFFICE  
FOR THE YEAR 1907.

THE BOARD OF PLANT INDUSTRY  
HAS THE HONOR TO ANNOUNCE  
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HAS BEEN REAPPOINTED TO HIS OFFICE  
FOR THE YEAR 1907.

THE BOARD OF PLANT INDUSTRY  
HAS THE HONOR TO ANNOUNCE  
THAT THE COMMISSIONER OF PLANT INDUSTRY  
HAS BEEN REAPPOINTED TO HIS OFFICE  
FOR THE YEAR 1907.



the investigator selected these to comprise the final instrument.

the investigator referred to in the above captioned letter.

Very truly,  
Yours,  
[Signature]

EFFICIENCY  
ERASE BOND  
PACIFIC



## CHAPTER IV

### ANALYSIS OF THE DATA

Response to the questionnaire. Of the 681 questionnaires mailed to the superintendents, 262 were returned. Of these, 169 were completely answered and for unknown reasons 93 superintendents did not completely rank the instrument. The 262 postal cards returned represented forty-six states, with Idaho and Wyoming the only exceptions. In general, the questionnaire seemed to be well received and the interest shown in the study was very encouraging to the writer. Many interesting letters commenting upon the study were received. Quotations from some of these letters will be found in the Appendix.

The results of ranking the instrument. In the development of the instrument, the writer was interested in the effect of certain physical factors of the photographs as they might influence teacher selection. An assumption was made that if the physical factors of the photographs failed to influence the observer, then their effectiveness as a selecting instrument depended upon the individuals concerned; that is, other factors concerning the person photographed which were uncontrolled, and the





observer evaluating the photograph.

Ranking of the photographs as indicated in Table VII, clearly shows that D, E, and A were ranked more highly than B, G, and C. The reader will notice by comparing D, E, and A with each other that they have no uniform physical factor in common, that is, they vary in size, value, and expression. Examination of B, G, and C shows again this is true.

Table VIII shows in detail how completely the physical factors of the photographs vary in the ranking. One may conclude that the physical factors controlled in this study have no observable effect upon the preferences of superintendents for teacher applicants.

The consistency of the ranking. Robert Clark, Assistant Superintendent, Monongalia County Schools, Morgantown, West Virginia, made an independent study as a result of his interest in which he submitted the same photographs and directions to two distinct groups. One group was composed of eighteen superintendents and the other consisted of eighteen principals, secretaries, salesmen, and others. He found the rankings shown in Table IX, and these are compared with the rankings received in this study.

Clark's study, although small in numbers sampled,

observed variations in the material.

Results of the spectroscopic analysis are given in Table

VII, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table

VIII, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table

IX, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table

X, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table

XI, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table

XII, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table

XIII, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table

XIV, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table

XV, showing that the material is a very pure substance.

It is found that the material is a very pure substance.

Results of the spectroscopic analysis are given in Table



TABLE VII  
FINAL RANKING OF THE PHOTOGRAPHS WITH ASSIGNED POINT VALUES

Rank number	Points assigned rank	Photographs							
		D	E	A	H	I	F	B	G
1	10	500	290	230	170	150	200	60	30
2	9	<u>261</u>	<u>378</u>	234	180	207	108	36	108
3	8	288	<u>96</u>	<u>256</u>	104	232	152	96	112
4	7	133	112	<u>189</u>	<u>189</u>	161	210	77	49
5	6	84	138	108	<u>198</u>	<u>96</u>	108	102	90
6	5	20	105	100	120	<u>65</u>	<u>105</u>	105	115
7	4	24	64	56	60	68	<u>80</u>	<u>128</u>	124
8	3	21	15	12	39	60	60	<u>99</u>	99
9	2	8	10	10	14	26	18	66	<u>88</u>
Total points		1339	1208	1195	1074	1065	1041	769	761
									679





