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A Study of the Teacher's Influence

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A STUDY OF THE TEACHER'S INFLUENCE.

By SANFORD BELL, Fellow in Clark University.

LIST I.

I. The Source, Nature and Value of the Material.

In 1896 the following questionnaire was given to the students in my psychology and pedagogy classes at The Northern Indiana Normal School at Valparaiso, Indiana:

TOPICAL QUESTIONNAIRE.

LIST I.

Recall all your past teachers and single out the one that did you most good:

1. In what way was he or she most helpful to you?
2. How old were you and how long were you under her care?
3. Was there ever any one thing which she said or did that particularly influenced you? If so, give details.
4. Did she affect your after life? If so, in what way.
5. Give a personal description of her, including both physical and mental traits.
6. Single out the one you *loved* most, and tell what made you love her.
7. Was she the same one that helped you most?

LIST II.

Single out the teacher you loved least:

1. Did you have any *positive dislike* or *hatred* for her? If so, what caused it?
2. Was there ever any one thing which she said or did which deeply affected you? If so, tell as exactly as you can what it was and how it affected you at the time.
3. How long did this effect last? If transient, what caused it to leave? If permanent, what has been its influence on your life?
4. How old were you, and how long were you under her charge?
5. Give your present age, sex and temperament—whether sanguine, phlegmatic, choleric or melancholy.

The enormous attendance at that school, the variety and maturity of the students, were conditions especially favorable to the collection of much and singularly valuable material. During the years 1896-98, more than 800 sets of answers to the two lists of questions were collected from the students in my own classes. In the following year 135 sets were furnished by my successor, Professor George W. Neet; 75 sets were furnished by Drs. W. L. Bryan and Ernest H. Lindley from the students

in their ethics classes at the Indiana University; and 13 sets were furnished by Professor W. E. Ashcraft of the Chattanooga (Tenn.) Normal School. The students furnishing the 800 sets from my own classes were used to making careful observations and accurate reports. What explanations were thought to be necessary were carefully and clearly made, and all of the returns bear the stamp of care, accuracy and honesty. Substantially similar conditions prevailed in regard to the other sets. In all there were 1,050 sets of answers turned in. Out of this number there were 19 sets that were defective in the way of omissions, vagueness or indefiniteness, and therefore discarded, leaving 1,031 sets of answers that were worth using. Of these, 543 were from men and 488 from women. The men range in age from 17 to 43, the great majority being between 23 and 31. The women range in age from 16 to 37, the majority being past 21. There were 14 women who would not give their age. In the event that they had, the average would have been raised.

While most of these people were either experienced or prospective teachers, many were clerks, lawyers, mechanics, stenographers, bookkeepers, ministers, etc., etc.

The care with which the returns were collected, the maturity of those testifying, the fact that they were used to close application and accurate reporting, and the further fact that they represent several organized interests, all give the material an unusual value.

LIST I.

II. The Time in Life When the Greatest Good Came.

The general direction at the head of the first list of questions is: Recall all of your past teachers and single out the one who did you most good. The second question in the list is: How old were you and how long were you under her care? Of the 1,031 persons who answered the question, there were 851 who gave exact years within which the greatest good came to them. 457 of these were men and 394 were women. The following curves will indicate the relationship between the numbers testifying and the years in which the good came:

The 457 men testify as follows: 8 locate the good as coming at the age of 6; 7 locate it at the age of 7; 12 at the age of 8; and 8, 15, 16, 28, 34, 48, 58, 78, 52, 44, 18, 8, 10 and 5 at the ages of 10 to 25 respectively. The 394 women testify as follows: 2 locate the good as coming at the age of 6; 5 locate it as coming at the age of 7; 9 at the age of 8; and 20, 24, 33, 50, 66, 55, 49, 31, 22, 10, 5 and 4 at the ages of 9 to 24 respectively.

It is to be noted that more than three-fourths of those testify-

CURVE, SHOWING AGE AT WHICH THE GOOD INFLUENCE CAME.

ing,—642 out of 851,—locate the good as coming from the age of 12 to 18, which would seem to mark this period out as one of relatively great susceptibility to influence for good. The curve then becomes an indicator of the relative degree of susceptibility to good and assumes pedagogical significance of great importance. Interpreted to mean this, it indicates that the period between 11 and 17 in girls, and that between 12 and 19 in boys are the periods *par excellence* during which influences for good should be brought to bear upon their lives. The curve indicates that the degree of susceptibility in girls begins to rise rapidly at 11 and reaches its maximum at 14, while in boys it begins a year later and reaches its maximum at 16 and goes down rather rapidly. This fact agrees with other significant differences between the sexes known to exist at this period in their life. The significance of this point will be discussed later.

It is mentioned above that 851 out of 1,031 gave exact years within which the good influence was received. The remaining 180 referred to the influence as coming, not in a given year but during a period extending through a number of years, *e. g.*, during the time from 13 to 16 years of age. Of these 180 there were 86 boys and 94 girls. A special curve for these special cases differed in no essential feature from the one above, and, therefore, does not deserve further mention. It might be of

interest to know that the average length of the period was 2.3 years for boys and 3.71 years for girls. This special set of 180 seems to be from those who have a tendency to be more nearly conservative. If this be true the facts would indicate the further truth that the girls are more conservative than the boys.

After the above part of this study was finished 353 sets of answers were put in the waste basket through mistake, leaving only 698 sets as a basis for further study. Of this 698 sets, 360 were from men and 338 from women. (The papers that were lost had been gone over several times. And although they do not show in the following statistics, they influence the entire study.)

III. *The Kind of Influence.*

The first question in List I is: In what way was he or she most helpful to you? The influences indicated in the answers easily fall into two classes, viz.: *moral and intellectual*. But on account of the emphasis placed upon the *personal attitude* of the teacher toward the pupil, it has been thought best to treat this subject separately, as also has been true of the influence referred to as *self-reliance*. It is impossible to draw any sharp lines between these two separate classes and that of moral influences; in fact it would perhaps be more nearly true to treat them as kinds of moral influences and subordinate them to that as a more general head. However, this classification is intended rather to serve for convenience than to satisfy the demands of science. There will be, then, the following four classes of influences which we will discuss in their order: 1, *Moral Influences*; 2, *Intellectual Influences*; 3, *Personal Kindness, Interest, Encouragement, Sympathy, etc.*; and 4, *Self-Reliance*.

1. *Moral Influences.* Out of the 360 men testifying, there were 176 who characterized the good received as being moral; and out of the 338 women, 164 testified to this kind of influence. The following examples taken from the testimonies will serve to illustrate the nature of this influence:

M., 21. He was most helpful to me in that he aroused within me a greater desire to make something of myself. I was 16 years old at the time, having been under his influence two years. Since I came in contact with him I have lived a better life in all ways.

M., 38. He was most helpful by creating within me the desire to be an honorable and useful man, such as I saw him to be. He always met his pupils with a cheery smile and kind word. He was interested in, and joined them in their games without losing his dignity as a teacher. When I became a teacher I recalled his manner of conduct before his pupils, and

found that similar conduct before my own won appreciation and good will from them.

M., 20. At the time I came under his care I believe that I was about as bad a scamp as usually can be found. This teacher tried to make a man out of me, and I believe that through his influence I was persuaded to give up many bad habits which, if allowed to grow, would have been of much detriment to me. I was at that time 14 years of age, and remained under his care two years. Before I came under his influence I was very much addicted to lying, and I believe it was through him that I was made to stop.

M., 20. In government he appealed to our honor. He taught us that we must master ourselves before we master others.

M., 27. She helped me morally more than mentally. She taught me what was due to my teacher and to my playmates. She always pointed out very plainly what our duty was, and was not slow in telling us if we failed in doing it. She also set the example for us, so that we had no argument left for doing other than as she told us to do. She was kind and also very firm, but used good judgment; by good judgment I mean that she never asked anything of us that was unreasonable, but what she did ask we had to do. I was 16 years old.

