THE PSYCHOLOGY OF THE TEACHER

AN INTRODUCTORY STUDY

BY

MARTIN LUTHER REYMERT

A DISSERTATION SUBMITTED TO THE FACULTY OF CLARK UNIVERSITY, WORCESTER, MASS., IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY, AND ACCEPTED ON THE RECOMMENDATION OF WILLIAM H. BURNHAM

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Introduction

This study has grown organically out of my Norwegian work in child psychology (50, 51). In going over the international literature which had more or less direct bearing upon my problems I was frequently confronted with the remark: "This result is probably due to the influence of the teacher." In my own work also I very soon found it necessary to seek refuge in this mysterious sesame whenever I attempted an explanation, and special statistical and psychological data failed to solve the problem in hand. The fact (witnessed by all studies from all countries of children's ideals) that by far the greater part of the children gain their ideals from the curriculum, and the relation of this to the results of recent studies on imitation and suggestion, indicated to me that the problem of the rôle of the teacher was one which stood in need of immediate investigation by all available means and methods.

Since educational psychology has concerned itself chiefly with the child in school, it has naturally happened now and then that the problem has been touched indirectly, as for instance in the investigations of Meumann, Friedrich, Lobsien, Goddard, Richter, Brandel, and others in the subjects of children's ideals, their interest in the different school subjects, etc. Meumann (43, p. 291) stresses the rôle of the teacher in this indirect fashion when he says that "studies on children's ideals" also "furnish a valuable means by which we may judge our whole educational system."

We do not know, however, precisely (or even approximately) how much credit we must give to the teacher in all these mass investigations. The scientific study of the child, whether by clinical psychology, by quantitative measurements of the school work, or by the great and promising work of general experimental psychology (1, 2, 5, 9, 22, 42, 43) has generally speaking, only been able to open up questions as to

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the actual rôle of the teacher. These questions are constantly growing in number, however, and some essential ones repeat themselves over and over, so that we evidently must try to attack them more directly and thereby get suggestions and results which will enable us to check our findings in child study. The study of the child has had industrious workers for many decades, and, gradually refining its methods, has spread to all countries. With the rapid tempo of modern inductive science it has already created an abundance of literature. Differentiating itself into numerous branches, it long ago passed the stage at which one man can master the whole field. A writer in Monroe's Cyclopedia finds it difficult to determine what in modern times shall be included in the term "educational psychology" so complex is already the situation. Child psychology, properly conducted, was long ago recognized as a branch of applied psychology. Well-equipped laboratories, headed by noted psychologists, are established in many countries.

With this general background, it is indeed an astonishing fact that no one has yet tried to study in any exhaustive and systematic way and in as direct fashion as is possible a factor so closely related to the child's environment as the teacher. This lack besides the often necessarily (and often unnecessarily) crude methods is certainly a main reason why child study has been somewhat in discredit among psychologists in general. Thus we see, for example, that Dr. Judd (34) takes precisely this defect as a reason for distrusting child study. He says: "Did you never wonder why, in this age when we are studying so eagerly all the factors in the educational situation, no one has ever undertaken an exhaustive study of the teacher?" And further: "We take up psychology and sociology, but we do not seem to have waked up to the fact that bad order in our classes is sometimes a problem in teacher study instead of child study." In his excellent textbook Claparède (14) says: "Given a group of children to bring up, to instruct, what is the attitude that it is desirable the teacher take on coming face to face with them, what ought to be the character of the teacher? What are the temperaments which are the most suitable for the pedagogic vocation?" He is forced, however, to content himself with assigning the psychology of the master as a branch of psychotechnics; the paucity here of his uniformly excellent bibliography is further evidence of the necessity for further detailed research on this problem. The bibliography of the United States Bureau of Education for 1910-11 (71) contains 1910 titles of which only 0.8% have a direct bearing on the teacher,
and of these nearly all are theoretical treatments. In the Psychological Index for 1915 only four or five titles are directly concerned with the teacher.

All this serves to illustrate the situation. In searching the literature for possible experimental attacks on the problem of the personal equation of the teacher, I find that Dr. G. Stanley Hall was the first to have fixed the problem, and that as early as 1896 he had directed his students' attention to it. In "Adolescence" (27, p. 387) he mentions the questionnaire studies of Small (60), Kratz (37), and Sanford Bell (6). Among these Sanford Bell's seem to be the most exhaustive and to give the best indications. The next study is one undertaken in 1900 by Deahl (16). His material, however, is in a shape which makes it very difficult to get any definite results from it. (One of his results seems to be that pupils are least influenced by teachers at the high school age, which is in direct opposition to Sanford Bell's as well as to my own findings.)

A later study is reported by Book (8). One thousand sixty-seven senior high school students wrote compositions on "High School Education" including the point "some sympathetic (or unsympathetic) teachers I have had." The main outcome was: The favorite teacher understands boys and girls, and is enthusiastic, energetic, and mentally young, is interested in his work and has good scholarship without being a narrow specialist. No sex, and no physical appearance preferences were shown. The study is very suggestive, and gives many practical hints, but deals naturally with generalities. We may also mention a quantitative study by Thorndike (67), bearing on the sex of the teacher as a possible influence on the enrollment of boys in the public schools. The value of a quantitative study of such a fleeting factor among a multitude of others of probably greater influence seems very problematic, and his results turn out to be negative.

In 1910, with the study of Ruediger and Strayer (54) in this country, we find for the first time in the literature of experimental pedagogy a work offering an objective method for rating the influence and efficiency of elementary teachers from the point of view of supervision. These investigators asked a number of principals and superintendents to rank their teachers (from 26 schools in all) in certain specific respects. It suffices here to mention that discipline stands first in the ratings of these school authorities, followed by "teaching method," initiative or originality, etc. Later appeared similar studies by A. C. Boyse (12), Miss Moses (44), Littler (40), and finally another by Boyse (11) in which he
offers an estimation blank, compiled from empirical data, for the purpose of estimating the teacher's efficiency on 45 points. Each point is carefully defined, to avoid the use of terms in different senses by the different raters. This plan offers many promising indications for future "standardised" blanks, from which students of education can draw an abundance of material concerning the comparative traits in good teachers for different grades. However, as Boyse points out, the work of standardisation is a very complex and difficult matter, and it is our opinion that numerous special investigations as to the reactions of the child to different traits in the teacher must be instituted and their results brought into relation before any final standardisation is undertaken.

The only studies in French literature dealing with the problem of the teacher that I have discovered are one by Claparede on what pupils think of their masters, and a small but significant one by Joncheere (33). After he had been acquainted with the new class in his normal school for two months he questioned every pupil in a personal interview to discover the reason why he entered the school. It turned out that not a single one had done so out of a real interest in the vocation. The materialistic advantages of the profession were the chief motives. This is indeed an enlightening and fundamental contribution as a background for future investigations of the personality of the teacher.

In Germany the work of J. Dück (20) marks an interesting and practical approach to the circle of problems contemplated in our investigation. In Scandinavian countries no direct experimental attack is to be found. There are, however, in all countries, many valuable statements as to the influence of the teacher on the basis of long teaching experience or from general psychological observation scattered through books and periodicals. As excellent examples may be mentioned those of Jerusalem (31, 32) and H. Gaudig (25, 26) in Germany, and of Nils Hertzberg (29) in Norway. Perhaps even more valuable counsel on the basis of a similarly general background is to be found in the American works of William James (30), Münsterberg (46), and Hall (27, 28).

This brief review of the present status of our problem we may summarise as follows: The study of the teacher has with the exception of a very few experimental studies been very much neglected. Such studies are, however, of paramount

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2 As a good background for coming studies in regard to the teacher in this country I would deem it very fruitful to read Dr. Hall's description of the good and bad aspects of the pedagogical situation (28, vol. 1. Introduction).
importance in the study of the school child; in fact, they are a conditio sine qua non for a large number of problems in child study. They open up a vast and exceedingly complex field for investigation which will demand the co-operation of students in all branches of pedagogical science. It is for the purpose of getting a rough outlook over this field, and for throwing into relief the essential questions which demand immediate investigation, that the present questionnaire study has been undertaken.