TABLE VIII

HOW THE FACTORS OF SIZE, VALUE, AND  
EXPRESSION VARIED IN THE RANKING

Rank attained	Photo- graph	Size	Expression	Value
1	D	Medium	Happy	Dark
2	E	Large	Questionable	Neutral
3	A	Small	Happy	Neutral
4	H	Small	Questionable	Dark
5	I	Medium	Serious	Neutral
6	F	Small	Serious	Light
7	B	Medium	Questionable	Light
8	G	Large	Happy	Light
9	C	Large	Serious	Dark

# TABLE VIII

BY THE BUREAU OF SOILS, UNITED STATES DEPARTMENT OF AGRICULTURE

Rank assigned	Yield- average	Size	Composition	Notes
1	0	Medium	Loam	Dark
2	5	Loam	Sandy loam	Light
3	4	Loam	Loam	Medium
4	3	Loam	Loam	Dark
5	1	Medium	Loam	Medium
6	2	Loam	Loam	Light
7	3	Medium	Sandy loam	Light
8	0	Loam	Loam	Light
9	5	Loam	Loam	Dark



TABLE IX

RANKINGS FOUND BY ROBERT CLARK COMPARED  
WITH THOSE IN THIS STUDY

Rank attained	This study	Superintendents	Others
1	D	D	A
2	E	H	I
3	A	A	E
4	H	E	F
5	I	F	D
6	F	I	H
7	B	B	C
8	G	G	B
9	C	C	G

# THE BOND COMPANY

Model	Capacity (lb.)	Price (per lb.)	Weight (lb.)
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10



raised the question in the investigator's mind as to the consistency of the rankings found in this study. To determine the amount of agreement which might exist, the investigator computed the coefficient of concordance by the formula,  $W = \frac{12s}{m^2(n^3-n)}$  as given by Johnson.<sup>15</sup> This resulted in a coefficient of concordance,  $W = .243$ , while tested for significance  $z = \frac{1}{2} \log e \frac{(m-1)W}{1-W}$  by using Kendall's distribution tables, with  $P = .99$ . This is to be interpreted as meaning that the observer will agree on the rankings made 24 per cent of the time, and there is but one chance in one hundred that they will agree more or less than 24 per cent of the time. In the writer's opinion this is a relatively low agreement.

Because the three photographs ranked highest and the three photographs ranked lowest had no physical factors in common, and with evidence of very low agreement among observers, the writer concludes that the factors of size, contrast, and expression contribute little to the effectiveness and consistency with which the application photograph will be rated by superintendents.

The effectiveness of a photograph depends upon the person photographed and the observer evaluating it.

---

<sup>15</sup> Palmer O. Johnson, op.cit., pp. 174-175.

valued the quantity in the same way as the quantity in the  
the consistency of the results found in the same  
To determine the extent of agreement with the results  
the investigator compared the results of the two  
of the formula,  $\frac{1}{2} \frac{d^2 x}{dt^2} = \frac{1}{2} \frac{d^2 y}{dt^2}$   
This showed that the results of the two  
while tested the results of the two  
being similar. The results of the two  
in the interest of the results of the two  
given on the results of the two  
there is but one change in the results of the two  
agree more or less than the results of the two  
Wilder's opinion that the results of the two  
because the results of the two  
the three photographs taken from the same  
some in common, but that the results of the two  
among observers, the results of the two  
of nine, contrast, and the results of the two  
the effectiveness and consistency of the results of the two  
each photograph with the results of the two

The effectiveness of the results of the two  
the results of the two

It follows that the results of the two



The writer readily concedes that a photograph has other qualities that may contribute to its success or failure. Certain results of this study listed in the Appendix indicate that the effectiveness of a photograph depends upon the person photographed and the observer evaluating it. While this contention was not borne out by the mere disproof of the original hypothesis, it is apparent on examination of reasons given by the superintendents for ranking the photographs first and last.

Personality characteristics in the photograph.

