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THIS WAS A STUDY OF SELF AND ROLE CONCEPTION, OF THE CHILDHOOD
RELATIONSHIPS FROM WHICH THEY WERE FORMED, AND OF THE CHANGES WHICH
TOOK PLACE AS A RESULT OF PRACTICE TEACHING AND FIRST-YEAR TEACHING.
A QUESTIONNAIRE WAS USED TO RECORD THE PROSPECTIVE TEACHER'S
CONCEPTIONS OF HERSELF, HER ROLE, AND HER IMAGES OF PEOPLE WHO
INFLUENCED HER DEVELOPMENT. (LP)

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STUDENT AND FIRST YEAR TEACHERS'
ATTITUDES TOWARD SELF AND OTHERS, FINAL REPORT

Cooperative Research Project No. 1503

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Shirley A. Tuska, Ph.D.

University of Chicago
Chicago, Illinois

1966

PREFACE

This is a study of human development, in particular of the development of teachers. It has an ancient history for us. Since we have grown up to become teachers, our personal interest in teacher development is as old as we are.

Wright's professional interest in studying teachers grew out of his work as a residential child care worker at the Orthogenic School. His own experiences motivated him to study the attitudes that other child care workers had toward emotional involvement (1954, 1955, 1957a, 1957b, 1958a) and later to explore the various motives that prompt people to enter teaching (1958b, 1959, 1960, 1961).

Tuska's interest developed out of her experience first as a student and later as a school psychologist. This drew her to a concern for how identity developed and how the identity of the teacher shaped personality development in pupils.

Our work together began in 1960. Out of common interests we became involved in a series of discussions about identification, and the role it played in becoming a teacher. Dr. Barbara Sherman, who had been a junior high school teacher and was at this time a graduate student worked with us. She had just embarked on a study of teachers' identifications with childhood authority figures (1962), and was in the process of developing an instrument which was later adapted for use in the present study.

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Our discussions began with the theory of identification. We gave special attention to the work of Melanie Klein and Charles Horton Cooley. We wanted to know what Klein had discovered about psychological development in the earliest years of life, and what parallels could be found between psychoanalytic and social psychological theory.

Later we analyzed a series of personal anecdotes obtained from teachers and from others not interested in teaching. We began to wonder if the early interpersonal relations of those who became teachers were systematically different from the relations of those who did not. It seemed to us that teaching offered a unique opportunity to reinforce the resolution of childhood conflicts through identifications with parents and teachers, and to re-enact unresolved conflicts vicariously through identifications with pupils. The concept of identification helped us to integrate the childhood causes of the teacher's motivation to teach, and the adult consequences in teaching behavior of earlier relationships.

As we examined the subjective experiences expressed in personal anecdotes, we also compiled a bibliography of theoretical and empirical work on the topic of identification. The empirical studies made it clear that while the idea of a child modeling himself after his parents is as old as the family of man, and "identification" as an explicit psychological concept is at least as old as Freud's <u>Interpretation of Dreams</u>, the systematic observation and explanation of objective indicators of identification was yet to be born. We were struck in particular by the lack of relation between observation and theory.

The typical quantitative approach to identification was in terms of global similarity over a set of items. This similarity was usually evaluated with one figure at a time, and measured in terms of the scale distance between answer patterns. Studies by Gray (1958), Bieri, Lobeck, and Galinsky (1959), and Bieri (1960) are examples. The reduction of specific item similarities to one global score neglects the conception that identification is something more than an undifferentiated global phenomenon. The global score fails to indicate in what way two people are similar and in what way they are not. It assumes that there is but one dimension, and that the set of items used in the measuring instrument are an undifferentiated sample of that dimension. The global score neglects the idea that identification with "parts" of people as well as with "wholes" is a crucial aspect of development (Klein, 1938, pp. 33-34; Erikson, 1959, p. 112). When theoretical discussions (Kagan, 1958; Wright, 1959; Bronfenbrenner, 1960; and Slater, 1961) specify contrasting identifications based on contrasting qualities then identification with particular qualities of an individual must be examined empirically.

We wanted better integration between theory and observation. We also wanted a method more amenable to objective analysis than our subjective anecdotes. The connotative and denotative rating scales Sherman (1962) was using in her study of middle school teachers looked promising for the discrimination of personal and professional identity. A second study by Tuska (1963) was beginning to show that these methods were also useful for discriminating the personal and professional identity patterns of student teachers from those of women who had no interest in teaching. It was at this point that the present study of teachers was begun.