M., 24. He filled me with a desire to be like him. I was 13, and under his care eight months. He awoke me to the great good which comes from education. He impressed me with his frankness, honesty and impartiality, both in and out of school. I hold my present efforts to advance to be very largely due to the influence of his encouragement. He was an athlete. I wept when school closed, thinking that no one else would ever take so much interest in me and help me so much.

W., 24. The teacher who did me most good was most helpful to me in teaching me life's true principles. He taught me always to look upon the helpful side of life and to exert all of my energies in that direction. I was 12 years old, and remained under his care six years, or until I finished the high school in that place. I always shall remember a short conversation which we had about what I should do after I had finished the high school work. He was anxious that I should become a teacher. He commended my attitude toward children and my work in his school, and told me that he knew that I could make a successful teacher if I would only try. And if I did undertake it to begin with the determination to succeed. I did try, and was successful during the two years which I taught. At times when I felt discouraged I would recall his words and brace up and try all the harder. He taught me to look upon the bright side of life. He, himself, had much to contend with, yet he was always cheerful and never despaired. His example

has helped me over many rough places, and I have always felt that if I had never known him, in some of my trials I certainly would have lost all hope. I think that a great part of his interest in me was due to the fact that I had no mother living, and his daughter, a girl of my own age, and I were very close friends. Naturally this brought the father and me closer together.

W., 29. She was most helpful to me by her beautiful life and the little things she would say to encourage me to do more and better. I was 13 when I went to her, and remained under her care two years; but for three years after I was almost constantly with her. She stopped teaching but not influencing. I was always an ambitious dreamer, and she was so sympathetic with all my moods. One sentence she used to say to me when I had dreamed out loud to her, always has remained with me: "Make the dream come true, child; you can do all things through Christ, but not without him." The next chapter is sadder. For five years I believed her to be all that was good and beautiful, and then came the proof that even I who loved her so could not withstand. I was forced to know that she was weak, though I had believed her strong; sinful, though I formerly would have staked my life on her purity. For a time I did not believe in any one, then the old ideal reasserted itself, and I still love the teacher as she used to be. She was, and is, my ideal of a teacher.

W., 22. At 17 I attended Summer Normal at A,—and during those eight weeks I was under the influence of one teacher whose help was far greater than all of the previous training I had had. I have always felt that the influence of this man marked a decided turning point in my life. He stirred me up in every way. He set me thinking; the world appeared more beautiful to me; my ideals were higher,—in fact I remember that it seemed like living a new life. I was just preparing to teach, and he intensified my desires to be a true teacher. I loved him most of all the teachers I have had because he called forth the best there was in me.

W., 33. Most helpful in that both by her life and teaching she constantly held before her pupils such high ideals. I had subjects with her that required most detailed and definite work, but the drudgery of this was not felt on account of the broad and scholarly view which she gave of the subjects. When a teacher can put that indefinable something into a lesson in astronomy so that the influence will be felt for 15 years, she has what I, through experience, both as a student and teacher, have come to regard as true teaching power.

W., 22. She inspired me to do something, and aroused in me

an aim. I admired her personality and character and wanted to be like her.

W., 21. She impressed upon me the value of individuality and sincerity by her example in a way that no amount of preaching could have done.

W., 24. By teaching me to appreciate pure literature. I was at just the right age to appreciate flashy love stories. She found out that there was a tendency of this sort in the whole class. It was a country school, and just ordinary reading was all that was required, but she introduced us to some of the best authors; she read to us, and had us to read pure and wholesome stories, poems, etc. It seemed as if she were personally acquainted with the authors. We country children talked about great men and seemed to know more about them than we afterwards did when we came to study them in high school. I have always tried to follow her example.

W., 19. My great admiration for her commanded my respect for her as well as awakened my own self-respect. I used to think that if I only could be like her my cup of happiness would be full. I was 13 years old, and remained under her care but one year, but I had known her all my life. Thus the influence which she had over me was exerted as much out of the school-room as in it. There was no one thing which she said or did which particularly influenced me, but it was her actions, her intelligence, her refinement—everything about her, which I admired. She is taller than the average woman yet well proportioned, and moves with admirable ease and grace. Her unusual amount of light hair was her chief beauty. She had one of the noblest and most intelligent faces I ever saw,—a high prominent forehead and very pretty gray eyes. She is a woman of unusual intelligence, and at that time impressed me with the incalculable number of things she knew. She was always very pleasant, could laugh, or easily sympathize with a person. She never indulged in loud or boisterous conversation or laughter, yet was by no means of a sullen disposition. Her conversational ability was above the ordinary,—the best and most expressive English seemed to flow smoothly and without effort from her lips at all times. The reason I loved her most was because she was always so pleasant, knew such a lot, about everything, and flattered my thirteen-year-old dignity by treating me more as a young lady than as a child.

(Condensed Expressions.)

Figures at left of these expressions indicate age at time of influence.

W, 13. Gave me rigid ideas of right and wrong. Tided me over from 15.

- W., 12. Raised my ideal of woman and scholar.
 W., 17. By her nobleness of character as an example.
 W., 16. Inspired me to higher aspirations.
 W., 14. Gave me a truer idea of what my aim in life should be.
 W., 13. He lived such a good life.
 W., 13. He laid the very foundation of my character.
 W., 14. He was kind and taught me to do right for right's sake.
 W., 15. By his pure character. I wanted to be noble and good.
 W., 19. By his stability and strength of character.
 W., 14. By her beautiful life. She gave me the highest ideals.
 W., 8. She was an ideal woman. I wanted to be like her.
 W., 17. By his morality. He was true to what he represented.
 W., 15. He inspired me to do right. Kindled a burning desire for extensive knowledge.
 W., 13. By his Christian character. He had a good moral influence on me.
 W., 9. He was just good, and I loved him.
 W., 17. He gave me a different view of life.
 W., 18. She respected me, and inspired me with the desire to live nobler.
 W., 15. Gave me the desire to make something out of myself.
 W., 21. By her beautiful character and the grand thoughts she gave us in her literature class.
 W., 13. He was fearless of opinion in doing right. I have tried to become so.
 W., 15. She exemplified the worth of a pure, noble and beautiful life.
 W., 14. By her sweet Christian life and impartiality.
 W., 33. He taught me the deep meaning in ordinary things. It was all a revelation to me and the beginning of a new life.
 W., 17. She was grand; she understood people and could manage them.
 W., 14. Helped me overcome a dislike for study and gave me a better purpose.
 W., 13. He saw the beauty in everything. He taught me the dignity of duty.
 W., 7. By her example of true womanhood. I tried to follow her.
 W., 13. By his cleanliness. He made me love refinement.
 W., 14. She inspired me to everything good. I wanted to be like her.

W., 18. By her purity of life. Then she was so quiet, lady-like and controlled.

W., 15. Corrected my faults without condemning me.

W., 15. He lived a consistent life. He made me want to be sincere and good.

W., 10. Put sweetness into my life. She was a Sister of Charity.

W., 16. He taught me how to love and worship Christ. He was sympathetic.

W., 14. Made me desire all good. He led an exemplary life.

M., 16. Gave me higher ideals of life.

M., 10. In pointing out the right road to life.

M., 14. Gave me a desire to labor harder and reach my goal in life.

M., 15. She inspired me to conquer my circumstances.

M., 16. Gave me a higher ideal and encouraged me to lead a better life.

M., 9. He was a model worthy of imitation.

M., 16. By reforming me. I was poor in my classes, cared little for study and always in mischief.

M., 22. She gave me new aspirations and nobler ideals of life.

M., 15. He aroused my ambition and the hope to make my mark in the world.

M., 16. He was my ideal. He inspired me to honesty and virtue.

M., 14. Created in me the loftiest of ambitions.

M., 15. Gave me an inspiration to do some good in the world.

M., 17. He made me feel that there was something worth living for.

M., 27. He gave me a taste of the higher life.

M., 17. I was 17 and could neither read, write nor cipher, but I was in earnest and he did everything to help me.