The investigator noted that the majority of the superintendents ranking the complete instrument as well as many who did not, listed personality characteristics as the reasons for ranking their first and last choices. Reasons for their choices were so extensive that they are presented in the Appendix. It is the writer's opinion that, in general, a superintendent looks for and identifies personality characteristics in a photograph as evidenced by the many cases in which very similar adjectives were used to describe their reasons for ranking photographs first and last. This seems to reinforce the conclusion that the success or failure of a photograph depends upon characteristics of the person photographed and the observer evaluating it. Evidence of this, to quote one





example, was contained in a letter from a superintendent who said in part,

For instance, the picture one might rate first for a primary teacher might not be so rated if we were selecting a dean of women, or head of a science department.\*

Thus, it would seem there are personal characteristics of the person photographed, such as sex, age, and physique, which are not characteristics of the photograph itself but which nevertheless influence teacher selection.

The success or failure of a photograph depended upon the individuals concerned. The reasons given by superintendents as to why they ranked their first and last choices indicates that some characteristics of the individual portrayed might cause them to place it in either a high or low position dependent upon whether the superintendent felt it a desirable quality.

One may conclude that the photograph is only successful to the extent that the person in the photograph impresses the observer evaluating it as being a promising candidate.

---

\* Medford Public Schools, Medford, Oregon.





## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### I. CONCLUSIONS

1. The ranking of the photographs proved to be inconsistent and there was indication that such rankings would probably never stabilize. The ranking of the sample of this study indicated no physical factor the instrument proposed to hold constant either high or low. Therefore, the size, value, and the expression of the photograph do not influence the photograph's effectiveness.

2. Two hundred twenty-two of the superintendents who returned the postal cards checked this statement as to use made of the application photograph:

The application photo gives me an idea what the person I'm hiring looks like; however, I do not rely heavily upon photographs.

This indicates that most superintendents desire and will request a photograph.

3. Despite the fact that psychologists generally agree that personality characteristics such as intelligence, ability, and character cannot be determined from a photograph, such personality characteristics are usually given as reasons for ranking a photograph first or last. This indicates a wide and general misuse of the





application photograph.

4. In general, there is considerable indication that the application photograph is extremely limited as a selecting instrument. Yet there is evidence that many superintendents are not aware of these limitations.

## II. RECOMMENDATIONS

1. Superintendents should be aware that a photograph can be extremely misleading as to the actual appearance of the individual photographed.

2. In evaluating a photograph the superintendent should keep in mind that he cannot analyze an individual's intelligence, character, or ability from it. The photograph may be a likeness of the individual, but even in this respect it may not be a true representation.

3. Although the photograph is not an effective selecting device, in larger school districts the application photograph can have real value as an identification instrument.

Application made to the

1. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

# ERASE BOND

## RECOMMENDATION

1. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

2. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

3. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

4. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

5. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

6. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

7. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

8. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

9. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.

10. The Board of Directors of the  
that the application should be made to the  
a separate institution. The Board of Directors  
should be made to the Board of Directors.



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APPENDIX

CIRCUIT  
SE BOND  
CONTENT



## EXHIBIT A

RETURNS ON QUESTIONS ASKED PERTAINING TO USE  
OF APPLICATION PHOTOGRAPH

222. The application photo gives me an idea what the person I'm hiring looks like; however, I do not rely heavily upon photographs.
13. I rely heavily upon the application photo in selecting teachers.
13. I feel that the application photo is non-essential.

EXHIBIT A

RETURNED BY POSTMAN TO ADDRESSEE  
OF POST OFFICE

225. The application photo gives me a false view of  
person I'm trying to look like; however, I do not  
very heavily eyes shadowed.

13. I rely heavily upon my application photo to  
deflect the cameras.

13. I feel that the application photo is a false view of

EFFICIENCY

ERASE BOND

RECONSTRUCTION



## EXHIBIT B

COMMENTS BY SUPERINTENDENTS AS TO THEIR USES  
OF THE APPLICATION PHOTOGRAPH

Burbank, California

"Photo is essential - not in selecting but in identifying later. With over a hundred teachers hired each year, it is difficult to recall individuals."