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Benjamin D. Wright
Shirley A. Tuska

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ACKNOWLEDGMENTS

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CHAPTER I

THE PROBLEM

The inclination to teach originates at home under the
influence of parents, is augmented and shaped in school
by the influence of teachers, and, for those who be-
come teachers, is crystallized during practice teach-
ing and the first years of professional experience.
The earliest encounters between child and mother are
the roots of future feelings about adult-child rela-
tions. Satisfactions and frustrations experienced
then set the stage for subsequent attitudes toward
teachers and teaching. In school the child meets
concrete examples of what it is like to be a teacher.
Experiences with loved and hated teachers make their
mark. When the student enrolls in teacher training
the kind of teacher she tries to become is shaped by
this heritage of childhood experiences and examples.

During practice teaching the student teacher begins to
discover what she is capable of. She experiments with
trial versions of her professional self. She tries to
conform to the expectations of what she ought to be
and to emulate the models she wants to be like. Dur-
ing the first year of teaching this fledgling profes-
sional identity receives its decisive test. The child-
hood dreams of becoming a teacher and the experiments
of practice must be adapted to the demands of regular
teaching or the young teacher cannot succeed. While
there are significant contributions to the development
of professional identity in all periods of the pros-
pective teacher's life, the last year of teacher train-
ing and the first year of experience are crucial for
the crystallization of professional identity. This is
the period of development examined in this research.

The research has four purposes:

1. To see if childhood experiences with parents and teachers are related to teaching plans;

2. To see how women planning to teach at different grade levels differ in their attitudes toward self and others;

3. To find out what part admired teachers play in the professional development of prospective teachers; and

4. To see how attitudes toward self and teaching are changed after practice teaching, and after the first year of experience.

Related Research

Childhood Relationships

The relevance of teachers' identifications to the psychology of becoming a teacher is suggested by both anecdotal (Symonds, 1943, 1944, 1950, 1954; Wright & Bettelheim, 1957; Wright, 1958b, 1959, 1960, 1961) and survey (Sherman, 1962; Tuska, 1963; Wright & Sherman, 1963) research. Anecdotal studies of the personality of teachers show that teachers think and act in the classroom in ways closely related to those of their parents and former teachers. This is an indication that a teacher's behavior is influenced, perhaps even governed, by identifications with parents and teachers. It suggests that the central question in the study of teacher personality is not what but who is the teacher? Who are the images that have become the teacher's models of behavior, and how do they influence her? How are they woven into the fabric of the teacher's personality?

The point of view underlying this approach is that adult identity is an integration of identifications formed during childhood (Erikson, 1950, p. 228; 1959, pp. 112-13). To make the study of this phenomenon practical, teachers' current descriptions of childhood figures are assumed to express the residue of feelings aroused by their childhood experiences with these figures.

Sherman (1962) had 40 women middle school teachers describe themselves on a set of simple adjective-pairs presented in the form of a semantic differential, and compared these self ratings with their descriptions of mother, father, and best-liked childhood teacher on the same instrument. She found that moral strength in the teacher's self-conception was associated with her image of mother, while intellectual strength was associated with her image of father. The degree to which a teacher saw herself as relaxed and responsive depended more on her image of a best-liked childhood teacher than on her image of either parent. This led Sherman to speculate that it was with good teachers rather than parents that teachers enjoyed their best childhood relationships.

Tuska's (1963) study of 94 women in teacher training suggests a different theory. Using a semantic differential similar to Sherman's, Tuska also found that moral strength was associated with the image of mother and intellectual strength with the image of father. But the degree to which Tuska's prospective teachers saw themselves as warm and satisfied was significantly associated with the degree to which they saw these qualities in their fathers.

Sherman speculated that a cool relationship with parents had been compensated for by a warm relationship with teacher. But Tuska found that a warm relation with father characterized prospective teachers. In that case the motive for teaching would not arise out of an attempt to compensate for a deprived family experience, but out of an attempt to relive and thus to retain an enjoyed father-daughter relationship.

One limitation of Tuska's (1963) study was that she did not distinguish between elementary and secondary trainees. Several studies (Callis, 1950; Kearney & Roochio, 1955; Lindgren & Patton, 1958) have suggested that elementary teachers are more "love-oriented," and secondary school teachers more "mastery-oriented." Another issue which deserves attention concerns the situations in childhood out of which identifications develop. We believe that childhood relations play an important part in the development of teachers.