M., 21. He gave me an incentive to seek truth, and God through truth.

M., 15. By his own example of manliness.

M., 12. Filled me with a desire to be like him intellectually, morally and socially.

M., 14. Not mentally, but morally. I was a truant. She was patient and won me.

M., 15. Awakened me to a purpose in life.

M., 17. In the high moral ideal he inspired in me. I felt that I could even surpass Christ in beauty and holiness.

M., 16. He set me afire. I wanted to be the greatest and best man in the world.

2. *Intellectual Influences.* 132 men and 104 women referred to the greatest good as coming in the form of an intellectual awakening, a desire for knowledge, or some intellectual possession.

W., 24. By arousing me out of a sort of mental stupor into which I had fallen. He did so by making things both very plain and very interesting. I was impressed with his sincerity in showing us how to choose the right paths in life. To me he was an ideal teacher and a perfect gentleman in every respect. I have always considered him as an example worthy of imitation. I was 12 years old.

W., 25. It was the year in which I graduated from the common schools and was a turning point in my life. She encouraged me in my resolve to obtain a higher education, and helped me to plan the best means to accomplish this end. I was 16.

W., 19. In recalling my past teachers it is difficult to judge as to which one did me the most good. I had one teacher at 14 who helped me to express my thoughts better than any other teacher I ever had; he also taught me how to classify and retain what I had learned, but morally he did not help me at all. When I was 16 I had a teacher who helped me most in that line. He showed me my possibilities better than any teacher ever had, and gave me more of an inspiration. In neither of these classes did I feel that I was helped as much as I could have been by a closer relationship to the teacher.

W., 25. Led me to see the advantages of a higher education and quickened within me the ambition that had been lying dormant. I was 20.

W., 25. In teaching the different branches of subject-matter, he would show of what value they were in life, and so awakened an interest which stimulated me to very earnest effort, and made me have a desire to be benefited by these valuables of life. I was 21 and under his care one year.

W., 21. In teaching me how to study. She explained everything so fully that subjects which I once disliked very much, I grew to like the most. It was a great pleasure to me to study while under her influence. She always told me exactly what she expected of me and I did it.

W., 23. He constantly held before us the enjoyment as well as the value of an education, and so enthused us that his ideal became our own.

M., 25. He was most helpful to me in that he explained points so clearly as to awaken an interest in my work. I was then 16 years old and remained under his instruction for two years. His influence was the cause of my making a start along educational lines.

M., 22. By patience and perseverance in requiring thoroughness of work instead of being satisfied with superficial knowledge of merely enough to carry one through a recitation.

M., 24. By encouraging me and giving me a feeling of confidence in myself; by creating in me an intense love for history. It was his general attitude toward me rather than any one thing which he said or did which influenced me. At the time I came under his influence I was far from being studious, although I was not lazy. I was in an attitude of indifference to all school work except history and biography. He immediately detected this and for some time allowed me to neglect my grammar, arithmetic, etc., but gave me all of the history and biography I could read. It was not long before I became interested in all of the other lines of school work, and my thirst for knowledge in general became very keen, although my love for history remained the strongest.

M., 25. His very strict discipline caused me to become interested in my studies and ever since that time I have had a liking for them. I was 12.

M., 22. Devotion to his work and his friendly ways, together with his firmness in carrying out anything he thought to be right. He created in me a greater desire for knowledge; also a desire to put into practice that which I already had. I was 15.

M., 18. He was friendly to all, and by his kind yet strict manner of conducting his recitations I became greatly attached to him and to school work, and from that time on I have been a more careful student. I was 14.

M., 29. He was the cause of my staying in school. He helped me by trying to keep me looking to some future good that would come from a broad and liberal education.

M., 19. By impressing upon my mind the usefulness of an education. He is my ideal of a teacher, and I am now striving to attain to the perfection which he exemplified. I was 15.

M., 19. He seemed to broaden my mind to a glimpse of the real relations of things. He seemed to consider me not as a child any longer but as a man.

M., 25. He aroused my ambition to go on to school and get a higher education. Really he revealed me to myself. I was then 19 years old and under him for two years. Previously I had liked all of my school work about the same, but this teacher gave me a great liking for science. My university work is now in that line. He tore down all of my superstitious ideas about religion.

M., 23. She was helpful to me in getting me to graduate from the common schools and go on to high school, and later to come to the university. I was under her care two years

when I was 15 and 16. My father was opposed to my taking the examination for graduation from the common schools. She insisted on my doing it. I passed satisfactorily and through this encouragement was stimulated to go on.

(Condensed Expressions.)

Figures at the left indicate the age at the time of the influence.

M., 13. Gave me a respect for learning and made me want to be a scholar.

M., 17. He helped me most in my studies.

M., 13. Gave me a burning desire for knowledge, especially literature.

M., 17. His scholarship created in me an ambition and love for knowledge.

M., 16. By explaining things clearly and demanding thoroughness.

M., 17. Self-direction. Gave me a start in my studies and let me go.

M., 16. Gave me a burning desire for knowledge.

M., 20. Taught me to do my own thinking.

M., 14. Created a thirst for knowledge and gave me the loftiest of ideals.

M., 12. Caused me to become deeply interested in my studies.

M., 18. The interest he took in my welfare inspired me to get a better education.

M., 22. My education had been sadly neglected. He encouraged me by taking a special interest in me.

M., 14. I was about to quit school. He encouraged me and got me awake.

M., 27. He gave me a taste of transcendental philosophy.

M., 16. By the insight he gave me into the subjects and the incentive to learn.

M., 26. In organizing, classifying and correlating my knowledge.

M., 13. Led me to see how much there is to be learned, and its beauty.

M., 12. I had never cared for study. He got me interested.

W., 15. He gave me a deep love for study.

W., 9. In arousing my interest in school work.

W., 13. By her clear explanations.

W., 19. By cultivating the power of attention and accurate thinking.

W., 13. Enabled me to be precise.

W., 13. Taught me to think and to persevere.

W., 13. Gave me a love for study.

- W., 16. Gave me an ambition to secure a higher education.
 W., 33. His manner of teaching. Made everything clear and delightful.
 W., 15. To think the whys—the reasons of things.
 W., 16. Inspired me to go on beyond the grades.
 W., 11. Started me to think for myself.
 W., 10. Taught me the multiplication table.
 W., 15. Kindled in me a desire for higher education.
 W., 20. Quickened my ambition for higher education.
 W., 17. Awakened a keener desire for knowledge.

3. *Personal Interest, Kindness, Encouragement, Sympathy, etc.* As was indicated above, this influence could have been discussed as a phase of moral influence, but its importance, together with the fact that it emphasizes the *cause in the teacher* rather than the *effect in the pupil*, warrant a separate treatment. 132 men and 122 women testified to this personal attitude of the teacher,—this personal interest taken in them,—as being the cause of the greatest good which they ever received from their teacher. The pedagogical significance of this point will be considered later.

M., 21. He seemed to take a great interest in me. I was 19 years of age, and under his care five months. I was a stranger in that district, and he was kind to me on the first day of school. I had been out of school four years, and told him that I would be considerably behind my class. He told me that by the end of the term I would be as far along as any one in the school. This saying encouraged me so that I went to work with all vigor.

M., 26. She was most helpful to me in that she was kind to me, believed in me and never failed to give me credit when it was merited. Her kindness drew me to her, and I found pleasure in obeying her. I had a bad record, and she had been informed about it. At her earliest convenience after school opened she told me in a private interview that she did not believe that naturally I was any meaner than other boys, and that she was going to give me a chance and do all in her power to help make me a great and good man. Rebellious as I had been, I was completely conquered by her kindness and the show of affection which my soul so longed for.

M., 21. By showing his interest in my education and development; by placing my studies before me in such a way that I could grasp them; by giving me special lessons on Saturdays; but most of all by having a pleasant look and kind word for every one he met. I was 18 when under his care.