_Some Remarks on the Method._—The questionnaire method has lately been severely criticized by many noted psychologists. It must be admitted that much of the criticism—when we consider the way in which some questionnaire studies have been conducted—has been more than justified. G. E. Müller calls it "the method of reminiscence." A French psychologist terms it "La methode democratique." Professor Jastrow at the annual meeting of "The American Association for the Advancement of Science," 1916, said: "Many of us think it belongs to the devil." However, we can understand that psychologists dealing chiefly with pure science will find the method of no value for them. What, however, is more difficult to understand is that an _educational_ psychologist like Thorndike (66) after a thorough discussion of the method, in an entire chapter, seems to reach the final conclusion that it, generally speaking, ought to be entirely abandoned. While we can fully agree with much of his criticism, and appreciate the constructive factors in it, we can not agree with his conclusion. Much better do we in this connection understand Claparede (14) and William Stern. Stern (63, Chapter VIII) also at the outset condemned questionnaires, but he later changed his view to the effect, that for certain problems, properly conducted, the method was, although a rough one, permissible. Thorndike, speaking of questionnaires (66, Chapter IX), offers the following program for the future work: "It is to be hoped, that if an equal amount of genius and effort is spent in the next decade upon similar problems, the work will be done by means of _direct expert observation_, of _representative cases_, with reference to _all the factors involved_," and

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3The most impressive work in analytical science, which tries to take "all factors involved" into consideration I have met, is G. E. Müller, "Zur Analyse der Gedächtnisstätigkeit und des Vorstellungsverlaufes." _Zeit. f. Psych. u. Phys. der Sinnesorgane._ Erg. B. V., and with which I have been made familiar through Dr. Baird's Journal Club at Clark University. However, to gain such a gigantic outlook over a situation is probably not given to one man in thousands. In educational psychology, where we are at the mere start, we shall have to be humble for a long time to come.
with a moderate amount of statistical care." This exceedingly voluminous phrase (which also has crept into Monroe's Cyclo-
pedia) does not take us very far. Experts are very few.

"Representative cases" in the educational situation of to-day are hard to find; and do not bring out the particular needs, as do the special investigations. It is too early to deal with generalities in experimental pedagogy. We started out that way. Now is the time to gather masses of special facts—and correlate them slowly, as we go along. Where is the genius to take all factors involved into consideration! While generally speaking we may say, that in all inductive science, discussion of method may be of more importance than discussion of results, we think it most sane and safe to take the view of Dr. Hall, that method can not be discussed on a general basis, and that a method is permissible, when properly conducted, it suits its purpose. In spite of clinical child psychology, in spite of quantitative educational measure-
ments, etc., we are not in pedagogical psychology out of the stage at which we need questionnaire studies. Let us use all methods, and correlate the results.

For my purpose the following questionnaire was prepared and submitted:

THE GOOD AND BAD TEACHER

The undersigned desires to ascertain from the memories of adults what qualities made teachers favorite and what made them disliked. Will you kindly answer the following questions, numbering them in your paper as they are numbered below, and the fuller and more detailed your reply, the better.

Please think over very carefully before selecting your teachers as good or bad, and please at the end add any other traits or suggestions that occur to you, and that may help this study. Can you outline your ideal of a teacher in person, etc.? How much has physique, good looks, manners, complexion, physical strength, to do with it; and do moral and do religious traits play any role? Please especially speak of the teacher's influence upon you outside the school.

I. Please recall the best teacher that you ever had.
   a. Was this a man or a woman?
   b. How old was this teacher? Give age as near as possible.
   c. How old were you when you had this teacher?
   d. Was it the personality or the methods (or both) employed by this teacher that caused you to like him or her?
   e. If through his or her teaching, in which subject or subjects?

II. State in as few words as possible what you remember as to the following:
   a. This teacher's general appearance (physical, dress, neatness, etc.).
   b. The quality of his or her voice.
   c. Enthusiasm—optimism.
   d. Serious or jovial or changeable in nature.
   e. Was he or she self-controlled? In what way did it appear?
f. Was he or she "bookish" or did this teacher bring you in touch with life? Enthusiastic specialist?
g. Was this teacher strict in discipline?
h. What kind of punishments did this teacher use?
i. Had you the feeling of being specially favored? In what respect?
j. Did this teacher visit the homes of the pupils? What were this teacher's social activities with the children outside of the school?
k. What was the highest ideal this teacher held up before you?
l. Has this teacher's influence been of real value to you in your later life, if so in what way?
m. Have your methods and general teaching management been influenced by (him or her)? If you are going to teach, do you think that they will?

III. Please recall the worst teacher that you ever had.
          a. Was this teacher a man or woman?
          b. How old was this teacher? Give age as near as possible.
          c. How old were you when you had this teacher?
          d. Was it the personality or the methods employed that caused you to dislike her or him?
          e. If through teaching, in which subject or subjects?

IV. State in as few words as possible what you remember as to the following:
          a. This teacher's general appearance.
          b. The quality of his or her voice.
          c. Enthusiasm or optimism.
          d. Serious or jovial or changeable in nature?
          e. Was this teacher self-controlled? In what way was self-control lacking?
          f. Was this teacher "bookish," or did he bring you in touch with life?
          g. Was he or she strict in discipline?
          h. What kind of punishments did this teacher use?
          i. Had you the feeling of being specially mishandled, or what was this teacher's sense of justice?
          j. Did this teacher visit the homes of the pupils?
          k. Did this teacher hold up any ideal for you?
          l. Has this teacher's influence had any bearing on your later life? If so, in what way?
          m. Have your methods and general teaching management been influenced by this teacher as a negative ideal? If you are going to teach, what do you think will be the bearing of this teacher?

Kindly send replies to Martin L. Reymert.

(Notice. Your paper will be read only by me. Your sex and age?)


Seven hundred and fourteen returns in all were received, 370 on the good, and 344 on the bad teacher. I am greatly indebted to the following institutions for taking a great interest in, and helping this study along, by sending returns; above all, the Massachusetts State Normal School (Worcester, Mass.), from which the majority of returns were obtained;
Ohio University, Boston University, Brown University, Rhode Island; Alma College, Michigan; Bethel College, Kentucky; Leland Stanford Junior University, California; State Teachers College, Colorado; Colorado College, Colorado Springs; Buena Vista College, Iowa; Baldwin-Wallace College, Ohio; Alleghany College, Pennsylvania; University of Arkansas; Texas Christian University.

The variety of places from which answers have been obtained is a valuable factor in eliminating the possible uniformity in training and experience of the young people belonging to one special institution. The questionnaires were given to the pupils to take home for careful consideration. Afterwards the answers were delivered at school. In one case the returns were given as regular composition work in school. I have reasons to believe that the answers have not been read by the collectors, so that the factor of full anonymity, which for instance, Trüper has advocated over and over again for questionnaire studies, has been complied with. The median age for the young men and women, giving the returns, is 20, so that one will have to take the psyche at this age into consideration throughout the study. All answers give full evidence of sincerity and interest from the side of the young, and they all seem to have a vivid recollection of a good and a bad teacher. Some have even portrayed their liked and disliked teacher so minutely and extensively, that often one single return, would make a small book.

By letting the questionnaire also have a bearing upon the bad teacher, it was the intention to get returns by which we could be able to check our results as to the good teacher, in whom we naturally are primarily interested.