New Albany, Indiana

"Used for a screening process only."

Bloomington, Indiana

Requires photo to identify interviewer later.

Detroit, Michigan

"The photo is useful to me as a device for recalling the interview."

Springfield, Massachusetts

"The application photograph is illegal in the Commonwealth of Massachusetts."

Boston, Massachusetts

"Under the state (Mass.) FEPA we cannot request photos."

Quincy, Massachusetts

"Our Massachusetts law does not allow us to ask for photographs."

Duluth, Minnesota

"Helps to determine if I want a personal interview or not."

Missoula, Montana

"Require photos of applicants. Photo which applicant selects indicates personality. Eyes of applicant most revealing of personality."

Carson City, Nevada

"The photo is of value in the way it fits with the information on the applicant."

Newark, New Jersey

"Photographs are very deceiving and can give only a general idea of appearance."

EXHIBIT B

COMMITTEE ON ASSASSINATIONS  
OF THE UNITED STATES SENATE

San Francisco, California  
"There is something about the assassination of Dr. King  
which is different from any other assassination."  
"Yes, it is different from any other assassination."

San Francisco, California  
"There is something about the assassination of Dr. King  
which is different from any other assassination."  
"Yes, it is different from any other assassination."

San Francisco, California  
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which is different from any other assassination."  
"Yes, it is different from any other assassination."

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"Yes, it is different from any other assassination."

San Francisco, California  
"There is something about the assassination of Dr. King  
which is different from any other assassination."  
"Yes, it is different from any other assassination."

San Francisco, California  
"There is something about the assassination of Dr. King  
which is different from any other assassination."  
"Yes, it is different from any other assassination."



Niagara Falls, New York

"Under the anti-discrimination law the requirement for submission of a photograph is no longer permitted."

Richmond, Virginia

"Photo helps us recall person previously interviewed."

NOTICE: This is a preliminary report of the results of the investigation conducted by the FBI, New York Office, on the subject of the activities of the "Black Liberation Army" (BLA) in the New York area. The information contained herein is confidential and should be handled accordingly.

Reference is made to the report of the New York Office dated 10/15/68, captioned as above.

EFFICIENT  
E Z E R A S E  
R A C C O R D



## EXHIBIT C

REASONS LISTED FOR RANKING PHOTOGRAPH A  
FIRST AND LAST

## FIRST

Alert  
Pleasing Personality 7  
Wholesome 3  
Balanced  
Intelligence 3  
Well groomed 2  
Sincerity 1  
Simplicity  
Efficiency  
Cultured  
Refined  
Cheerful  
Substantial  
Good nature  
Pleasant 2  
Vivacious  
Natural  
Agreeable disposition  
Expression  
Neatness  
Friendly  
Good photo  
Impression  
Better balanced

## LAST

Timidity  
Retiring Disposition  
Lacks a good background





## EXHIBIT D

REASONS LISTED FOR RANKING PHOTOGRAPH B  
FIRST AND LAST

## FIRST

Alert  
Pleasant  
Purposeful  
Force  
Neat  
Natural

## LAST

Set look  
General expression  
Fixed in personality and  
ideas  
Cynicism  
Headstrong  
Not dependable  
Poor convictions  
Hard boiled look  
Poor photo  
Indifferent  
Lacks intelligence 2





## EXHIBIT E

REASONS LISTED FOR RANKING PHOTOGRAPH E  
FIRST AND LAST

## FIRST

Business like  
Direct 2  
Has character  
Sincerity  
Wholesomeness  
Purposeful  
Pleasant  
Neat 2  
Intelligent 3  
Stable  
Dignity  
Personality 2  
Clean cut 2  
Shadow of smile  
Appearance  
Alert  
Good eyes  
Good photo  
Good expression  
Dark background  
Natural 3  
Honest  
Ambitious  
Willing  
Sense of humor  
Friendliness  
Man  
Well rounded  
Good background  
Composed  
Effective  
"Some sense of humor and is  
still serious."  
"Most positive character."