M., 27. By his very manner and life. I was 15 and about to graduate from the country schools. One day he approached me in a friendly way and said: "Elmer, of course you intend

to enter high school and finally college." I never had thought of anything higher than the little log schoolhouse in the country. He went to the trouble of supplying me with the catalogue of a good secondary school. This greatly interested me in a new life which since that time I have been seeking. He was pleasant and good natured.

M., 24. By his encouragement and his helping me to form higher ideals, as well as to excite in me the need of a higher education. He took me into his confidence. He had good habits, was always accurate, friendly and quiet. I was 16, and under his care two years.

M., 21. I was 14, and he was my ideal. While in college he was a foot-ball player, the star of the team, and that made him almost a god in my eyes. He was popular everywhere,—was an orator, a good singer, and I feel yet that he was just about an ideal man. He took a personal interest in me which delighted me, and my sole aim was to be like him. He has an influence over me yet that no other teacher has or ever had. My sole delight was to please him, and words of praise from him were very sweet indeed.

M., 24. He encouraged me in my work. He changed my life by leading a better life than I was leading. I imitated him. I was 18.

M., 27. His words of praise, encouragement and kindness won me to him and gained my confidence. He particularly influenced me by joining in our games. He had a pleasant appearance, a kind disposition, and sensitive, sympathetic nature. I noticed that he was deeply affected while correcting a pupil; he was pained and hurt more than the one corrected. I loved him most because he encouraged me and never scolded.

M., 23. It was her habit to ask one of the pupils to remain each evening after school to help her. She would then talk to him in a very easy way that soon broke down all reserve which the pupil might feel. She used frequently to ask me to stay. Sometimes she would read to me, and sometimes she would give me a book to read for myself. During school hours I never saw a school teacher that was more strict, but I soon found out that in reality she was very kind and always ready to help every one. I was 12.

M., 21. I had committed some misdemeanor. For this she talked to me in private and as the tears came into her eyes, I never felt so mean in all my life before. I resolved to do better and correct my faults. I was 14.

M., 22. She heard the remark made one day by a pupil in a taunt that I was going to unite with the church. After school was out that day she talked to me privately about the

matter in a very kind and sympathetic way. I cannot value too highly the kindness which she did me then.

M., 25. He did me the most good by his encouragement and by getting me out of the ways of the world into religious ones. I was 14 years old and under his charge about five years. One day at school during a leisure hour he gave me a private talk which turned my course in life from that of a street loafer to one of close application and moral habits.

W., 32. I think my teacher helped me most by showing me the love she had for me. I had a very ugly disposition. My parents dying when I was quite young, I was left to the care of some people who did not seem to care for me. One day I did something wrong in school and instead of speaking harshly to me as I usually was spoken to, she came to me and lovingly put her arms around me and with tears in her eyes, she said: "It is because I love you that I want you to do right." I cannot express the feeling I had at that time, nor the love which I have had for that teacher ever since.

W., 21. I recall two. They were teachers in the truest sense of the word. The way they helped me was by their beautiful characters, and the refinement and dignity with which they always conducted themselves. They showed by their actions and words that they were interested in me. They won my love and hearty co-operation in all they did. I was 13 and 16. The first one was a lady; the second, a gentleman.

W., 24. I was always ready to do something wrong when the principal was out of the room. One day he asked me to take charge of a class while he went into another room on official business. He placed confidence in me. I put myself in his place; it taught me to do unto others as I would have them do unto me.

W., 29. It occurred during a writing period. I had become very angry; I had a very bad temper and when anything provoked me I could not think of things mean enough to say. He kindly showed me that I was only wronging myself, and that for my own sake and success, I would have to learn to control myself. This incident has influenced my whole life.

W., 20. By one word and her eyes. She seldom used the word "dear." One day I had been very disobedient; she was kindly talking to me about it, and in the course of her conversation, she called me her "dear" girl. I was 13.

W., 19. By being kind to me and talking to me when my mother died.

W., 21. I believe that because of judicious praise which he gave to worthy effort have come my great interest in education and my desire to excel in everything I undertake.

W., 20. She helped me most in that she was always kind,

pleasant and encouraging. One thing that particularly affected me was the respect she had for other people's opinions on religion. I was 18.

W., 22. He made me feel that he was interested in me personally, and that he was glad when I did my best. 14 and 17.

W., 23. She seemed so interested in me and so willing to help me in my studies that I was encouraged to remain in school. I was 18.

M., 19. She seemed to understand me so well, and always gave me special help and was kind to me. She was very religious, kind and tender-hearted, but very severe. I was eight years old when under her care. She never insulted me in any way, but when I was to be corrected, did it privately and in a very touching manner.

W., 34. She was sympathetic and seemed to take a personal interest in each individual pupil. She stimulated me to greater effort by encouragement. She gave me higher ideals of life and made me feel that I should strive to attain them. I was 18.

M., 23. Gave me sympathy. I loved him and would do anything for him.

4. *Self-Reliance.* 26 Men and 41 women directly referred to the greatest good as coming in the form of self-reliance, self-confidence, self-dependence, etc.

W., 30. By teaching me self-discipline and inspiring in me a love for study. His life was an inspiration to me to be kind, true and self-reliant. I was 13.

W., 22. She helped me most by teaching me to rely upon my own exertions if I wished to succeed. She gave me the proverb, "Seest thou a man diligent in his ways? He shall stand before kings," for a motto. I shall never forget the lessons she taught me in striving for something higher and better. I was 13.

W., 17. She gave me new courage and interest, and made me to rely upon myself more. I worked harder to get my lessons, for it seemed to hurt her when I did not have them.

M., 19. She was most helpful to me in teaching me to think for myself. She had a true soul and it shone forth in her face which was a great inspiration to me. I think I loved her most because she seemed to have an interest in me. I was 16.

M., 25. He helped me to have confidence in myself. Previous to the time I went to him my teachers seemed to have a pick at me, and this discouraged me, and made me disobedient. There was something about this man that made me take no pleasure in disobeying him. He seemed to have a little confidence in me and this encouraged me a great deal.

M., 24. He was most helpful in teaching me to rely upon myself, to be independent and live an ideal life.

M., 23. In the way of teaching me to think for myself and to reason out things without his aid. He would often tell me that if I ever wished to accomplish anything in this world, I must have a great deal of self-reliance and to cling to no other person for help.

5. *Social Advantages.* There were 10 women who testified to social advantages. One remarked, "She taught me how to walk across the room gracefully." Another testified, "She taught me how to hold my shoulders. I was slightly round-shouldered, and this was a constant mortification." A third writes, "She taught me a graceful carriage." A fourth, "She taught me what to do with my hands and feet," etc.

IV. The Sex of the Teacher whose Influence was Most Helpful.

Out of the 360 men who testified to good influences, 291 received it from men, and 99 received it from women.

Out of 176 who testified to moral good, 129 received it from men, and 47 received it from women.

Out of the 163 who testified to intellectual good, 133 received it from men, and 30 received it from women.

Out of the 132 who testified to personal kindness, interest, etc., 87 received it from men, and 45 received it from women.

Out of the 338 women who testified to good influences, 168 received it from men, and 170 received it from women.

Out of 164 who testified to moral good, 80 received it from men, and 84 received it from women.

Out of 104 who testified to intellectual influence, 55 received it from men, and 49 received it from women.

Out of 122 who testified to personal kindness, interest, etc., 58 received it from men, and 64 received it from women.

Out of 41 who testified to self-reliance, 19 received it from men, and 22 received it from women.

Out of 10 who testified to social good, 1 received it from a man, and 9 received it from women.