In going over the answers, it appeared that some of the questions might have been given a better form. However, as this study is meant to be chiefly suggestive and programatical, this fact has not had very much practical significance. As to the often mentioned source of error in such studies, viz., that the questions in themselves suggest certain definite answers, I have the general impression that all of the 20-year-old people have given straightforward answers, omitting answers on points where their actual memory was not clear. All students have answered the particular question, in all cases, where results are given in percent, and no remark to the contrary is made.

**The Sex of the Teacher**

Much has been written about the relative proportion of women and men teachers in this country, and warnings have
been given as to the constantly increasing number of female teachers in the common schools. But as Dr. Strayer (64) says: "Up to the present time no conclusive evidence has been produced as to the relative efficiency of men and women teachers." Our study here naturally does not intend to give any definite results, but it is to be hoped that it will help to shed some valuable light upon the question.

Dr. Elliot (21) gives the following proportions for 1910:

<table>
<thead>
<tr>
<th></th>
<th>Women teachers</th>
<th>Men teachers</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>78.9%</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

The statistician of the United States Bureau of Education (World's Almanac, 1917) gives for 1914:

<table>
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<tr>
<th></th>
<th>Women teachers</th>
<th>Men teachers</th>
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<tbody>
<tr>
<td></td>
<td>80.2%</td>
<td>19.8%</td>
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</table>

or an increase of 1.3% female teachers in 4 years.¹

Let us take the statistics last mentioned as a basis for comparison with our own results:

<table>
<thead>
<tr>
<th></th>
<th>Women teachers</th>
<th>Men teachers</th>
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<tbody>
<tr>
<td>U. S. Bur. of Ed. statistics, 1914</td>
<td>80.2%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Distribution of the outstanding good teachers, designated by 370 20-year-old people in their recalling.</td>
<td>71.5%</td>
<td>29.0%</td>
</tr>
</tbody>
</table>

In spite of the fact then that the young people have met approximately 1 man teacher for every 4 women teachers, they have nevertheless found 9% more good men teachers, than we should have expected (if men and women teachers were of equal value in the school system).

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
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<tbody>
<tr>
<td>Out of 370 good teachers.</td>
<td>71.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Out of 344 bad teachers.</td>
<td>74.1%</td>
<td>25.9%</td>
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</tbody>
</table>

We see the tendency: there are in proportion to the number of teachers of both sexes more bad women teachers than men and more good men teachers than women, which gives a due confirmation to our previous conclusion as to the need of more men.

¹ This increase has also gained the attention of eugenicists as a problem of great significance for the future of the race. (Cf. 74, p. 259f.) Speaking of the American situation, the writer says: "Not less than half a million women, therefore, are potentially affected by the institution of pedagogical celibacy,—an institution which is to be compared with that of sacerdotal celibacy in the amount of permanent harm that it is capable of doing to the race." Certainly we are facing an exceedingly complex problem whose solution cannot be brought about by merely pedagogical investigations.
If we look upon the High School Period separately, we have:

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of 182 good teachers</td>
<td>65.4%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Out of 168 bad teachers</td>
<td>67.3%</td>
<td>32.7%</td>
</tr>
</tbody>
</table>

Let us examine these results in the light of Thorndike's findings (67) that: “The central tendency (in high schools) is to have 3 out of 8 teachers men.” “If the two sexes were of equal value then our sex proportions for teachers in high schools should have been:

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>For good teachers</td>
<td>5.2</td>
<td>2.8</td>
</tr>
<tr>
<td>For bad teachers</td>
<td>5.4</td>
<td>2.6</td>
</tr>
</tbody>
</table>

which result although corresponding pretty closely to that of Thorndike, shows in less marked degree the same tendency that we found for teachers within the whole school system. The question as to which sex of teachers suits the situation best at different stages in the school system for boys and girls will, it is to be hoped, be brought nearer a conclusive solution when we get the standardized estimation blanks mentioned before in cities and rural communities. However, from the point of view of the teacher's general influence upon the pupils, it will always be necessary to check the results from official estimation blanks by supplementary investigations like the different ones which will be suggested in the study here presented. These ought to be carried on on as large a scale as possible in every large city, and brought into correlative comparison with the views of psycho-pedagogical experts.

The general influence of the teacher in its relation to the age of the pupil.—If we take the life period from which the pupils have their most vivid recollections of their best and their worst teacher as an indicator of children's general susceptibility for good and evil influence from teachers, the following diagram may give indications. All, both good and bad teachers, are taken into account.

We see, then, the general influence of the teacher constantly rising upward through the school system, reaching a quite remarkable climax for the high school period. From the point

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5 A factor which may have some value for purposes of correlation here is seen in the fact that in one of my Norwegian studies (51) girls from 18-25 years of age had a man as their personal ideal in 56% of the cases, while only one man had chosen his ideal from the other sex.
of view of general psychology one may make the objection here, that on the average the 20-year-old people, giving their returns, have a better memory for more recent events (the high school period) than for further removed ones (the grade school). However the vivid colors in which the good and the bad teachers in the grade schools are described in nearly all returns dealing with that period, seem to indicate that the factor mentioned has had very little significance. The few returns for the college age forbid any even suggestive results to be drawn for that period.

Let us now look in detail upon the relative influence of the good teacher according to the age of the pupil. The curves in Diagram B will give us some indications:

The first thing we notice is the considerable peak of the woman teacher curve at 12⁶ years of age of the pupil. This is in all probability due to the onset of puberty in girls, and

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⁶ Sanford Bell has the greatest good influence coming in girls of the ages from 11-17, in boys from 12-19.
to their never forgetting having had a sympathetic woman teacher personality at that highly susceptible age. The considerable drop in the same curve at 14 years of age of the pupil may be ventured to a large degree to be explained in the change of school. This is generally the first year of high school. The pupil is met with almost entirely new methods of learning, new teachers, etc.; in short, it is a year of readjustment.
Looking at the man teacher curve, we see the remarkable influence of a good man teacher for the ages 15-18. From the girls' answers I have no doubt that the factor of the emotional elements following the sexual development of the girl, enters in here, as a very determining one. I take the explanation to be a confusion between the "father image" and the growing embryo of the forthcoming natural unconscious inclination towards the other sex; a period then when a
really trustworthy good man teacher for girls meets an unconscious but all important demand for their future development, better than any other teacher, and a period, when a tactless man teacher can do more harm than any other teacher. (Chart C.) The following diagram C seems closely to check up our suggestive results concerning the good teacher.

The curves have the same general shape, the climax of the influence of the bad teacher (man or woman), however, being shifted to 14 years of age of the pupil (from 16 for the good). Taking both chart B and C into consideration we reach this general conclusion for the 14th year of the pupils: they report very few good teachers, and the greatest number of poor ones, both men and women. What can be the explanation for this remarkable fact? On the one hand, the 14th year may be marked by special determining psychophysical traits. I have, however, not been able to find satisfactory evidence to this effect in the psychophysical investigations dealing with the ages around puberty. On the other hand, there seems to be an abundance of indications for our seeking the explanation within the scope of the school system. As we pointed out before, the 14th year generally means the first year of High School. Our result here then may be taken as one more proof that there seems to be something seriously wrong with this "transfer year," within the present school system, and that the Junior High School may here come in as a beneficial and highly necessary remedy. With regard to the preparation and selection of teachers for this new school, I should like to stress from the results obtained in this study, that one can hardly be careful enough. If the coming Junior High School is going to be a new school form simply, then it will mean very little or nothing. If, however, it is going to be built up on the broad background of all that we know about the psychic, physical, moral, development of the pupil, as pointed out in an excellent outlook over the whole situation by Douglass (18), and if the teachers for this new school be specially and broadly trained, then it may mean nothing less than a real epoch in the history of American pedagogy—furnishing thus also an ideal model for other countries.7

7 If the common complaint that boys in American schools are being feminized on account of too many woman teachers is true, the military training which the country is now planning might to a large degree compensate for this. The nation is in this matter facing a tremendous problem from an educational point of view. What shall be the fundamental principles for "this school in the army" for youth of different training and from different social milieu, and how are they to be worked out in practice? It might be of interest to see how an utterly
THE PSYCHOLOGY OF THE TEACHER

The Age of the Teacher

While psychophysical measurements and mental tests are in progress in nearly all countries determining gradually the child's "physiological age" and "mental age" in their relation to chronological age, very little or nothing has been done in this respect with adult individuals. This is indeed a very serious lack from the point of view of the right selection and estimation of teachers.