## LAST

General expression  
No personality  
The background detracts

RECEIVED BY THE DIRECTOR OF THE BUREAU OF THE ARMY

1941

1941

# EFFICIENCY ZERASE, 30ND RAGCONTENT

Business like  
Direct  
Line  
Steady  
Thorough  
Impassioned  
Pleasant  
Wise  
Inclined  
Cautious  
Honest  
Efficient  
Clean  
Shadow of  
Aggressive  
Lively  
Good eyes  
Good nose  
Good mouth  
Good ears  
Good heart  
Honest  
Ambitious  
Willing  
Sense of humor  
Firmness  
Kind  
Well educated  
Good background  
Good character  
Efficient  
Efficient  
"Some sense of humor and in  
"Will do"  
"Most positive character"



## EXHIBIT F

REASONS LISTED FOR RANKING PHOTOGRAPH F  
FIRST AND LAST

## FIRST

Attractive features  
Sincerity  
Poise  
Intelligence  
Well groomed  
Neat  
Clothing good  
Good picture  
  
Cleancut  
Alert  
Straight forward 2  
Business like  
Character  
He will tackle any problem  
sensibly  
Kindliness  
He looked me right in the eye  
Calmness  
"Without any Dale Carnegie or  
Hollywood"  
Emotional balance  
Sincere  
Natural

## LAST

Poor appearance  
Vagueness  
Immaturity  
Unsympathetic  
Distant  
I wouldn't like him  
Scared look  
Doesn't have desirable  
temperament





## EXHIBIT G

REASONS LISTED FOR RANKING PHOTOGRAPH G  
FIRST AND LAST

## FIRST

Well adjusted  
Happy  
Personality  
Alert  
Bright  
Sense of humor  
Best picture  
Friendly out-going  
personality  
Interested in people  
"Just because"

## LAST

Glad handing salesman  
Screw ball  
Forced pose  
Lacks personality  
Foolish  
Too jovial  
Mustache 5  
Insincere  
Not dependable  
Photo too large  
Poor appearance  
Least impressive  
Mustache may indicate deviation in other traits too  
Artificial  
Lacks dignity  
Too toothy  
personality  
Lip decoration  
Silly  
Too obvious  
Childish  
Frivolity  
Resembled poor teacher  
Doesn't look like a teacher  
Vanity  
Least professional  
Shallow  
Superficial  
Affected  
Too posed  
Too affable  
Not serious  
Complete extrovert





## EXHIBIT H

REASONS LISTED FOR RANKING PHOTOGRAPH H  
FIRST AND LAST

## FIRST

## LAST

Natural expression 2  
Good size  
Good face  
Personality  
Attractive  
Earnest  
Pleasant face  
Strength of character  
Understanding  
Neatness  
Stability  
Orderliness  
Resembles successful teacher  
Small photo  
Poise  
Self reliance  
"Most" intelligent  
"Only intelligent looking one"  
Congenial and determined

Makes no impression  
Poor posture  
Poor photograph  
Grouch  
Eyes stare  
Waiting for marriage  
Poor background





## EXHIBIT I

REASONS LISTED FOR RANKING PHOTOGRAPH I  
FIRST AND LAST

## FIRST

Good appearance  
Clear features  
Good photograph  
Intelligent  
Dependable  
Understanding  
Character 2  
Strong personality 2  
Serious  
Maturity  
Strength of character  
Personality  
Poise  
Sincerity  
Stability  
Neatness  
Scholarly  
Friendly

## LAST

Poor photograph  
A dreamer  
Lacks vitality  
Not understanding  
Apprehensive  
Not well rounded  
Discontent  
Distrustful  
Vanity  
Selfish  
Unhappy  
"Bored"  
Too serious  
No personality  
No enthusiasm  
Distrustful  
Discontent  
Stubborn  
Artificial  
Unnatural  
Bitter  
Tight lipped  
Inflexible  
Non-adjusted  
Cold  
Unapproachable  
"Looks like he's wanted by  
F.B.I."  
Poorest appearance  
Fuzzy  
Least impressive  
"He is horrible."

