

This fifth responsibility of the principal is the most difficult and most important of all because a philosophy has meaning and reality to the extent it is reflected in his thinking and action. A philosophy grows out of one's work, study, and thinking. Working with the staff to improve educational programs for children can be the testing and annealing experience out of which improved and more vital philosophies can grow.

Does the principal have a consistent set of educational and personal values which he consciously uses in dealing

with personal and professional problems? Is he willing and able to let other people examine it with him?

Leadership is the helping of a group of people achieve their common ends effectively and happily. The principal of the elementary school has an unusual opportunity to provide such leadership to his staff. The five factors of importance in the development of such leadership which have been discussed may be used as the starting point in the principal's personal evaluation of his own claim to leadership as he works with the personnel of his school.

*I Don't Want to Be Like That*_____

J. B. SCHOOLLAND AND MARJORIE SIMPSON

Why the unmarried woman teacher is often forced to become a social isolate is an enigma to many people. This frank discussion by J. B. Schoolland, director, Student Counseling and associate professor of Psychology, University of Colorado; and Marjorie Simpson, graduate student, University of Colorado, and counselor, University Hill Junior High School, Boulder, highlights important factors existing in school administration and in the community which militate against the teacher's gaining acceptance as a normal member of society; and also offers some suggestions to the teacher herself in solving her personal and professional difficulties which bar the way to balanced living.

"ARE YOU A TEACHER? You don't look like a teacher. You don't act like one." Now, just how is a teacher supposed to look and act? When remarks like this are still being tossed around by the general public, shouldn't the teacher and society disillusion each other concerning these antiquated ideas?

In this day of psychology, psychiatry, and psychoanalysis, when the adjustment of the veteran to civilian life is

uppermost in the minds of the public, when the "problem" child is dissected, diagnosed, and prescribed for by the schools and professionals, there is one group of individuals long ignored by the public and kindly humored by the professionals that needs the attention of society as a whole. Those individuals are too often the ridiculed, harassed, thwarted, and unhappy unmarried school teachers. One has only to ob-

serve, talk to them, and work with them to know that many of them have such problems in their lives, both public and personal, that living has become a burden, a duty to be performed—the only happiness they find is in their work. When statistics show that a greater percentage of teachers develop psychoneurotic tendencies than members of any other profession, then it's time to wake up to the seriousness of the situation. It's time for both society and the teacher to analyze themselves, face their shortcomings and then do something about the dilemma.

The single woman teacher is concerned primarily in this treatise because the married teachers live a more nearly normal life outside of school, have more adult contacts with the community and are drawn into activities by their respective husbands or wives. Single men teachers are definitely in the minority and because they are born men have rights and privileges accorded them that are denied unmarried women. Consequently, they aren't included in this group. Some of the difficulties presented are typical teacher situations but are more pronounced in relation to the single woman. Those who teach in cities are not met with so many problems because they can lose their professional identity in the crowds and better live their own lives. It is the small town and community teacher who needs the attention of the people as a whole.

Examples of Maladjustment

One of the first principles of mental hygiene is to look objectively at a problem, acknowledge its existence, determine the cause, then set about adjusting it. It is not difficult to recognize the

problem that exists, for one has only to look about him to see examples of every type of neurosis existing in the educational group. The too oft-repeated remark, "Oh, she's just an old maid school teacher," or "Most teachers are neurotic" is proof of this. We hear it so often we have accepted it, not without resentment, but have come to believe it is hopeless and do nothing about it.

Psychology teaches us that every maladjusted person shows a tendency toward defensive and compensatory behavior. All of us have seen the timid, retiring woman who usually travels alone. She is afraid of criticism and shows a terrific inferiority complex in public. This can be observed by the way in which she enters a restaurant and orders a meal as if she were apologizing for being there. The paying of the food check constitutes a major crisis in her life. Her loneliness is evidenced by the wistful, withdrawn expression on her face and the only time she comes to life and asserts herself is when she faces a classroom of children where her reign is supreme. She represents the repressed individual, so sensitive that public pressure, family troubles and life in general are too much for her and she lives inwardly only.

Then there is the aggressive and dogmatic person who orders everyone around, is very positive in her manners, complains about everything from the weather to the sales tax. She believes her way is the only one and her students the only ones who are being properly taught. Her greatest pleasure in life is fault-finding and thus she relieves her feeling of inferiority in this manner.