With respect to the greatest benefit to the school child, as well as the social-economic aspect of the question, the teacher's age is of paramount importance. Here again future investigations based on a large number of standardized estimations of teachers, will be the only safe approach to our problem. With such comparative studies in all countries, we should before long have the necessary facts in hand. Until this can be done, the results from our material may serve as rough pioneer indications. Giving as they do the pupils' reaction to teachers of different ages (witnessed by their recall of it at a somewhat mature age), studies like ours here should also in the future be made along with those mentioned above.

The following table A shows the age of the teachers from which the greatest good influence came to the pupils. Each ordinate represents the percentage of all good teachers occurring at the ages indicated on the abscissa.

The general impression we get is that teachers (whether men or women) below 20 and above 40, are of less influence than teachers between these ages. The most efficient man teacher seems generally to be found from 25 to 35 years of age. The best woman teacher seems to have a wider range from 20 to 40 years; with the climax between 30 and 35.

It would be interesting here to compare, if possible, our results as to the age of the good teacher with the results in this respect from the studies of Ruediger and Strayer, for the grade school, and Boyce's for the high school, in which, as we have mentioned, the superintendents and principals

democratic country like Norway has tried to solve this question in practice in its own way, within its army made up by annual conscription of all men 21 years of age. I hope to give a little survey of the military educational arrangements of France, Germany, Switzerland, with special reference to Norway in this respect, in a separate article; meanwhile I may refer to my outline of the Norwegian system (pp. 651-655).

8The studies dealing with "old age" may be mentioned. An excellent outlook over the work done, as well as valuable original results, are given in Sanger, W. T. (56): A study of senescence. Unpub. Doctor's Thesis. 1915. Clark University Library.
judged and rated their teachers. Boyce (11) sums up the results from both studies as follows:

"In the matter of experience there are some differences, but the results tend to the same conclusion, that experience is an important factor in teaching ability."

The average experience of elementary teachers for the first and second classes was 13 years, for the corresponding groups in the high school, 11.8 years. If we set the age at which the coming teacher leaves Normal School or College arbitrarily at 22, then we get the best teacher age for the grade school around 35, for the high school around 34,—a result which, as will be seen from our material, corresponds, generally speaking, pretty closely to the outcome of this study, although the woman teacher seems to us to be very good already at 30, which, however, may be somewhat compensated for by the fact that she generally starts teaching about 2 years earlier than the man.

The Personality and the Methods of the Teacher

Our question here had the following form: "Was it the personality or the methods (or both) employed by this teacher that caused you to like him or her?" As no noticeable differences between the grade school and the high school could be found from working up the material, the following table gives an orientating summary view of the answers, in percents:
Let us try to examine the women's returns. The first we notice is that personality and methods in the good teacher seem to be intimately connected. The confusion of teacher with subject matter (and vice versa) which children and youth are very prone to, may here be an explanatory factor. On the other hand, this very factor points to the equal importance of both the teacher's personality and the methods employed,—from the point of view of evaluation and selection of teachers.

Educational quantitative psychology has touched this problem—as to learning—but very little light is yet shed upon it. From his gigantic statistical study of elementary mathematics Dr. Rice (66) draws the following conclusion: "The facts here presented in my opinion will allow of only one conclusion, viz., that the results are not determined by the methods employed, but by the ability of those who use them. In other words the first place must be given to the personal equation of the teacher."9 Thorndike says that Dr. Rice's material does not allow such a conclusion and points out other devices by which we may get at facts in this question. I have mentioned Rice's study because he is the first to try, by measuring of the school work, also to take the important question of the influence of the teacher into consideration. By more direct methods (as advocated by Thorndike) we may hope that educational quantitative psychology in the future also will try to study the teacher.

9 In his book of 1913 (52), Dr. Rice has abandoned the above view, and regards the personality of the Superintendents (as that of their staffs) as the chief controlling factor for spirit and results in the common schools.
Turning again to our table, the remarkable fact stands out that for one-third of all the poor teachers the disliked personality seems to have been the sole determining factor while the personality of the good teacher is stressed by only about one-fifth of all cases.

This proportion (3:5) gives food for thought. That the bad teacher is described as using poor methods for a time as often as the good one, is also significant in this connection. It should be mentioned here that "the personality of the teacher" is a tremendously broad term, and that in fact, in the popular sense in which it is used here, it embraces a person's whole "make up." In the myriads of elements which make a personality, the emotional factors may well be said to be of all importance, especially when we see a personality, as we do here, reflected in the minds of (or in the memory of) children and youth, who themselves have actually experienced the effect it may have. In many of Dr. Hall's studies, and those of his pupils, as also in several English and German ones, valuable light has been shed upon the emotions in children. A remarkable recent study by Watson and Morgan (69) based upon experimental data takes us still further, and is of special interest in our dealing with the teacher's personality. Leaving out the experimental background I quote the following:

"So convinced are we of the possibilities of getting higher incentives or drives from the use of these emotional factors, that we are sure our selection of teachers would be greatly influenced by our views. We think it would be a safe move now to provide in the early grades men teachers for girls and women teachers for boys, these teachers to be chosen for their pleasing personalities and for their abilities to attach the pupils to themselves in strong but wise friendships."

Further, he says that few of our present teachers "have the gift of controlling and using the pupil's emotional life." I have given so much attention to this study because it is my belief that through studies like that, as well as through Krasnogorski's (36) and Dr. Mateer's (41), a clear way, and perhaps the only one, is pointed out, for getting facts in the extremely complex, but also extremely important emotional relationship between child and grown-up, or, in our connection here between pupil and teacher. If the studies on the conditioned reflex can safely be brought over into the human field (as Dr. Mateer's results especially seem to indicate), then we shall have numerous possibilities before us for work in the emotional field which has hitherto remained so obscure.

The ideal teacher personality has been portrayed over and over again in different phrases of nearly every palladium
within the history of pedagogy. (3) All of them gave it "ready made." The only trouble has been that their literary ideal teachers (Lassal’s is an elaborate example) never have existed in reality, but have been and are a never-ending memory trouble to all students in education. Now should be the time when we, carefully and slowly through investigations, with the use of all available means and methods, should begin trying, on an empirical basis, to build up this ideal, not as a universal *unicum*, but on differential lines.

What sort of personality is most suitable as a teacher for girls of certain ages? What for boys at the different stages in their development? What sex of teacher for boys, for girls, of certain ages? What age correlation between teacher and pupils? etc.

These and many other highly important questions relating to the teacher, are now of great significance. Someone has said that the history of philosophy is "the history of human errors." The same may be true of the history of pedagogy, but we pedagogues are at least now in the fortunate circumstance of gradually getting means by which to correct the errors.

The main school subject (or subjects) through which the good and bad teacher’s influence was particularly felt by the pupils. Two hundred and one pupils answered the above question for the good teacher, 120 for the bad teacher. The remaining part of the pupils say "all" subjects, which statement, indefinite as it is, well goes to show that strong personal attachment to a good teacher gives an interest on the part of the pupil, so to speak, in whatever subject she or he teaches. Still more markedly (according to our figures) is the reverse true in the case of the disliked teacher. The personal dislike then seems to be for a great many pupils a determining factor in diminishing their interest in whatever subject he or she presents to them. The following typical examples may be cited:

"She made me tremendously interested in History—a subject which always had been a bore to me. Through her winning ways and personal talks I got so fond of her, that I began to look forward with joy to her lessons. Before I got her, I used to dread every hour in History." (College girl in recalling a high school teacher.)