SCIENCE  
SE BOND  
OWN



## EXHIBIT J

REASONS LISTED FOR RANKING PHOTOGRAPH C  
FIRST AND LAST

## FIRST

Pleasant  
Thinker  
Intelligent  
Good background  
Good detail  
Neat appearance  
Good taste  
Sincere  
Serious  
Best personality for  
teaching  
Business like  
Clear features  
Good photograph

## LAST

Discontent  
Lack of character  
Moody  
Apt to be problem  
Not intelligent  
Sour puss 4  
Negative personality  
Sad 5  
Poor contrast to background  
Disinterested 3  
Set of jaw  
Suggestion in her eye  
Emotional disturbance  
Drab dress  
Depressive  
Neurotic 2  
Poor picture  
Cynical  
Severe 2  
Too stern  
Somber  
Dead pan  
Surly  
Hostile eyes  
Scare "hell out of my kids"  
Bitterness  
Unfriendly  
Cunning eyes  
Pouting mouth  
Tired  
Selfishness  
Photo too large  
Hardness  
"All of you damn kids stay  
after school type"  
"She looks like a school  
teacher."  
Uncooperative  
Inflexible  
"Shows a 'sour' disposition.  
G is almost as undesirable  
becuase of the opposite."





## EXHIBIT K

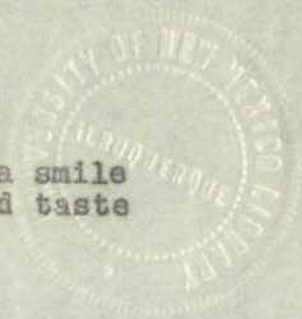
REASONS LISTED FOR RANKING PHOTOGRAPH D  
FIRST AND LAST

## FIRST

## LAST

Appeal to children 3  
Personality 11  
Intelligence 10  
Neatness  
Taste  
Humor  
Live attitude 3  
Happy 2  
Understanding 2  
Enthusiasm  
Confidence  
Vivacious  
Charm  
Attractive  
Amiable  
Appearance  
Character  
Friendly  
Smile  
Modern  
Good photo  
Pleasant  
Resembled good teacher  
Eyes, mouth, vivacity  
Hair-do  
Good looking  
Firmness  
Good student  
Frank  
Understands child psychology  
Most impressive  
Lively interest

What's funny--not a smile  
Picture not in good taste  
Wrong size  
Too sharp  
Inappropriate  
Too frivolous  
Not serious



EXHIBIT

REASONING LISTED FOR ANALYSIS PHOTOGRAPHY IN  
WEST JAIL

LIST

EXHIBIT



REASONING LISTED FOR ANALYSIS PHOTOGRAPHY IN  
WEST JAIL

Appeal on condition  
Personality  
Intelligence  
Reasoning  
Tense  
Honest  
Live outside  
Happy  
Understanding  
Reasoning  
Confidence  
Liveness  
Optimistic  
Adaptive  
Ambitious  
Appreciative  
Optimistic  
Friendly  
Silly  
Modern  
Good photo  
Reasoning  
Reasoning good looking  
Eye, mouth, vivacity  
Hair-  
Good looking  
Vivacious  
Good student  
Trend  
Understands child psychology  
Most impressive  
Lively interest