One of the more common forms of compensatory behavior is the person

who completely sublimates herself in her work, believing that to be her only salvation. Her school work does not end at four o'clock, but goes on far into the night with her grading papers, planning lessons, thinking about student problems, and entering only into school activities. This teacher lives, breathes; and thinks school and pours out her soul for the "cause" little realizing the effect of this thinking upon herself as an individual.

We can't ignore the teachers who have a tendency to compensate through the children under their guidance. These try to outdo each other in comparing the accomplishments of their pupils with those of other pedagogues. They try to drive and coerce their students to excel in grades, contests, and drives of various kinds, and parent attendance at PTA meetings. This attitude expresses a more remote type of compensation, but it is quite prevalent and fosters jealousy, envy, and ill-feeling among both the children and fellow-workers. It is a definite example of insecurity.

All of us have seen those instructors who go around with tight lips and frown on the various frivolous doings of their fellow faculty members. They lift their eyebrows and criticize new teachers with new ideas and make it difficult for everyone concerned. Oftentimes, if they are well-established, by watching for something to criticize, real or imaginary, they carry tales to influential people in the community or to the board members and will cause a good teacher to lose her job. These individuals can be classified as those who compensate against evil in the abstract form.

One of the most numerous illustrations of the frustrated type is the teacher who resorts to fantasy or day-dreaming. The realities of the day and responsibilities of life are so much for her she looks forward to the time when she can go to her room at night and dream of fame, money, romance, or what have you. This is her method of withdrawal.

So many times one hears the remark, "She's getting childish. She bickers with the children and she has nothing to offer in an adult way to society." Retrogression is a common type of defense as evidenced in this person. When one is found to live in an adolescent world both in and out of school, when one's greatest contact with people is that of children, environment becomes too strong and she succumbs to its influence.

Factors for Neuroses

The teacher's life work is with children six hours a day and often, with the exception of her fellow-workers who are in the same situation, days go by without her having any other contacts. Or many an unmarried woman goes home to responsibilities which include the care of an invalid or aged relative who has been left in her home because she isn't married, and both the financial and nervous strain are hers to bear. So, again, retrogression, a tendency to live back in the days when life was more pleasant, is a way out.

Rationalization is a compensation no more common to the public school teacher than anyone else, but certainly there are plenty of the "sour-grape" or "sweet-lemon" types in the profession who blame everyone else but themselves for their personality problems



Courtesy Battle Creek (Mich.) Public Schools

Social Welcome Is a Need

and who are too prone to let society and the public take all the censure for their way of life.

We know many reading this will feel we have drawn an exaggerated picture of conditions that exist, but you have only to work behind the cash register of a cafe for a summer in a university town or stop to look around you in the school building to realize not only one, but many of these individuals exist in every system, and symptoms of these complexes appear in all of us. It becomes a question of constantly fighting against them and circumstances that bring them about, or succumbing to the line of least resistance.

Spadework for Normalcy

Considering the universality of this kind of behavior, the next step is to determine the causes for these neuroses.

Who or what is to blame? How much responsibility for these compensations can be justly placed upon the shoulders of society and how much upon the teachers?

Society should recognize the public school instructor as an individual with the same feelings, desires, rights, and privileges, as any other citizen of the country. The teacher should be seen as a member of society, not an onlooker. She should be seen as a human being not set up "on a pedestal" and looked upon as something set apart from community life. She should be given a chance to live a normal life. Why should parents and society expect more ethically from their teachers than they are willing to give themselves? *Surely not because they really believe that in this day and age children are going to follow the examples of their teachers!* Most

youngsters look first to their parents for principles of living and guidance and then to movies, comics, and radio to do the rest. How can a teacher who lives a cloistered, narrow, abnormal life be an example for any child to follow and what parent wants his child to emulate a life of this kind?

How many communities accept the teachers by acknowledging their social rights or by making an effort to know them as persons instead of professionals? It would probably astound the public to know how few teachers are ever invited into the homes of the community for a social get-together, bridge, or good conversation. If they are asked for an evening it is usually to discuss Johnny's report card or Mary's talents. When a dentist invites a friend into his home, I am reasonably sure he doesn't spend the time discussing the last tooth extracted or the bridge-work to be done, but probably talks politics, religion, and his philosophy of life. But these subjects are taboo for the teacher who is supposed to keep her opinions to herself. Why not make an effort to share a normal home life with a person who would appreciate it and thus enrich your own and her life, too? A teacher, yes, but an individual with the capacity to give and enjoy friendship with persons outside her own profession.