"His personality and ways were such that you could not avoid listening with interest to whatever he taught." (College boy recalling a high school English teacher.)

"I think we all felt so repulsive against her, on account of her general manners and all, that we paid very little attention to all that she said." (Bad high school teacher.)

In the now so numerous and elaborate mathematically
worked out international studies of children's interests in the
different school subjects, the important teacher-factor here
brought to light has hitherto been totally left out of question.
This is indeed a very grave objection against them. Such
studies in the future may possibly be made in this general
way: Expert evaluation based on long and thorough observa-
tion of the different teacher personalities in the particular
school, then the results of this, brought into correlation, with
the children's returns. I have no doubt that we in this way
would find a high correlation coefficient. The emotional life
of the child and youth (we may take it out of almost every
chapter in Dr. Hall's "Adolescence") is the very basis of their
mental "make-up." Pure logical or intellectual judgments
are indeed very rare. Hence then we have the confusion of
teacher with subject matter, and vice-versa, not only generally
speaking, but also in cases, for instance, where the pupil has
outspoken personal ability or inability in a certain subject, or
subjects. In reading, for instance, a statement like this (there
are many like it):

"I simply could not stand her (her shrieky voice still rings in my
ears!) and I firmly believe that was the main reason why I lost all
my interest in mathematics for about two years." (College girl on
Freshman teacher in high school.)

we get a clear impression of the all-importance of our begin-
ning to realize the significance of the dynamic-emotional abili-
ties in the teacher's personality, and especially "the sympa-
thetic touch," without which many a child may be given a
transferring help even in a purely intellectual school subject,
like mathematics. Some people are children their whole lives,
in this respect, as bibliographies, especially of artists, furnish
abundant proofs. Sympathy and consideration, however, are
not the only emotional reactions towards which the teacher
should strive. We would also emphasize the importance of
righteous anger and indignation, within normal limits to be
sure, through which the pupil may learn how to meet these
emotions in others, and to transfer them into valuable incen-
tives for personal effort.

Here, it seems to the writer, we are up against a great
problem in modern pedagogy. The Herbartian doctrine of
interest is often misunderstood. "Froebelianism," and "Mon-
tessorianism," "Lighthardianism," and all other valuable points
of view, especially for primary education, are taking too great
a place in secondary education. Life is not play; it is very
rarely that life means an opportunity for the individual to
follow his interests, etc.
Turning again to our material, the following distribution table of the main subjects through which the pupils have met their best teachers gives us some interesting indications.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Inter.</th>
<th>Gram.</th>
<th>HighS</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9%</td>
<td>3.5</td>
<td>7.0</td>
<td>28.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Science</td>
<td>2.5</td>
<td>3.5</td>
<td>19.5</td>
<td>1.0</td>
</tr>
<tr>
<td>History</td>
<td>2.5</td>
<td>4.5</td>
<td>9.0</td>
<td>1.5</td>
</tr>
<tr>
<td>For Language</td>
<td>2.5</td>
<td>2.5</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>Med. Age</td>
<td>10.6</td>
<td>13.0</td>
<td>16.4</td>
<td>20.5</td>
</tr>
</tbody>
</table>

The striking fact in regard to science was that it over-balanced English throughout the school system, especially so in the grade school, and a little less markedly in the high school—as to number of disliked teachers. From the returns the following reasons may be given as typical:

1. "He knew his subject very well (physics) but he did not seem to understand that he talked over our heads the whole year. Some told him so, but he went on as before." (High school.)
2. "She seemed to think that there was nothing else in the world than mathematics. If you were not very clever in that, she would not have anything to do with you."

An overwhelming majority of bad science teachers are characterized as specialists, lacking a broader outlook, using bad methods, taking interest only in the clever pupils, not interested in the subject, etc. The English teacher comes in second as to number of bad teachers. With a summary view over both our tables we may stress this:

The English teacher (as also English as a subject) has the greatest good influence and may have a considerable bad one, especially in high schools.

The science teacher (and the sciences as subjects) may have a relatively great influence; in this study, however, the

^10 We may quote here an amusing and instructive experience of Dr. Seashore (58, pp. 79): "As a child I had the advantage of learning arithmetic under a teacher who did not know the subject. She had difficulty with fractions, but had the good grace to leave us to our own devices. We discovered that after reading the introductory statement for each new section and performing the required operations with confidence in our efforts, we had but little need of the teacher . . . . The impetus thus gained was a permanent asset. Although I later had good teachers, I proceded by the same method with algebra, geometry, trigonometry, and conic sections . . . ." Although this observation contains valuable suggestions, it would be rash to generalize on it!
bad influence from them seems almost twice as great as the good.

Foreign language has the smallest number of bad teachers, and on the positive side seems to rank high in the high school.

The final suggestive results may be that they all deserve special attention—as to fundamental training, as well as through practical supervisory measures in schools. As it is at the present time, a large number of high school teachers seem to be getting their material and indirectly their methods from the colleges, a state of affairs anything but sympathetic toward the high school mind. On the other hand a majority of the teachers from the normal schools may have a large amount of the theory of teaching, with little subject matter. Taking all different factors from the entire study here presented into consideration, the general impression remains that some fundamental changes in the high school teachers' preparations seem to be an urgent need of the time. The problem is at present under discussion and consideration also in most of the European countries.11 As to the rôle of Educational Psychology in this matter, it is high time to turn more to a differential psychology of the adolescent years on the one hand, and try all possible means of getting at the influence of the teacher for these plastic years, on the other. The day must come when no teacher is allowed to enter into teaching in a secondary school without having had a thorough course in Educational Psychology—arranged with special reference to the subjects he is going to teach (35), as well as the sex and age of his coming pupils. By international comparative studies and views we may hope for a reformation of the present situation in the near future.

The Physical Appearance of the Teacher

According to common opinion among school authorities, the physical appearance of the teacher, and his personal "magnetism," are very great factors in the teacher's personality, and have great effects upon the children. We have up to the present time very few objective data upon this question. What our returns may show on this subject may serve to point out the necessity of investigations here, and give some indicative results. It may be that the coming standardized teachers estimation blanks will give material enough for correlations

11 In Germany: "Bund für Schulreform." (Berlin, Founded 1911.)
In France: "La league d'éducation morale," Paris.
All three have publications.
on a large scale. However, it will always be a problem besides to get the children’s reactions, and this we think can no better be done, than (as in our study here), by obtaining returns from somewhat mature people, who are (as is the case here) not too far removed from the experience in time, and who on the other hand are able, on account of their training, to look calmly back over former vivid experiences in this matter.

Let us first see what our returns say about:

**The General Appearance of the Teacher**

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Good looking</td>
<td>60%</td>
<td>74%</td>
</tr>
<tr>
<td>Attractive</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Not good looking</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Ugly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It should be taken into consideration here that by far the greatest number of the returns are from young women. What we get then, is that 85% of all good men teachers and 91% good women teachers are designated as good looking or at least as having had a pleasing appearance (attractive); while the bad man teacher was not good looking or ugly in 86% of the cases, the bad women teachers in 67%. Even if we take these numbers on their face value, our result seems to indicate clearly that there is a high correlation between personal pulchritude and a good teacher, in the common schools—a fact which naturally does not exclude the good exceptions, as we for instance have them in our study here. The 36% bad men teachers designated as ugly corresponds largely with the ages in the recalling young women of 14-15-16. Their appearances are pictured in such minute details as to back up fully what we have mentioned before as to the high degree of sensitivity for outer personal attributes of a man teacher for those girls’ ages. We are told here of the color of his hair, the way he wore it, the color of his eyes, the nature of his looks, his features, the way he used to smile or grin, his complexion, whether he shaved often enough or not, to what extent he manicured, to what degree his shoes were polished, etc.! Here are some terms used in regard to the bad teacher: “Sour looking,” “stern looking,” “awkward looking,” “large
bulging eyes,” “effeminate face,” “stiff face,” “shiny face,” “sharp features,” “hard face,” “hair down in his eyes,” “dried up face,” “stubby hair, and long moustaches, always wet,” “black nails,” “awful smelling breath,” “never smiling face,” “ever smiling face,” etc. One young girl tells a whole story about her former teacher in the following words: “He looked like ‘Ichabod Crane.’”