I would recall attention to the fact that the great majority of the testimonials that form the basis for this study came from the Northern Indiana Normal School at Valparaiso, Indiana. The yearly attendance at that school is between 3,000 and 4,000. I understand that about 15% are from Indiana. Nearly all of the remaining 85% are from the other States that belong to the North Central Division. The returns collected from that student body would not represent conditions in Indiana so much as conditions in the entire group of North Central States. In Indiana, at present, 47% of the teachers are males. This is the

highest percentage of male teachers of any of the States of this group. Ohio comes second with 41%, and Missouri follows with 39%. But the conditions now are not what they were from four to thirty years ago when these people testifying were going to school. The period from 1870 to 1896 will cover the school period of practically all of these people. During this time Indiana's per cent. of male teachers decreased from 60.5% in 1870 to 48% in 1896. The per cent. of male teachers for the entire group of North Central States decreased from 43.2% in 1870 to 30.6% in 1896. As was pointed out above, the conditions indicated in these returns are more nearly representative of the whole section than of Indiana. It thus appears that at no time in this period were there as many male teachers in this section as there were female teachers. This indicates that these people testifying actually came under the influence of more female teachers than male teachers. This would give the female teachers the advantage in opportunities for doing good. Notwithstanding this, more than four-fifths of the men (291 out of 360) and half of the women (168 out of 338) testify in favor of male teachers. These data would indicate that men are better teachers than women. But since the majority refer to the teacher they had during adolescence it might be better to say that at any rate male teachers are as a rule better than female teachers for pupils in this period of their development. Even if this were a general truth, it would not be out of harmony with the general consensus of opinion that the adolescent should have both men and women teachers.

V. Length of Time Under the Care of the Most Helpful Teacher.

308 men and 302 women answered the last part of the second question definitely. Of the 308 men, 40 were under the care of the teacher who helped them most for periods shorter than six months; 115 for year-periods that varied in length from six to ten months; 90 for two-year periods; 43 for three-year periods; 13 for four-year periods, and 7 for periods longer than four school years, the longest period given by any one being seven years.

Of the 302 women, 31 were under the care of their most helpful teacher for periods shorter than six months; 117 for year-periods varying in length from six to ten months; 69 for two-year periods; 37 for three-year periods; 17 for four-year periods, and 32 for periods longer than four school years, the longest period being ten years.

VI. Personal Description. The mental traits were usually referred to and emphasized in giving the way in which the

teacher was most helpful. Such expressions as kind, pleasant, sympathetic, encouraging, dignified, honest, strict, vigorous, clear, good, beautiful in disposition, etc., abound. Nearly all testified as to whether the teacher were handsome or ugly, and usually gave height, weight and complexion, etc., and almost invariably commented upon the matter of dress, as to neatness and taste. Many emphasized special qualities such as a teacher's being an athlete, or having an especially graceful carriage, a musical voice, beautiful teeth, eyes, hair, etc. Some referred to peculiar mannerisms and automatisms that really ought to be classed as defects, yet nevertheless were attractive to the student and imitated by him in many cases.

VII. *The Teacher Loved Most.* 307 men and 291 women answered questions 6 and 7 of List I, which were as follows: Single out the teacher you loved most and tell what made you love her. Was she the same one that helped you most?

Of the 307 men, 211 loved most the teacher who helped them most, and 96 loved others most.

Of the 291 women, 176 loved most the teacher who helped them most, and 115 loved others most.

The most invariable reasons for loving the teacher are personal kindness, interest, sympathy, love, confidence and goodness.

LIST II.

I. *The Teacher Loved Least.*

The general direction at the head of List II is: Single out the teacher you loved least: The first question is: Did you have any positive dislike or hatred for her? If so, what caused it? Out of the 698 persons who answered the lists of questions there were 343 men and 313 women who testified to having had at some time in their school experience, teachers whom they positively disliked or hated. There were 17 men and 25 women who could not recall any teachers for whom they had any positive dislike. After we see the effects that are caused by or associated with this hatred for the teacher we can better understand its pedagogical significance.

II. *The Cause of the Hatred.*

It has been practically impossible to give anything like a satisfactory classification of the causes of the hatred which these people have had for their teachers. The arrangement which follows aims at convenience rather than at a consistent classification from some inclusive basis.

In the first place, the majority who testify, indicate the cause as being what really *was* or what *seemed to be* a malevo-

lent attitude on part of the teacher toward the pupil. This malevolent attitude further shows itself to be one or both of two types, viz. : passive and active. In addition to these two classes between which no very sharp lines can be drawn, we will treat briefly (3), Unjust Punishment, and (4), Sarcasm, Insult, Ridicule, etc.

1. *Passive Malevolence.* This attitude of the teacher toward the pupil is one in which there is the absence of good-will with the tendency to overestimate the worth of the self and to underestimate the worth of the pupil. In testifying to it, those reporting refer to it in such expressions as haughty, proud, disdainful, arrogant, supercilious, conceited, egotistical, vain, presumptuous, boastful, contemptuous, unsympathetic, suspicious, took no interest in us, never smiled, cold, would n't answer questions, did not respect our opinions, would n't notice us, would n't speak to us, etc. The following extracts from the testimonials will serve to illustrate the point :

W., 20. He was harsh, cold, distant, a religious crank, narrow minded and had no sympathy for other people's views. He was cynical, sarcastic, and was thoroughly disliked by all his students. I was 17.

W., 21. She was cross and strict, never smiled during school hours nor talked to us out of school.

M., 26. He was of a suspicious nature, always looking for mischief. He suspected those who were above suspicion.

W., 21. He seemed incompetent. I could not respect him. One day he said that he did not take any interest in the senior class and from that moment I hated him. I was a senior in high school.

M., 24. He was "stuck on himself" and was deceitful.

M., 23. She did not like me and did not notice me.

M., 21. His coldness made me hate him.

M., 26. His lack of interest in me.

M., 26. Stern, solemn, had never a kind word and was very homely.

M., 29. She cared for no one and let the children run wild.

M., 38. Entirely too important and treated his pupils as know-nothings.

M., 25. His deceit. He was all smiles on the outside but dark as hell on the inside.

M., 22. Her proud, haughty egotistic ways.

M., 25. He was proud, overbearing and selfish.

M., 28. His indifference to me. He would not recognize me on the street.

W., 20. I had a very positive dislike for her at the time. She wore snowy-white aprons and would n't let us come near

her for fear we would soil them with our dirty hands. We wanted a teacher who loved us and I know that we all felt very bad about the way she treated us. I resolved then that if ever I should teach school, I would love all my pupils and that I would not wear white aprons. I was six years old.

W., 24. She was a scold and a crank, and never thought of speaking a kind word to one of her pupils. When I was ten, she whipped me because I couldn't pronounce the word Joseph.

W., 25. I did not like her personal appearance as she always carried herself as rigid as a statue. I never saw her face change from its usual cold and haughty expression except when she was scolding her teachers. She was a critic teacher and if ever one of her teachers made a mistake she would make it appear as large as possible before the whole school and the visitors, if any chanced to be present. It was a total disregard for the feelings of others that made me dislike her so much. She often made the remark that "a true lady must always be dignified and avoid showing any excitement or haste." When she gave us those talks I couldn't help thinking how well she possessed those qualities and yet how much she lacked of being a true lady.

W., 21. I despised her from the first. She was so very unlike our former teacher. I do not believe she smiled during the entire year unless it was when some of us got hurt on the play-grounds and went to her for sympathy; then she would laugh at us for crying and tell us to keep out of the way. We soon learned not to go to her for sympathy in any of our troubles.

W., 19. She thought herself so much above her pupils; when she would meet them on the street she would never even speak to them. Her general attitude in the school-room affected me so much that I was afraid to move.

There were 66 men and 61 women who testified to this more or less passive type of malevolence.

2. *Aggressive Malevolence.* This attitude differs from the one above in that the teacher assumes the offensive in some form of attack upon the pupils. The sin is one of commission rather than omission. Instead of the absence of good-will, there is the presence of ill-will. In referring to this attitude of the teacher as a cause for the hatred held, the following expressions occur: stern, harsh, cruel, severe, rigorous, unrelenting, cross, irascible, unkind, scold, get angry, get black in the face, lose his temper, fly off the handle, malicious, unmerciful, fiendish, inhuman, tyrannical, ferocious, hard-hearted, quarrelsome, cranky, fault-finding, threatened, called names, etc.,

etc. There were 144 men and 145 women who gave this as a cause of hatred.