Attitudes toward Self

Very little is known about the self-concepts of teachers at different teaching levels. But there have been a number of studies of teachers' attitudes toward children. The instrument most frequently used is the Minnesota Teacher Attitude Inventory. The MTAI is a 150-item single score schedule in which item responses on a five-point scale are keyed in terms of "desirable" teacher attitudes. The inventory is designed to measure "those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships" (Cook, Leeds, & Callis, 1951, p. 3). Higher scores are assumed to signify greater warmth and permissiveness with children. The norms for this inventory differentiate between students in early childhood, elementary, and secondary education. For both beginning juniors and graduating seniors, the scores recorded by

prospective teachers at the early childhood and ele-
mentary school levels are higher than scores recorded
by those at the secondary school level. These scores
suggest that persons who elect to teach younger chil-
dren are more interested in emotional rapport with
their pupils.

Kearney and Roochio (1955) studied differences in MTAI
scores between 587 teachers who taught all subjects to
the same pupils in self-contained classrooms, and 52
teachers who taught different pupils in art, home eco-
nomics, industrial arts, music, and physical education.

> Teachers who have pupils for longer periods
> during the day are interested not only in
> the pupil's acquisition of subject matter,
> but also are concerned with the pupil's whole
> personality which demands knowledge of the
> pupil's home background, his physical and
> mental health, and his outside activities.
> On the other hand, teachers of "special" sub-
> jects think in terms of the subject matter
> to be covered rather than the development of
> a self-directing personality in their pupils
> (Kearney & Roochio, 1955, p. 359).

Since secondary teachers specialize while elementary
teachers, particularly in the lower grades, have the
same children all day, we would expect similar dif-
ferences between elementary and secondary teachers.

Lindgren and Patton (1958) also found that secondary
teachers had less favorable attitudes toward children
than elementary teachers. They used a 50-item ques-
tionnnaire dealing with teacher-child relationships.
Items that descriminated between the elementary and
secondary teachers suggested that the secondary
teachers were more concerned about subject matter,
restriction, control, competition, and punishment.
When Wandt (1952) studied the attitudes of 240 elementary

and secondary teachers toward administrators, super-
visors, parents, and pupils, he found that the secondary group had significantly less favorable attitudes toward all four figures.

In all of these studies the elementary teachers have more favorable attitudes towards others than the secondary teachers. In view of this we might expect them also to have more favorable attitudes towards themselves. Where do these attitudes come from? Do these differences between elementary a_d secondary teachers stem from differences in the way they were treated by others in the past? We do not know of any studies which deal with this important question. That is why we explore childhood relationships and current perceptions of persons like mother, father, and best-liked teacher in the chapters that follow. Our point of view is that relationships with important persons in the past determine attitudes toward self and others in the present.

Role Expectations

Several studies have suggested that a dynamic image of being a teacher is associated with choosing teaching as a career, while a mechanical image is associated with avoiding it. Richey and Fox (1948) asked college freshmen to consider all of the people they knew well in the community, and to compare public school teachers as a group with these individuals on 24 characteristics. There were significant discrepancies between the evaluations made by 100 freshmen who planned to become teachers and those made by 695 freshmen not planning to teach. Fewer than 20 percent of those planning to teach ranked teachers below average with respect to others in the community on any of the characteristics. But more than 20 percent of those not planning to teach ranked

teachers below average on the characteristics of hap-
piness, magnetism, open-mindedness, and originality
(Richey & Fox, 1948, p. 26). When the 24 character-
istics were ranked according to favorableness of
opinions toward teachers, it was found that those not
planning to teach put "industriousness" first, and
"culture" fourth, while those planning to teach put
"culture" first, and "industriousness" eighth (Richey
& Fox, 1948, p. 29). Among those planning to teach,
the image was that of a strong, but human teacher;
among those not planning to teach, an industrious,
but mechanical one.

Tuska also found structure and discipline emphasized
among a group of 20 women not planning to become teachers.
These women ranked 24 reasons for not wishing to teach
in order of importance to them. The items ranked most
important were "There are too many administrative prob-
lems connected with teaching like maintaining study
halls, taking lunch room duty, keeping attendance re-
cords, and the like"; "Teaching is distasteful because
there are too many disciplinary problems; parents simply
won't back the teacher up"; "The adults that one meets
in the teaching profession are not stimulating"; and
"Teaching tends to put one in a rut; it makes one dog-
matic and domineering." These reasons for not teach-
ing suggest that structure and discipline are dominant
in the image of teaching among women not planning to
teach.