Some general outstanding characteristics of the good woman teacher may be noted: “Motherly looking,” “sweet face,” “cheerful face,” “rosy face,” “intelligent looking,” “delicate skin,” “striking carriage,” “stately,” “quick in movements,” “graceful walk,” “old type of beauty,” “she was one at whom you would like to look a second time,” “she appeared like a queen, yet was not lofty,” etc.

The following table gives us some indications as to some physical attributes of the teacher:

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Figure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stout</td>
<td>7%</td>
<td>18%</td>
</tr>
<tr>
<td>Medium</td>
<td>32</td>
<td>48</td>
</tr>
<tr>
<td>Slender (slim)</td>
<td>61</td>
<td>34</td>
</tr>
<tr>
<td>Height:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tall</td>
<td>55</td>
<td>86</td>
</tr>
<tr>
<td>Medium</td>
<td>13</td>
<td>.</td>
</tr>
<tr>
<td>Short</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>Complexion:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>Dark (including brown hair)</td>
<td>94</td>
<td>57</td>
</tr>
<tr>
<td>Health:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor (nervousness)</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Good</td>
<td>89</td>
<td>68</td>
</tr>
</tbody>
</table>

Leaving these numbers for the present we will first stress the apparent difference in health between male and female teachers. The percentages, 11% of male and 16% of female teachers, characterized as not healthy, have been compiled by carefully going over the returns and marking the bad teachers and those good teachers who clearly are designated as having been nervous, so that the pupils in their recalling remember that they actually suffered, although they in the eyes of the pupil seemed generally to control it wonderfully. The greatest part of all nervous teachers (78% of them) are more than 35
years of age. We can of course place very little significance upon so little material as we have here; it is an interesting fact, however, that this last finding seems to correspond pretty closely with the results of the latest German study. (53) Ninety-five teachers under treatment for nervous diseases in the psychiatrical clinic in Jena had entered in the following years of their age:

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 20 to 25 years old</td>
<td>7.4%</td>
</tr>
<tr>
<td>From 25 to 35 years old</td>
<td>20.0%</td>
</tr>
<tr>
<td>From 35 to 45 years old</td>
<td>44.2%</td>
</tr>
<tr>
<td>After 45 years old</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

As we see, most of the patients had broken down between 35 and 45 years of age, and Rohde finds that the nervousness is of different sort before and after the 35th year of the teacher. Before, it has very little to do with the vocation, is not "Berufsnervosität;" after the 35th year, it is decidedly so. This result seems in direct opposition to earlier investigations, for instance, Wichmann's; and the conclusion Terman draws from studies up to 1912, in his excellent book. (65)12 "The investigations prove that it is the beginning teacher who runs the greatest risk of pathological nervous exhaustion," may not be finally established. Dr. Rohde's table is of interest also in connection with the good teacher's age, as we have brought out in this study, the middle age of them all not exceeding 35 years.

As to the influence of the teacher's health upon the pupils Dr. Burnham says (13): "With the emphasis now placed upon school hygiene teachers suffering from tuberculosis, nervous disorders, and the like, will not long be permitted in the schoolroom." "Teachers who can set an example of healthful living and normal mental activity will more and more be demanded for the public schools." It seems from this study that there is a definite positive correlation between excellence of the teacher in the common school and his or her health. "She was so nervous, that she could shriek over the smallest thing now and then, and frighten us almost to death," writes, for instance, a college girl in recalling her 8th grade teacher (aged 41-2).

Turning now to the dress of the teacher, we may first note that all good teachers are recalled as having been "very neat" or "neat" in dress. In my Norwegian study (50) I was able to draw the conclusion that children between 7 and 11

12 An excellent little monograph, which should be in every teacher's library, not in the ordinary sense of that term, but it should be looked over frequently as a memorandum for the teacher on how daily to invest his best capital—the physical and mental health.
years especially lay great stress upon the appearance of their acquaintances. From this study it turns out that a similar conclusion seems to hold still more true for the ages of 12 and 18 in girls, and that dress generally speaking plays a great role in children's estimation of their teachers.

The teacher's general manners seem also to be an important point in the make-up of his personality:

"For example he would slouch way down in his chair and practically sit on the back of his neck. The following is horrible to tell, but it illustrates clearly what I mean. He used to clear his nose in his throat and then use the open window in place of a handkerchief or spittoon. We were usually working at the board during these occurrences and he probably thought we didn't notice him, but I believe that some few always knew, and the rest soon heard about it." (College girl in recalling a high school teacher.)

Similar statements are not rare. To sum up the indicative results as to the good teacher's general physical appearance it appears from this study that the ideal American woman teacher should be: Good looking (or at least attractive) with a general cheerful expression, dark or light complexioned, rather tall, blue or brown eyed, of a median figure, healthy, neat, well dressed, stylishly or in subdued colors, have refined manners, a good carriage, be "quick in movements," have "a graceful walk," etc.

The ideal American man teacher is indicated as: Dark complexioned, tall, slender, physically strong, healthy, well dressed and with good manners.

The bad woman teacher is recalled as follows: In 86% of all cases not good looking (or ugly), slender, tall; in one-sixth of all cases, in bad health (nervous), in one-fifth of all cases designated as untidy in dress and person and very often with careless manners.

The bad man teacher: Slender, of medium height, dark complexioned (94%), in 7 out of 8 cases unattractive or actually ugly, while every other one of them are designated as untidy in dress, and many noted for bad manners.

It should be noted that these traits mentioned (on account of the fact that most of our returns represent the recollection of young women), should belong especially to the ideal American teacher of girls. Future investigations ought to bring out the physical ideal teacher for boys, of different ages, and also try to designate whether there are outstanding differences in preferences at different stages of age, within the school system, for boys and girls.

What seems, generally speaking, to have been brought to light in this study is that physical appearance, dress, manners.
etc., are essential factors in the teacher's personality, which on account of the great suggestibility and the lack of broader judgments in children, may, at least temporarily, increase or decrease the influence of the teacher.

THE TEACHER AND DISCIPLINE

There is no noticeable difference between the grades and the high school here. The answers allowed the three definite groups—strict, moderate, lenient. The following table gives opportunity for numerous comparisons, not only for the differences between the sexes, but also for those within them. To see whether the specially young teachers would show any definite difference from the older, they are divided in the table into two groups. "Young" means below 30 (or 30) years of age; "Old," over 30.

<table>
<thead>
<tr>
<th>Nature of Discipline—Degree of Strictness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Good Teacher</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>Below 30</td>
</tr>
<tr>
<td>Strict...........</td>
</tr>
<tr>
<td>Moderate........</td>
</tr>
<tr>
<td>Lenient...........</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Below 30</td>
</tr>
<tr>
<td>Strict...........</td>
</tr>
<tr>
<td>Moderate........</td>
</tr>
<tr>
<td>Lenient...........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bad Teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
</tr>
<tr>
<td>Below 30</td>
<td>Over 30</td>
</tr>
<tr>
<td>Strict...........</td>
<td>18.9</td>
</tr>
<tr>
<td>Moderate........</td>
<td>5.3</td>
</tr>
<tr>
<td>Lenient...........</td>
<td>81.1</td>
</tr>
<tr>
<td>Women</td>
<td></td>
</tr>
<tr>
<td>Below 30</td>
<td>Over 30</td>
</tr>
<tr>
<td>Strict...........</td>
<td>51.0</td>
</tr>
<tr>
<td>Moderate........</td>
<td>3.4</td>
</tr>
<tr>
<td>Lenient...........</td>
<td>45.6</td>
</tr>
</tbody>
</table>

We shall point out a few of the facts and leave the rest for the reader's consideration.

