

She has mixed attitudes toward her work and exerts a mixed impact on her pupils. But it appears that in one department of her life, namely, in getting along with other people, she shows one type of behavior in the classroom which she never displays outside. The words *crabby, mean, sour, quick temper, angry, tyrant, nasty* suggest the underlying theme in the dissatisfactions of her pupils. But these words never appeared in the conversation of her peers when they talked about her disposition. Even those of her pupils who complained most violently about her unreasonable severity and loss of control, admitted that outside of school she was "nice." This ambivalence is all the more striking when we keep in mind her genuine interest in her subject (English) and her apparent liking for young people.

What light does the data throw on these apparently different expressions of her personality? Does the explanation lay in part in the fact that she appeals much more to 7th grade girls than to 7th grade boys? Does the greater maturity of the 7th grade girls and their identification with a well groomed, attractive and youngish woman increase rapport in favor of the *woman-teacher-girl pupil* relationship and does the relative immaturity of the 7th grade boy and the absence of (to him) a worthy object of identification decrease the rapport in the *woman-teacher-boy pupil* relationship?

Again: to what extent does the difficulty lie in the discrepancy between an instructor of superior verbal facility teaching the most verbal subject in the curriculum (English)

and that portion of the class whose verbal abilities are meagre? Again: as indicated above, Mary Swanson confessed privately to her friends that discipline was the most distasteful part of her work. Is it possible therefore that in the management of the class she is compulsively trying to live up to a traditional standard of discipline which she thinks the school authorities and community require of her? Does she say to herself, "If the board of education and the parents want discipline in school, I'll show them what real discipline is even though I personally dislike doing it?"

But the contrast between the in-class and out-of-school behavior of Mary Swanson may be more apparent than real. There is much evidence that her bad temper and severe discipline are the classroom expressions of the personality trend which out-of-school is revealed in her "set ways" and persistent but subtle efforts to manipulate certain aspects of the lives of her friends. It is also probable that the driving quality of her personality exhibits explosive moments in the classroom in part because her threshold of control has been lowered by the frustration of her life plan.

In conclusion two points stand out rather clearly: *first*, the style of Mary Swanson's personality directly influences her management of the classroom; and *second*, her failure to find real satisfaction in teaching is associated with her failure to advance toward the fulfillment of her goal of marriage. A number of interesting implications flow from these conclusions which are beyond the scope of this article.

We do not usually reprint material from our preceding issues, but we feel that some of the statements made in reference to teachers by their pupils and students in our May, 1944 issue, deserve repetition. A brief "refresher course" revealing some of the attitudes of the children in the classroom is presented in—

Please Understand Us

• A teacher should be considered as a friend, not as an enemy or an "old bookworm." A teacher forms the students' opinion of her. If she is sweet and considerate, the students will be obedient and considerate of her. My opinion of school is an institution where students and teachers work together. Why not make

it this? It can be done with a little cooperation on both sides.

• My subjects seem hard for me and sometimes I think the teacher doesn't even know me and is grading by the cold facts in his grade book.

• There should be an understanding between

the teachers and pupils. The teachers should know each pupil personally so that there could be an understanding. The teacher should have a conference with each pupil individually when he registers, to know the subjects he wants. Also, she could find the subjects that could help him best in the work that he wants to do when he graduates from school. This should be followed with other conferences during the year.

- The student should bring his problems to his teacher, for she is one person who knows him best outside of his own father and mother. This need for cooperation in the schools is very great. . . .

- We students have, in some classes, learned to regard our teacher as one of us, and therefore do not treat her as somebody we should shy away from. Some teachers have had the tendency to show their authority by dominating the class. This is not fair to the pupils.

- A thing badly needed is the development of a friendlier atmosphere between the teachers and the students. There would be less trouble in our classes if the students could feel that the teachers were trying to help instead of criticize them.

- The students should be made to feel that the work they are doing is for their own benefit and not because the teacher likes to make them work.

- The teachers should be better qualified to meet the needs of rural children. So many teachers have never lived on a farm and are not able to help students with farm problems. Sometimes the teachers do not understand rural children and families.

- A teacher should be just like one of your best friends, always ready to help you. . . . Probably no one is to blame, but I would

like to go to a school where the teachers and the students have a closer feeling, where they would be on a friendlier basis and where both students and teachers would try to understand one another. . . . Many students go to this school but the classes are small. This enables my teacher to know me as an individual and not as just another student. She knows my strong points and my weak points and has plenty of time to help me not only when I need help but at all times. . . .

- My teacher should be able to have a heart-to-heart talk with me and tell me what field of work I would do best in. A teacher should trust everybody alike. . . . The teachers and boys and girls should not think of each other as "instructors" and "students" only, but more as good friends helping one another to overcome problems and accomplish tasks. . . .

- Mrs. Jones taught me a lot of everything. I don't know what I would do if it wasn't for Mrs. Jones.

- One of my teachers was so charming that it was really fun to come to school. She was the prettiest and most interesting teacher I have ever seen. She always had a joke or two to tell during the day and made all work seem pleasant. She was so understanding that you could go to her with all your troubles. Several times she took us on hikes. She had hair like silk and walked as if she were floating along. I loved her.

- I like a teacher who gives you thoughts that you couldn't think of or put into words by yourself.

- This teacher has a lot of confidence in us. She laughs with you and not at you.

- I like my first teacher a lot because she played games and read us stories and taught us something, too.

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