Let Miss X Do it!

The teacher shortage—*God bless it, for it brings emancipation*—is not due wholly to poor salaries. Many teachers left their jobs due to the ethical and professional standards imposed upon them by the communities where they taught. They went to positions that offered them not only more pay, but

better working hours and conditions, and a chance to live a normal life. Happiness, an opportunity to be oneself, is more important in anyone's life than a salary one can't enjoy as an ordinary citizen of the community. Society recognizes the value of the teacher in a community when it comes to needing a scout counselor, a Sunday school teacher, a coach for a play, a hard working committee member, a youth canteen sponsor, or any other task that is disagreeable or inconvenient for the businessman or woman or home-maker. The single woman instructor is the logical one because she doesn't have a home and family to care for and is a servant of the people.

The fact that she has worked with children all day or all week makes no difference to the members of society when they want someone to take the "youngsters" off their hands. Why not ask the teachers to sponsor or help with adult organizations, and let many of the adults get the experience of handling children outside of school?

The teacher not only offers reading, writing, and arithmetic to the child but she is expected to teach manners, morals, health, and cleanliness. She must try to help the child adjust to a broken or unhappy home, to counsel and advise him with his problems, to teach him to get along with people, and to prepare him for that same society that ignores her as an individual—makes no effort to know her as a friend but keeps her at a distance to be known only professionally. Who is going to help her adjust to life, to counsel and advise her how to take her place in an adult world as a member of society? Since society is made up of individuals—and we still

recognize teachers as such—doesn't society have any responsibility toward the profession socially speaking?

Bill of Rights for Teachers

Colleges and universities could do more than they do to help make teaching a happier profession by instilling within their students a different attitude toward their jobs. They could teach the graduates that they have a right to stand for their convictions, a right to express what they believe in the classroom and community—notice we said *express*, not *impose* their ideas and views on their pupils—and present the subject matter from every viewpoint including their own.

The institutions of higher learning could be a little kinder and more understanding in their attitude toward teachers who return for additional work and make more of an effort to help mal-adjusted individuals. The instructors don't need to make it so obvious to their summer school classes that they have a group of "old maid school teachers and neurotics" to teach. Instead of just "dishing out" the subject matter, they might make an honest effort to help the teacher help herself to be a more integrated part of society.

The public, as a whole, needs to be re-educated in its attitude toward the profession and although a change is coming about, it is a slow process. Let more reading material on this subject be put before the public eye and a definite effort be made to improve that situation instead of sitting back and saying, "Well, what can I do about it?"

Administration Feeds Frustration

Boards of education have made it difficult, and in many cases, impossible,

for a woman teacher to live a normal life by putting into contracts a clause which says if she marries, she loses her job. In some instances, this has kept a girl from marrying due to financial difficulties and since this may be the only profession for which she is trained, she is denied the benefits of married life. Even today, married women teaching on an emergency contract know that when the shortage is over their jobs will end regardless of how well they've done their work. Is it any wonder a girl feels frustrated and hopeless when she not only can't marry if she is a teacher, but is also penalized for not being married by drawing a lower salary in some cases than married men?

Many administrators are partially responsible for the idiosyncrasies of their teachers because of their attitude toward the staff. They quite often impose their ideas on them and force them to teach things and in ways that are against their own convictions. Often the administrator takes his job so seriously he forgets to be friends with his teachers and keeps them in awe of him. A little "counseling and guidance," a lot of humor and understanding could go a long way toward making the teacher's life more pleasant. What pleasure it is to work under a principal who praises occasionally, who trusts one's judgment, and gives one a chance to work out new ideas.

The Masculine Viewpoint

The single woman's views and attitudes on life may be poorly balanced because of the feminine world in which she works as well as the adolescent one. Men are not drawn to the teaching profession because it has not offered any challenge financially, and the schools

are filled with women who teach because they like working with children, are fitted for it, and idealistic enough to put their jobs before their salaries.