The good teacher. In the larger percent of cases the "old" man, according to our results, is stricter than the young, while the "young" good woman teacher is much stricter than the old.

Explanatory factors here may be that the good old man teacher relies upon his experience, knowing where the boundary limits of his discipline are, while the good young man is not settled as to the nature of his discipline, and is also possibly unconsciously relying upon his physical and mental vivacity. He may also purposely have adopted the more modern ideal of discipline, and have had the personality to handle it. The good young woman teacher, perhaps determined by her sex, may feel that she must assert herself and hold the upper hand of the situation.
The bad teacher. Neither the young man and old bad man teacher appears to be very strict, especially is this true of the young bad man, who is exceedingly lenient. Typical answer: (young man). “No, he was not at all strict, most of the time he simply did not care.”

Both the young and the old woman teacher are strict, with the old woman much more strict than the young, and stricter than any other group! A number of sex and age factors probably enter in here.

General results are that all good teachers are “strict in discipline to a certain degree”—which from the returns appears to be apparent to the pupils, from their ruling the class, through their personalities and from a certain few fixed principles, which the children often seem to have generally “felt” more than they have been actually conscious of them, and which have been silently accepted by them as natural. “I would say she was strict in discipline. She never said much about attention, however. Her manner simply commanded respect, and so she obtained involuntary attention” (high school).

We may give the following general results: It is the bad teacher who resorts to the largest degree of physical punishments, and the old bad woman teacher uses it more than any other group, while the old man leads in “ordinary corporal punishment.”

All good teachers, here recalled, used corporal punishment in rare cases—which fact seems to be in agreement with Dr. Hall’s statement that “there are certain child natures, for which physical punishments cannot be entirely dropped.”

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13One fact seems to stand out throughout this study, namely that there is a type of bad young men teachers within the school system of the United States, who seem to use the teaching profession as “a stepping stone,” and whose influence upon their pupils, we may learn from our material, has been anything but beneficial. One may offer the suggestion that it be made obligatory for him to stay a certain number of years, as a secondary solution, until the wages are raised so that a teacher will find himself satisfied wherever he is placed in the system.

14It may be interesting in this connection to relate Dr. Hall’s first “disciplinary case,” which occurred when he, 17 years old, started teaching in a country school in Massachusetts. Some of his pupils were much larger than himself, and especially two of them had all the time before been used to being “their own masters.” The first day Dr. Hall had the class, these two fellows were chewing tobacco in the schoolroom. He spoke to them about it, but they did not care. Before he left school that day, he hid a strong rod among the wood at the fireplace. The next morning, when the boys behaved as usual, he asked them to stop the chewing. They gave some obstinate remarks. A regular fight followed. Thanks to the rod Dr. Hall got the
As to general disciplinary measures used, the good teachers seem to resort to self government and the honor system, friendly private talks;\(^{15}\) in these ways relying upon the pupils' personalities and his own, while after school sessions, seem to mark their principal form of punishment. No good teacher sent a pupil to the office.

The bad teacher seemed to use after school sessions, sending the pupil very frequently out of the room or to the office, expulsion, punishing by grading, and to be very prone to sarcasm, scolding and threats.

To all that we hitherto have learned about the bad old woman teacher, it may be interesting to add here, that she is quite alone in regard to such disciplinary measures as: Putting the child in the closet, tying it to the chair, depriving it of personal adornments, etc.

That the kind of punishments used seems (from this study) to be a good indicator, may be of interest to supervisors and to those scientists who are trying to build up standardized estimation blanks for teachers.

**The Teacher's Sense of Justice**

*Were the children specially favored or specially misused?*

The good woman teacher seems, from the returns, to have taken a personal interest in all the pupils and to have treated everybody on equal terms in 75% of all cases. A typical answer follows: "She took equal interest in the dullard and the dux."

In 25% of the cases the pupil had, to a more or less degree, the feeling of being specially favored. In by far the most cases, however, this was not accompanied by any discredit

upper hand, and succeeded in getting both out, shut the door and continued the lesson. The next morning they were not let in. Finally after some days they were let in on promising to behave. In short, there was discipline in that room thereafter, and the significant thing about it all is that whenever he in later life met these two men, who are now old people, they always reminded him of the event, and never failed to thank him heartily, for the beating they had gotten at the right time in their "Schlängel-periode." (Kindly related to the writer by Dr. Hall.)

\(^{15}\) Sarcasm is a trait, developing very late. For young children it ought thus to be totally banished. For the upper grade of high school it might well be rarely used, as an *art*, by a broad teacher personality and may thus be made a stimulus and an incentive for the pupil.

We think Dr. G. H. Palmer, (47) clearly has shown the dangers which may be implied in these measures, viz., that the teacher in executing it must not cheapen himself through "a slap on the back acquaintance."
given to the rest of the class, and was explained in terms like these:

"I was specially favored with her companionship outside of school hours."
"I felt that she thought I was her special charge (and a most troublesome one)."
"She complimented my work especially."
"I had the feeling of being given special help."
"She let me ring the bell and do other small duties."

One can take from the returns here, that the good woman teacher seems to have some peculiar womanly way of communicating her special satisfaction in, and her good-will toward, the most worthy pupils, so that it reaches its proper destination without giving it undue publicity to the class in general. This special gift, which may have its basis in the woman-nature, seems to be a most beneficial one as a real but perhaps half-unconscious stimulus to the best work of the individual of the class. The probability of this statement is shown in replies like the following:

"Sometimes I thought I was favored, but it may be because we understood each other, and I tried my very best to please her." (High school.)

The good man teacher seems to lack this peculiar subtle means of "wireless" communication, as only 15% of the pupils here report having been conscious of special favoritism. His manner of showing favoritism publishes his intentions broadcast to the world. This is evident from about all the returns which claim special favoritism on the part of the instructor. The following examples may be given:

"He would go hunting with some of the boys but never with others." (High school.)
"He always put me up as an example to the others." (High school.)
"He favored me by giving me too high marks."
"He was a special friend to me as man to man." (College boy.)

In 85% (a little more than the good woman teacher) the good man teacher treated all alike—showing a fair personal interest in all.

"The blow was as likely to strike me as anybody."
"He favored only those who worked."
"He gave a square deal to everyone." Etc., etc., etc.

The bad woman teacher. Seventy per cent (70%) report that they were not especially misused or mistreated themselves, but more than 15% of these had special favorites. Some had such strong repugnance for the personality of the teacher or for the methods used that these factors overbalanced the fact that they were merely not misused. They say:
“She had strong likes and dislikes.” (High school.)
“I was not misused, but I simply did not care for her.” (High school.)
“She was rather good to me, in fact, but I think she was the most partial teacher I ever saw.” (High school, reported in four cases.)
“Everybody was afraid of her, although not specially misused.”

Thirty per cent (30%) however, were definitely misused:
“I was misused because she did not take care in discerning the real offender in any misconduct.”
“She did not take into consideration that I was a lively and active child. She wanted the old-fashioned docile child, which I was not.”
“I always felt a stranger to her.” (High school.)
“She did not understand me.” (High school boy.)

Leaving the number given to speak for themselves, I should like to stress my general impressions upon the reading of the returns: the lack of personal rapport between teacher and pupil—the large factor of partiality—the lack of understanding of the child’s character—and the overwhelming use of formal discipline.