FRANCIS  
EZEIRAS  
RABIN



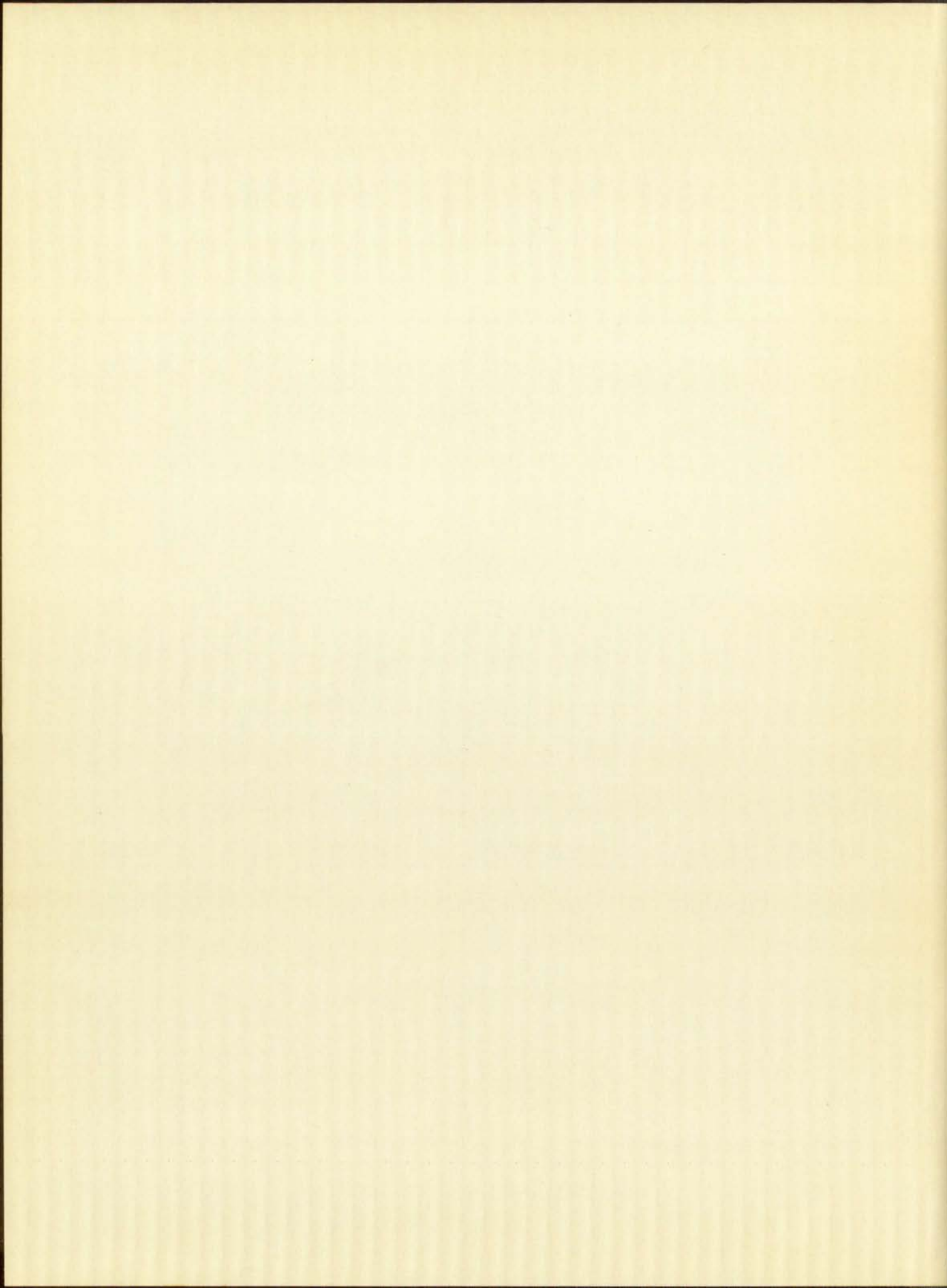
EFFICIENCY  
EZEKIEL BOND  
HAS COMET

EFFICIENCY  
ERASE BOND  