Men have done their share to make the single teacher's life less happy by the attitude they take toward them, especially toward the summer school teachers. It is not uncommon to hear in a college town the remark that the teachers will soon be coming to school and ready to throw off the restrictions of their communities; and although the teacher's action does not always refute this, she resents being classified as a frustrated individual who comes to school only to "get away" from community-imposed standards and to have a good time. If some teachers do give the impression of being "wild" during these summer months, it is because for nine months they have been so "held down," so afraid to call their souls their own, so watched and criticized for everything they've said and done, that one should have only sympathy for them. Men should be a little more understanding, cooperative, and helpful toward the teacher and not make her feel she is "queer," "frustrated," or an oddity.

Pattern for Improvement

The whole responsibility certainly doesn't rest with society alone. The teacher herself is also to blame for the kind of person she is. She can practice a little mental hygiene and try to overcome some of her personality problems by refusing to take the line of least resistance and fighting for what she believes in. She should make an honest effort to be normal and natural. When she is in the company of people in or

out of her profession she should learn to stay away from "shop" talk, and interest herself and companions in other subjects besides school. Many teachers love to monopolize the conversation by telling what their "children" said or did today and expound their educational theories. This can be very boring and is a good way of seeing to it that another invitation is not forthcoming. One of the most just criticisms of today against teachers is they talk about nothing but their work, and don't show interest in what goes on around them.

One of the reasons, perhaps, society doesn't accept the teacher as a part of their social life is because she quite often makes them uncomfortable. She may, justly or unjustly, have made them feel that she is critical of their way of life. The teacher herself can do much to break down this attitude by seeing to it that she is never guilty of the above bad manners and by doing her part to put at ease everyone around her.

Everyone must make his own happiness to a certain extent and the teacher is no exception to this. She must make an honest effort to gain an objective understanding of herself and to learn to live outside the classroom by entering into available activities in the community, by participating in kinds of recreation or hobbies not connected with school work in order to give her a broader view of life and a better understanding of adults.

The teacher must learn to practice what she teaches about cooperation and getting along with others by putting aside petty jealousies and sublimating personality conflicts to her work for the good of all. She must recognize that living is a give-and-take process and that

being dogmatic and opinionated doesn't promote happiness anywhere.

During the summer months, she should travel, go to school out of the state, read, rest and relax, mix with people or do anything that is different from regular routine. If it is necessary for her to work, then let it be an experience as different from teaching as she can find and preferably in an adult place of business so she can keep her perspective.

Recognition Wanted

What then does the teacher want from society? She wants a chance to live in a community like any other citizen. She wants to be accepted socially, to be recognized as a person, not just a teacher. She wants the public to stop hurling the words "old-maid school teacher" at her or, at least, temper it to "bachelor girl." *Then, she, in return must cooperate by being a good citizen, a normal human being, and making an effort to improve her personality so she will be an asset in a social gathering.*

What does the teacher want from the board of education and the administrators? She wants to feel she is trustworthy enough to do a job well without having to sign contracts that automatically put her outside the realm of a normal way of life. She wants to feel free to marry if she likes without losing her job or to feel that an equal salary

will be paid for a job well done, not a lower one because she's single. She wants to be a friend and co-worker with the administrator, not an inferior. *Then she, in return, must give the best possible cooperation to the boards of education and work hand in hand with her administrators—taking criticism kindly, recognizing her need to grow, and using new ideas and methods.*

Above all, let the teacher be proud of her profession. All of us have known persons who were ashamed to admit they were teachers because they could notice a visible change of attitude in the persons with whom they talked. But a profession is only as good as the people who represent it. Learn to lift your head, face the world and say with pride and conviction, "I am a teacher and a human being." Don't be afraid to express your opinions and act normal because, now, if ever, is the time for teachers to rise to the occasion and prove to society they have something to offer as individuals as well as teachers.

The day of the long-skirted, horn-rimmed spectacled, old-maid school teacher is over. There is help for us, first within ourselves, then from society as a whole. But we need to look around us, to see how justly the public criticizes us and instead of feeling abused and sorry for ourselves, we should hold up our heads and say not only, "I don't want to be like that," but "I won't be like that."

ASCD IS PLANNING to sponsor some summer workshops in collaboration with state universities and colleges. July 28-August 1 have been set as dates for a week's conference at Washington State College in Pullman.

The University of Nebraska has scheduled a three-day conference, July 31-August 2, sponsored jointly by the university, ASCD, and other educational groups.

It is possible that other conferences may be held in Michigan and Connecticut. The *News Exchange* and the May issue will carry further details.

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