_The bad man teacher_ seems, from the returns, to differ in one special respect from the bad woman teacher. The latter seems at least by formal discipline, etc., to show some interest in the welfare of the pupils (although she very often fails in her intentions) but the bad man teacher seems to be almost apathetic even in this respect. Ninety per cent (90%) report that they were not misused (although one-fifth of these had special favorites) but they gave reasons as follows:

“He was too mentally lazy to misuse anyone.”
“We couldn’t find out his sense of justice because he was perfectly disinterested in anything but his salary.”

The remaining minority of 10% tell of being misused in some special manner:

“He had his ‘black sheep’ when he was angry.”
“At least he was not partial, for he misused us all.”
“He took the most handy one to scold.” (We probably have here the man who uses the teaching profession as a mere stepping stone.)
“I know that this teacher was disliked even more by other students than by me. I know of two concrete cases where a girl quit school, because of his crabbedness. One girl eloped with an aviator, and it came out in the papers that she had left school ‘because a certain teacher made life miserable for her.’ The other girl went to work as maid in a private family. She said that her work was hard, but her employer ‘treated her as if she were human, and did not ‘continually nag’ at her.”
“This teacher was discharged from the school which I attended: at which the first incident occurred. He obtained a position in another school, at which the second incident occurred, about four years later. He was let out of the second school, but is, at the present time, teaching in another high school in the same city.” (High school.)
Using a little psychoanalysis on the returns here, one practical fact stands out very clearly, that every mistreatment and misuse may be a great inhibitory factor in the general school life, and also in the after school life of the child. It may be that if we could trace this factor (and associated factors) we could illuminate in another light the statement of Dewey (17): "Hardly 1% of the entire school population even attain to what we call higher education; only 5% to the grade of our high school, while much more than half leave on or before the fifth year of the elementary grade."

Dewey maintains that this remarkable fact is due to the fact that the intellectual interest does not become dominant, but that the practical impulse or disposition is in the foreground. However, from our returns we should like to have an answer to the question: How many are driven from the school through the influence of the bad teacher?\textsuperscript{16}

Similar studies were made of the returns from our questionnaire in regard to the teacher's voice, the characteristics of enthusiasm and optimism, the temperament of the teacher, the teacher in relation to literature and life, the teacher's social activities and the teacher's influence upon the pupil's later life. The most important results of these studies are presented briefly in the following summary of the outcome of the whole investigation.

\textbf{Summary—General Conclusions}

1. A review of the present paidological situation of the \emph{problem of the teacher} reveals: The study of the teacher has, with the exception of a very few experimental attacks, on the whole hitherto been neglected out of all proportion to its significance.

2. Our study here, confirming all earlier investigations in regard to suggestion and imitation in childhood, seems to prove beyond doubt that the "teacher factor" is of paramount importance,—in fact a \emph{condition sine qua non}, for all studies dealing with the school child.

3. Thus all mass investigations, for instance, in regard to children's ideals, their interest in the different school subjects, measuring of the schoolwork, etc., will need to be checked

\textsuperscript{16}Compare the study of Book (10); 97 pupils actually left high school for the main reason that they could not stand a certain teacher.

See also the studies of Stableton: "He thinks that the small percentage of male graduates from our high schools is due to the inability of the average grammar grade or high school teacher to deal rightly with boys in this critical period of their school life." Quoted from (27, Vol. 2, p. 285.)
up with special studies, bearing as directly as possible on this teacher factor. The whole field of child study in schools will need to be worked slowly and carefully over again, with this in view. Nothing less will give us reliable psycho-pedagogical data.

Our special results, which we present as in large part merely indicative are:

I. Judging from the relative percentages of the outstanding good and bad teachers whom the recalling students have met, and comparing these with the actual number of teachers of both sexes within the school system, our results seem to justify the general demand for more men teachers.

II. The general influence of the teacher is constantly rising upwards through the school system, reaching a quite remarkable climax for the high school period.

a. The woman teacher’s good influence on girls is greatest at 12 years of age of the pupil; the bad influence from them reaches its climax at 14 years of age of the pupil.

b. The man teacher has the greatest good influence upon girls at the ages 15 to 18, his bad influence upon them is highest at 14 years of their age.

c. At 14 years of age of the pupil (freshman year in high school) we find: Very few good teachers, and the very greatest number of bad both men and women teachers, which result may point to the necessity of the Junior High School, with broadly and specially trained and well selected teachers.

III. a. The most efficient man teacher seems generally to be found from 25 to 35 years of age. For girls his median age is 35.

b. The best woman teacher seems to have a wider range, from 20-40. The relative discriminating point for good and bad woman teachers seems to be 30 years of age.

c. The good teacher is, throughout this study, generally relatively younger than the bad.

d. The age of the good teacher seems to vary very little with the rising age of the pupils up through the school system. (See tables.)

IV. We get a clear impression of the significance of the dynamic-emotional abilities in the teacher’s personality. “The sympathetic touch” may give a transferring help even in a purely intellectual subject like mathematics.

a. The English teacher (as also English as subject) has the greatest good influence in mental character training, and may have a considerable bad influence (especially in high school).
b. The science teachers may have a relatively great good influence; in this study, however, the bad influence from them seems almost doubly as big as the good.

c. Foreign language teachers seem to rank high in the high school, while teachers of history, in this study (as in my Norwegian one), seem to have a low standard from the point of view of character building.

V. Personal pulchritude, neatness in dress and good manners are essential factors in the teacher's personality, and correlate very high with excellence of the teacher in the public schools.

VI. The good teacher's voice is given as: Medium in pitch, smooth in quality, and moderate in volume.

The bad female voice is designated above all as nervous, the bad male voice as feminine. The teacher's voice has been a very essential factor to all recalling students.

VII. Enthusiasm and optimism (as we have defined these traits, seem to be absolute attributes of a good teacher, being present to a more or less degree in all recalled good teachers.

VIII. In all cases covered by our data the good teacher seems to be of flexible nature, able to suit different situations, however, with a predominance of joviality, and sense of humor, as a general background. The good grade teacher must possess the ability "to let himself go" occasionally in unrestrained "fun" with the children.

IX. All good teachers recalled are designated as self-controlled, a trait apparent to the pupils in various ways.

X. Eighty-nine per cent of all recalled good teachers were listed as bringing the pupils in touch with actual life in various ways. Formal teaching, and little or no attempt at education, characterizes the bad teacher.

XI. The good man teacher over 30 years of age seems to be more strict in discipline than the young; while the good young woman teacher is much more strict than the old. The old bad woman teacher is more strict than any other group, and uses physical punishment in 3 cases out of 8. All good teachers here recalled used corporal punishments in rare cases. The art of punishment used by the teacher is a good indicator for judging thus the general good and bad influence from him.

XII. The teacher's sense of justice is a trait apparent to the pupils in various ways. Misreatment and misuse from the side of the teacher may be of determining influence not only on the child's school life, but also on its whole future.

XIII. Approximately every second good teacher visits the 'home of the pupils.
XIV. There seems to be a high correlation between all good teachers and their social activities with the pupils. Men seem to be more active than women, in this respect.
   a. Athletics and sport ranks highest.
   b. High school woman teachers’ informal walks (whenever the pupils were allowed “free talk”) are stressed as having been of very great value to girls of 14 to 18.

XV. Every good teacher has been associated more or less clearly with a life ideal, which stands out for the recalling students, as one intimately incorporated in the teacher’s personality. In 40% of all cases also orally stressed “maxims” had been taken to heart by the pupils and had been guiding principles at work for from 1-12 years! This fact supports the plea for systematic “moral training” like the French (combined with the right teacher personality) for the grade and high school.

XVI. As to the lasting effect from good and bad teachers on the pupil’s later life, this seems to be of vital importance in to the pupil’s choice of vocation in leading their interest in a certain good direction, in helping them to overcome innate character difficulties, etc., etc.

XVII. The influence from good and bad teachers reaches far beyond their own activities—in the positive and negative effect they may have on the coming generation of teachers. This points to the necessity of good teachers in Normal Schools and in all other training schools for teachers.

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