RECONSTRUCTION

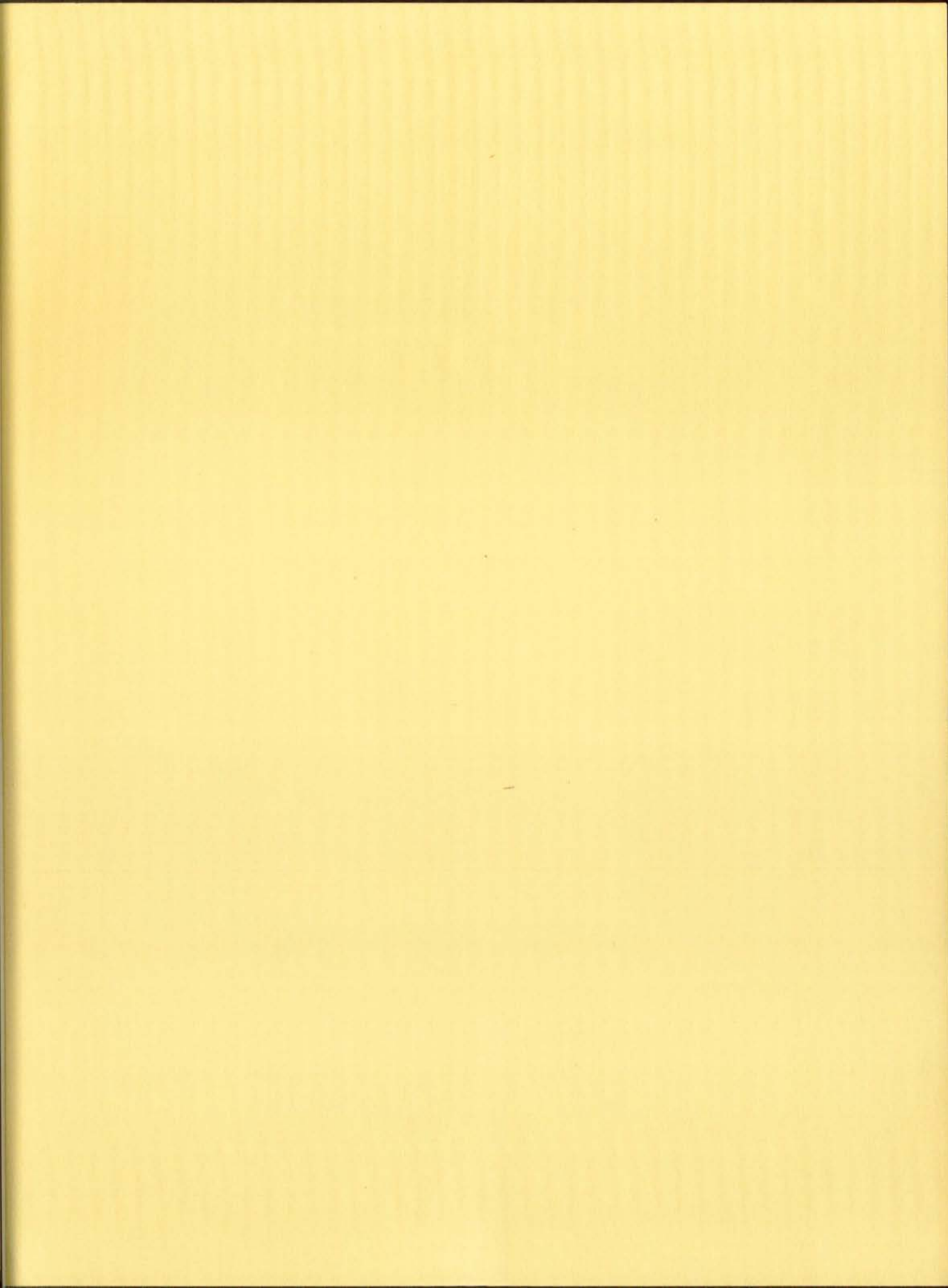
D.T.











2010年12月10日

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