

*Correspondent: Loretta Di Francesco*

### A Reaction to "Pupil Selection of Teachers"

Ambler, Pennsylvania

Dear Editor:

I have been watching for a "Letters to the Editor" section because I feel that many of the articles, although comprehensive, invite reactions.

Just for the record, here is one reader's reaction to Elizabeth Dalton's article, "Pupil Selection of Teachers," in the February 1971 issue.<sup>1</sup>

The article by Dalton is, in my opinion, the needed catalyst to improve instruction in terms of today's classroom practices. However, my immediate reaction to Bryan's Student-Opinion Questionnaire as valid evaluation at the junior high level was one of skepticism.

Having completed almost ten years as a junior high teacher, I was not concerned about any vindictiveness on the part of my students, but rather an emotional reaction

influenced in part by the grades they were receiving from me.

I decided to use the 10 characteristics included in the questionnaire, and the request for free comments was included in the pupil evaluation sheets I distributed to my three first-level language classes.

Mea culpa. When I compared the ratings my students gave to me with the grades they had received from me I found the results to be quite different. Of the three classes, approximately 75 percent of the students graded me higher than I had graded them, 15 percent gave me the same grade as they had received, and only 10 percent of the students graded me lower.

Thanks to Elizabeth Dalton I now have a greater respect for the objectivity of the junior high students. And I am now using some of their suggestions in hopes that I will improve my teaching effectiveness.

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<sup>1</sup>Elizabeth L. Dalton. "Pupil Selection of Teachers." *Educational Leadership* 28 (5): 476-79; February 1971.

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