W., 19. I was deeply affected at times by the scoldings which he gave us, and became very indignant. My indignation lasted only a short time, nevertheless I had a horror for him and was afraid of him all of the time I was under his care. I was 14 and under his care four years.

W., 21. One time I, together with some other girls, was whispering and playing. The teacher saw us and said: "If you don't behave, I will punish you; and if Rebecca doesn't get quiet I will put her over with the boys." It made me very angry for her to select me out from the number to make prominent and to threaten with such a punishment. I was angry for several years,—until I became old enough to see that she was not altogether to blame. But I have never been able to like her, although I have since been thrown much in her company and she has been uniformly kind and good to me.

W., 25. I had a positive dislike for her as a teacher but not as a lady. She was not adapted to school teaching. She would let little things worry her, would get angry and make unreasonable threats which meant nothing but broken vows on her part and irritation and disrespect on the part of the pupils.

W., 20. I disliked him because he was partial to a few from selfish motives in maintaining his position in that school. He cared little for our advancement and frequently in an outburst of passion would remark that "It made no difference to him whether we studied or not; he was drawing his salary just the same." He was tall, dark, irritable and secretive. His methods of teaching were mechanical and devoid of interest, and we gained little outside of what we could have obtained from the text-books. But the thing that annoyed me most was his passionate outbursts of temper in the school-room, in which he berated the offending pupils and threatened to "send them home with blood in their boots," or "thrash them till their hides would not hold shucks," etc.

W., 29. He was cross and used the switch without mercy. He often made faces at us and called us simpletons if we did not understand what he wanted us to. He had a high backless chair up front on which we had to sit for committing certain offenses. Once my little brother was placed on that chair and told that he would have to sit there an hour. He fell asleep, however, long before his time was up, and fell off the chair to the floor. The teacher picked him up and boxed his ears in a brutal fashion and placed him upon the chair again, telling him that he would have to stay there through the next recess for falling asleep. At recess I took my little brother home. It caused both of us to leave school.

W., 19. The thing that caused me to dislike her so much was the way in which she called on me to recite. I was very nervous and she soon found that by speaking to me loudly and sharply, she could startle me very much and although I would think that I had my lesson perfectly, I was unable to recite until she started me. She seemed to take particular delight in doing this, and in about five months I was taken home with nervous prostration. We afterwards found that she was not what she pretended to be, and this lowered her very much in the eyes of all her pupils.

W., 26. She was foolishly strict. She would not allow us to look off our books. If we did she would say very mean things to us. One day she and a pupil were fixing a window. I merely glanced to see how they were getting along and she saw me. Turning severely upon me she said. "C—— is a sneak." That remark has its sting yet.

M., 18. She told me one day, without sufficient cause, that I was the meanest boy she had in school. I was deeply offended, and quit school soon afterward. She apologized, but I never could feel rightly toward her.

M., 19. She once punished me unmercifully by pounding me over the head with a book until the blood spurted from my nose, and finally choking me until I was black in the face. It was all for a slight interruption. She said that she would make an example of me. I was ten years old.

M., 21. One afternoon one of my classmates asked him to solve a problem in the arithmetic lesson for him. He tried for a long time and could not solve it. He stood at the blackboard a long time—a class at the recitation bench meantime—and, finally, upon turning around saw the one who had given him the problem smiling. He rushed down the aisle to where the boy was sitting and drew back as if he were going to strike him, at the same time saying: "If you don't stop that laughing I will knock your head off your shoulders." This same would-be-teacher made fun of my sister until she stopped going to school forever.

M., 22. He was egotistical and overbearing. I disliked him on account of a habit he had of "roasting." There were several boys and girls upon whom he would call for the most difficult points in the lesson. Upon their failing to answer his questions he would lay his book down upon the desk and walk up and down the room and "roast" them most scathingly. If they dared to open their mouths in explanation he would turn white with rage. I knew it to be the habit of one boy to stay up till midnight studying his lessons only to go and be most insultingly condemned for "not having looked at the lesson." Under former instructors this boy had been the best student in

his class, and afterwards made a very brilliant record in the university.

M., 21. He was so cross that he inspired terror in me. He made me feel that he disliked me. It seemed that he took particular delight in irritating me.

M., 32. His crossness,—almost savageness,—made me hate him.

M., 21. I had no confidence in the solidity of character. I could see also that he was not interested in us as was very plain from his class-room actions. He once whipped my chum unmercifully for things for which others and I were to blame as well as he. I was filled with a great deal of boyish wrath when my chum showed me the welts, black and blue. I was 14.

M., 25. He was quarrelsome; had no control; allowed us to do as we pleased sometimes, and punished for the slightest offense at others.

W., 24. By the overbearing way in which she treated her pupils.

M., 22. He whipped a large boy one day very brutally. I was about eight years old, and sat up front. The whipping occurred near me, and of course I had a very plain view of it. I can now see the lad as he lay stretched on the floor unable to get up. The case was taken to court, but I have forgotten the result.

W., 27. Because she scolded from morning till night, and I could do nothing to please her.

M., 25. He called us boys hogs, and said that he would use us as such.

M., 21. He had a way of making slighting remarks about the teacher who preceded him in the school which he was trying to teach. This former teacher was well liked by every one, and these remarks were very offensive.

W., 22. His unkindness to a foolish boy and girl. I resolved that if ever I taught school I would have more patience with that kind of pupils than with the others.

M., 21. She was always threatening and never carrying out her threats.

M., 21. She told me that I would never amount to anything in the line of school work. It discouraged me very much. I afterwards found that she did it for pure meanness.

M., 23. She was very homely, cranky and cross.

W., 19. Because she was very good to me out of school, but while in school was a perfect tyrant.

W., 21. She was cutting in her remarks; had an ungovernable temper.

M., 22. He was irascible; seemed to have no sympathy or

fellow feeling for his students. Then he was not one whom a person could respect as a man.

3. *Unjust Punishment.* Aside from the injustice implied in nearly all of the cases reported in the previous class, there were 103 men and 102 women who specifically designated unjust punishment as the cause of the hatred held.

W., 19. I had a perfect hatred for this teacher. He was deceptive and unjust. He seemed to take particular delight in inflicting pain upon his pupils. He had one punishment which he always gave pupils for writing notes. He would make them lie flat down on the floor. Upon one occasion he ordered a boy to come up and lie down on the platform. Upon the boy's refusing, the teacher started for him, and the boy ran down the stairway. At recess three other boys ran away. The next morning he whipped one of the boys with a buggy whip, breaking it upon him. He then twisted a rope and whipped the other three. One of these he struck but three times because he was partial to him. One of the others he whipped unmercifully, then told him to take his seat and find out where the arithmetic lesson was. The boy replied that he already knew where it was. Thereupon the teacher called him back and ordered him to take off his coat and he would show him how to answer back. While the teacher was getting a whip from the recitation room the boy ran away, but came back after a few minutes and asked the teacher to forgive him. He would not listen to the boy, and started to whip him again, but the boy escaped from him, ran away and never came back. This teacher's temper was ungovernable to the extent of insanity in some cases. He insulted me by telling me that my parents did not bring me up right. He also falsely accused me of doing many mean things. The effect will last forever. I will never teach school until I can control my temper, and I shall never accuse any one until I am positively assured that I am in the right.

W., 21. He unjustly accused me of writing notes and whispering. He would punish me "for not working," although I was hard at work all the time, but perhaps did not have my eyes riveted to my book. He punished some of the boys with undue severity. Upon such occasions he would order the janitor to lock the doors and leave the room. We were forbidden to leave our seats upon penalty of being punished in the same way in which he was brutally whipping some victim. The effect upon me will last forever. For two years I was almost a nervous wreck on account of this teacher. I do not believe that it is right to punish a child before the school, and I further believe teachers should control their tempers. I was 17.

W., 25. In trying to rule her school by iron-clad rules she

punished those that tried to do right the same as those that aimed at doing wrong. One day three or four girls had stooped to pick up things from the floor, such as pencils, bits of paper, etc., and she brought them out before the school and whipped them around the legs with a raw-hide whip, leaving marks. Another was her way of sending little children up to the principal for whispering and other small offenses, instead of attending to the cases herself. It has taught me not to deal with all children in the same way.

W., 26. I felt that she did not treat me justly, as she did not give me a prize which she had promised the one who would get the greatest number of head-marks in spelling, and which I fairly won.

W., 25. She was my aunt and tried to take advantage of our relation to correct others through me. She had the word "whisperers" written on the blackboard, and those who whispered had their names written below. Once, about three weeks before an Institute, she announced that all those who whispered from then until Institute would see their names written on the board that day. Quite a number whispered, but when the "whispering roll" was called, gave in "perfect" except a sort of half-witted boy and myself. Our names were written in the most conspicuous place on the blackboard, and my mother insisted upon my attending Institute and so I had to go. I felt at the time that I was disgraced for life, and that night I cried and wished that I had told a falsehood and answered "perfect" to roll-call. I felt this humiliation more or less for several years. I do not know what effect it has had on my life. I try to forget it. I was 13.

W., 22. It was while I was in the third grade. It seemed to be a favorite practice to carry a little whip at all times. She punished much and unjustly. I have a remembrance of having seen her whip one boy very severely, and when some of us cried, she switched us. I was very much afraid of her. I have never been able to find any grounds for her unjust treatment of the pupils that were under her charge. I remember her yet with a great deal of dislike and resentment. She had but little patience and was uncharitable. I am sorry to say that I never have fully overcome my intense dislike for her. If she influenced me in any way it was in the resolve that if ever I should teach, I would try to win the respect of all my pupils, punish sparingly and never promiscuously as she did.

M., 21. She was everlastingly scolding about something. Once she unjustly threw a boy on the floor and stood on him with her knee. She would let her temper get the better of her and do the most ridiculous and undignified things.

M., 27. What I considered brutal and unjust punishment.

He gave me a severe whipping with a heavy stick. It engendered a feeling of hatred and revenge which I feel yet.

M., 29. He punished me when I was not guilty, by making me stand upon the rostrum with my hands outstretched with a book in each hand and another on my head. When my arms would get tired and lower through fatigue, he would strike me over the knuckles with a ruler. It made me fear him and ever afterwards dislike him.

M., 32. She seemed to think that I was a being without a single good trait. She misinterpreted everything I did that was good, and if I did get my lesson said that it was a wonder. She whipped me for what a "good" boy did and told me that I was born to be hanged. I can forgive her now for she was ignorant of what she did. However, I cannot love her.

M., 20. I hated her then and do yet. One day while playing marbles, I said "Jesus." She then threatened to wash my mouth out with soap. The threat so affected me that I did no good under her after that. I was mean and was forced to leave the school. I still have a profound hatred for her. It so influenced me that I dread women teachers till I get perfectly well acquainted with them.

M., 27. It was on account of a false accusation and threatened punishment together with a gross insult. It was my senior year in high school, and lacked but six weeks of commencement time. I was valedictorian and had my oration composed and committed. One morning during prayer, some misdemeanor was committed by some member of the high school. The principal's head was bowed and of course she did not see who committed the offense. She was a cranky, irascible old maid of very questionable age whom we all hated. She had manifested a dislike for me throughout my high school period. She was ungovernably angry and at once accused me of the misdeed and berated me most abusively. She took me to the superintendent's office, told him the nature of the offense and charged me with it. The superintendent made no further inquiry about the affair, but closed the office door, put a large table against it after locking it, walked over to a large case and took from it a raw-hide whip, and said that he was going to whip me. I calmly told him that I was not guilty of the offense charged to me, whereupon he angrily replied, "You lie and I'm going to thrash you." He saw me put my hand in my pocket. He ordered me to take it out. I refused to do so, and he asked me if I had a knife. I made no answer except to tell him to strike me if he was going to. He put up the whip, removed the table, unlocked the door and told me to return to the assembly room, and he would settle with me later. I returned to it long enough to get my books

and then I left school forever. The thing has embittered my life and it has been the struggle of my life to keep from killing that man. Recently, he had the audacity and gall to come up to me and offer to shake hands with me. Although the affair occurred nine years ago, my hatred has not abated a whit. I refused to shake hands with him, and told him forever to stay out of my way.

M., 21. Because he would scold us in the worst manner possible; called us brutes; make us hold up our right hand, put our left over our heart and swear that we would not whisper.

W., 25. She was not careful about her personal appearance. She would often come to school looking very slovenly and untidy. Then I shall never forget one time when for a very slight offense she made me sit with a dirty, filthy, ignorant boy, whom all the pupils detested. I have never been able to forgive her for it, for I felt that if I deserved punishment at all, some other mode would have been more nearly just. As it was I hated her at the time and felt that I would risk anything to pay her back. At another time she made my little brother sit between two large negro girls. This was unjust both to him and the girls.

4. *Sarcasm, Ridicule, Insult, etc.* 19 men and 33 women gave these as causes of the hatred. I shall give but a few examples.

W., 22. He was one of my high school teachers, and was a very smart man. He read a great deal and was generally well informed, and in many regards was an excellent teacher. But there was something so repelling about him. He ruled entirely by sarcasm. He showed no discretion whatever, and if ever I came to class without my lesson perfectly prepared, or if I made a mistake, he would make some sarcastic remark about it in the presence of the class and make me feel as little as possible. He always took particular pains to make one feel one's inferiority. It did not take long for this kind of treatment to affect me deeply. I turned to hate him thoroughly and do yet.

W., 20. She insulted me by telling me during one of her fits of anger that my conduct was unlady-like. She apologized before the school, but I never forgave the insult. The effect has lasted eight years. I never recognized her after leaving her charge.

W., 19. She called me a liar. I was very angry and humiliated at the time, but it soon passed away. I was 13.

W., 23. One thing that insulted me and made me exceedingly angry, occurred one day at noon. I was sitting very

quietly on a seat opposite him, and all at once he reached over and kissed me. I was very angry, yet helpless, and knew not what to do. I was only nine years old.

W., 20. Every day after ringing the bell she would tell us that we were barbarians and would end our careers in a reform school or prison.

W., 21. She called a young lady a fool. The very thought of the insult unnerved me until I could not study, and my feeling for the poor girl almost made me cry.

M., 24. He ridiculed and made fun of us.

M., 22. He was too smart and insulting.

M., 21. Called me a blockhead.

M., 28. He once called me a blare-eyed idiot, and said he'd knock my brains out.

M., 20. He hated me. I got the highest honors in the class. He spoiled it by saying publicly that sometime the poorest pupil could do that.

M., 25. Had "pets," used ridicule, and would swear in the presence of pupils.

There were 33 women and 49 men who gave "partiality" as the cause of hatred; 88 women and 92 men gave "incompetency," meaning either poor scholarship, poor method, inability to govern, or physical defects.

III. Sex of the Teachers Disliked.

Out of 343 men who testified to teachers they disliked, 195 disliked men, and 148 disliked women.

Out of 313 women who testified to teachers they disliked, 158 disliked men, and 155 disliked women.

If we agree that positive dislike and hatred are evils, then it is safe to say that these testimonies indicate certain evil influences of teachers upon pupils. But aside from these feelings, which alone may be evil, there were very few cases in which one or more other evils were not given as a result of the same treatment that caused the hatred. Many left school, some for a term, some forever; many lost interest in their work; some became rebellious and indulged in conduct that resulted in very bad habits; some lost confidence in people and became more or less suspicious and pessimistic; some became nervous wrecks; some developed an irritable temper, and uncharitable judgment, etc. It is doing violence to no facts, then, to look upon this as a study of the evil influences of teachers upon pupils.

IV. The Age at the Time of Receiving these Evil Influences.

Out of the 343 men who testified to receiving evil influences there were 321 who gave their age at the time of receiving it. Of the 313 women who testified to evil influences, 304 gave

their age at the time of receiving it. Of the men 4 indicated the evil as coming at 5 years of age; 6 at 6; 16 at 7; 20 at 8; and 26, 28, 25, 39, 34, 32, 32, 24, 11, 5, 7, 6, and 1 at the ages of 9 to 21 respectively. Of the women 1 indicated the evil as coming at the age of 5; 13 at the age of 6; 22 at 8; and 18, 19, 24, 33, 26, 28, 29, 21, 17, 11, and 6 at the ages of 9 to 19 respectively.

In testifying to the length of time during which these people were under the charge of the teacher they hated, the statements included periods that vary all the way from two weeks to five years. By far the greater number were under the teacher they referred to during one school year that varied in length from three months to ten months. Rather than attend school to such a teacher a second term, many either changed districts or quit entirely.

In testifying as to whether the evil influence were transient or permanent, only 218 men and 270 women answer the question.

Of the 218 men 137 say it was permanent, and 81 say it was transient.

Of the women 184 say it was permanent, and 86 say it was transient.

SUMMARY.

The numerous illustrative testimonials recorded above, tell their own suggestive story in such a way, that any words of comment would weaken their effect. The statistical tables are

self-explanatory and must stand simply for what they are worth. It is hoped that the organization of all the facts is sufficiently close throughout the development of the thesis, to show their unity. The most important points which the study reveals are:

1. That the period of greatest susceptibility to influences for good is between the years of eleven and seventeen for girls, the maximum degree of susceptibility coming at fourteen; and between the years of twelve and nineteen for boys, the maximum degree of susceptibility for them coming at sixteen.

2. Five kinds of good are emphasized: (1) moral influences; (2) intellectual influences; (3) personal interest in the pupil, kindness, encouragement, sympathy, politeness, etc.; (4) self-reliance; (5) social graces. The moral influences predominate.

3. Three-fourths of the men and one-half of the women testify in favor of men teachers, although it is shown on pp. 508-509, that the chances for doing good seemed to be in favor of women teachers. The conditions that might bear upon this point are so very complex that it should be taken as a suggestion carefully to be investigated.

4. Most of those testifying were under the teacher that did them most good only one school year, and some for as short a period as seven or eight weeks. This emphasizes the fact that the good done by the teacher does not so much depend upon the length of time he has charge of the pupil, as upon the readiness of the pupil to receive the good. The teacher must be "on duty" all of the time, for he may not know when the *fullness of time* has come to any pupil.

5. Sixty-eight per cent. of the men and sixty-one per cent. of the women loved most the teacher who did them most good. It would seem to be an advantage for the teacher to be loved by his pupils.

6. There is much evidence running through the testimonies of a very intense longing by the pupil to be loved, noticed, praised or otherwise favorably recognized. Sometimes the expression of the longing is almost a piteful wail. The proper response by the teacher to this longing of the adolescent is exceedingly important.

7. Ninety-four per cent. of those testifying had had teachers whom they positively disliked or hated.

8. The testimonies under List II emphasize the fatal effects of the malevolent attitude of the teacher toward the pupil.

9. They further show that the period of greatest susceptibility to influences for the evil that comes from this malevolent attitude of the teacher comes earlier than the corresponding susceptibility to influences for good. Naturally, the instinct

of self-preservation shown in the rebellious reaction to the teacher's treatment, asserts itself before the instinct of self-seeking.

10. They further show that during this period of very great susceptibility, the ratio existing between some kinds of stimuli and their reaction is so great that a teacher may, in a moment of indiscretion, seriously, even fatally injure the pupil's entire future life.

A WORD OF COMMENT.

In conclusion, it may not be out of place to express some of the ideas and convictions that have forced themselves upon the writer during the progress of this study, and to show their bearing upon some common educational problems. Even though these ideas may be familiar, their restatement in this setting seems justifiable.

The fact that the period of greatest susceptibility to influences for good reaches its maximum at 14 for girls and at 16 for boys seems to me to be of very great pedagogical importance. Much of the pedagogy of the past has proceeded upon the idea that the period of early infancy, on account of the plasticity of child nature, is the most important time for his moral education,—for the formation of his character. The Jesuits taught that if they should have the boy till he was 8 years old, he would forever be a Jesuit. An eminent Catholic cardinal is reported to have said that if he should have the boy till the latter was 10 years old he didn't care who should have him afterward. This assertion by the cardinal is evidently based upon the conviction that the boy's character is substantially formed by the time he is 10. This is perhaps a very common view.

I do not wish to deny that the first ten years are very important in the formation of the child's character. But there is a question as to whether they are the *most* important. The many instances that every observer can cite, of children from the best of homes, who have been judiciously trained in the home, in the church and Sunday School, and by no means the least in our day schools, and yet have gone to the bad in later life, go to show that valuable as this early discipline is, it is by no means sufficient. On the other hand every one can give numerous instances of boys whose early environment and training were vicious in the extreme, and yet who have developed into noble manhood. This again would indicate that there may be a stronger factor for morality or immorality in the life of the boy than the discipline of his first ten years.

What moral education the child gets during its first years of childhood is in the content of the habits which he takes on.

The habits of the true home have the deepest moral content. The habits of the church, the Sunday School, the day school, are ethical to the core. In acquiring these habits, in conforming to the decorum of these institutions he is coming into possession of the best ethics that the race has worked out. But he does n't know about it, and does n't care. He is not interested in the moral aspect of things. He is interested in eating, sleeping, playing; in seeing, feeling, tasting, hearing, constructing, smashing, doing and undoing things. These things consume him. He does not know right and wrong *as such*. He knows what you *say* is right; what you *say* is wrong. He thinks what he is allowed to do is right, and what he is not allowed to do is wrong. He learns right by permission; wrong by prohibition. Meantime he is getting the drill in habits that have a moral content, and this may be his salvation in the later period when he begins to take charge of himself. But he is not ready yet to comprehend the ethical significance of the things about him, and of his own conduct, and therethrough to become morally self-directive.

Later, however, there does come a time when the child does become interested,—in fact engrossed in the moral aspect of things. This has a direct relation to the development of his self-consciousness. It comes at a time when the budding, growing, rapidly changing young manhood, young womanhood, begins to assert itself. The boy *feels* that his day is come, that he is becoming a man. The girl *feels* that she is becoming a woman. As a child the boy longingly looked forward to the time when he would be a man. But that was remote, and the being, different from him. Now he feels that it is here and he is becoming it. He is the first to recognize the birth of the new self, and this young manhood is loved, is nourished, protected, cradled and fostered as tenderly as the young mother cares for her first born. The love the adolescent has for his young unfolding self is no less intense than the mother-love, perhaps it is greater. The child is offspring, bone of her bone, flesh of her flesh, yet different. But this new born is he. He becomes interested in its welfare, wants it to become good and great. He is a hero worshipper, because he sees himself reflected only in heroes. He feels that he can incorporate every good and great quality into his own character. It is now, at this time, that the youth has his moral awakening and becomes interested in the formation of his own character. Everything now has a moral significance, and everything becomes related to him. He is really the center of the universe. Now, to him, is the fullness of time. A little good will go further for good, a little evil further for evil than at any other time in life. A new scale of values is used in re-estimating the world that begins to mean so much to him.

His reaction to stimuli changes;—the ratio between stimulus and reaction being all out of proportion to what has been, and what in maturity it will be. He is very sensitive to kindness, craves sympathy, and longs for merited praise. The young self can only thrive on favorable recognition. Kindness, politeness, encouragement, are sweet at any time in life, but never so much so as now. Sarcasm, ridicule, censure, blame, insult, are painful and depressing at any time, but never is their scar so ineffaceable as when received at this period. The greatest charm of adolescence is the promise that it contains. Personal interest, kindness, encouragement and politeness on the part of teachers and parents are powerful aids in the realization of that promise.

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