Tuska (1963, p. 64) compared ratings of the concept
Me as a Teacher made by her 94 prospective teachers
with ratings on the same concept made by 50 women not
planning to teach. The results suggest that the ability
to imagine oneself becoming a more effective and a more
expressive person in the teaching role is important for
identification with teaching. When women not planning

to teach projected themselves into the teaching role
they saw themselves becoming more "sharp," "neat," and
"cool" than did women who wanted to become teachers;
that is, they imagined themselves becoming controlled
rather than expressive. When the women in teacher
training projected themselves into the teaching role,
on the other hand, they saw themselves becoming more
"active," "elegant," "fancy," "cheerful," "happy,"
"generous," and "stable"; that is, more individualistic
and more expressive. Thus, it is the accentuation of
expressive opportunities in their image of the teach-
ing role which distinguishes the prospective teachers.

The Teaching Model

The influence of teachers and parents in the selection
of teaching as a profession has long been recognized.
Austin (1931, p. 89) reported that of 284 British ado-
lescents who wanted to teach, 48 percent mentioned the in-
fluence of a teacher or relative. Seagoe (1952, p. 680)
matched 122 college juniors and seniors who were study-
ing to be teachers with the same number who were not,
and asked "Have you ever wished to be just like a
teacher?" Those who were studying to be teachers men-
tioned twice as many teachers that they wished to be
like as those who were not. And Jantzen (1959, p. 14)
found that 55 percent of 458 college women rated the "en-
thusiasm of a former teacher" as a reason for selecting
teaching as a profession. But while these studies
support the notion that former teachers play an influ-
ential part in becoming a teacher, they do not identify
who the teacher model is or explain how the teacher
model is important.

Tuska (1963) found among her prospective teachers that
self-conception was correlated positively with the
images of mother and good teacher on elegance and neat-
ness, but with the images of father and good teacher
on smartness, kindness, cheerfulness, and stability.
This suggests that the professional ideal, good teacher,

combines qualities of the self derived from parents,
and that each parent makes their own contribution.
On the other hand, Sherman (1952) found that while
there was a positive correlation between the way her
middle school teachers described themselves personally
and the way they described their mothers, when it came
to teaching behavior the significant relation was
between the way they described themselves and their
descriptions of their best-liked teachers.

Anecdotal studies (Wright, 1958b, 1959, 1960, 1961)
suggest that teachers' self-confidence and strength,
their enthusiasm, their masterfulness, their friendli-
ness and encouragement, and the satisfaction and
pleasure they exhibit over their students' success are
important in influencing students to become teachers.
One of the aims of this study is to find out in what
way the teaching model comes from parents, and what
characteristics of admired teachers make them impor-
tant as models for prospective teachers.

Changes in Attitudes toward Self and Role

Forty percent of the students who begin teacher train-
ing abandon their program before graduation (Iffert,
1958; Levine, 1960). Many who complete their training
abandon teaching after the first year of experience.
Why does this happen? What causes qualified teachers
to leave teaching? A number of studies have been made
on the changes that take place in young teachers' at-
titudes as they progress through practice teaching
and the first year of experience.

Howard (1961) used the Edwards Personal Preference
Schedule to study changes among 88 women during ele-
mentary teacher training at the University of Chicago.
Six of the fifteen needs measured changed significantly.
Exhibition, Autonomy, and Heterosexuality increased.
Abasement, Endurance, and Intraception decreased. These

changes suggest that the young women have become more
self-centered, less subject to the demands of consci-
ence, less inclined to work at jobs until they are
finished,and less inclined to understand how others
feel.   Howard also observed a significant change in
attitudes toward discipline. Before practice teach-
ing students expressed uncertainty about the item,
"Children need and should have more supervision and
discipline than they usually get." But after practice
teaching they rejected it. Before practice teaching
students felt it was "probably good" to keep study
halls absolutely quiet, but after practice teaching
they expressed uncertainty as to whether this was a
good or bad practice.

Sandgren and Schmidt (1956) used the MTAI before and
after practice teaching with 393 trainees at a mid-
western state teachers' college. They found a sig-
nificant increase in attitudes favorable to children
after practice teaching. Callis (1950) used a pre-
cursor of the MTAI to study attitude changes over a
6-month period among 175 juniors, 147 seniors, and
137 beginning teachers at the University of Minnesota.
He found a significant increase in permissive and sup-
portive attitudes toward children among juniors, little
change among seniors exposed in the interim to practice
teaching, and a significant decrease among graduates
after six months of teaching. Day (1959) found that
the MTAI scores of 154 Florida State University seniors
were somewhat lower after practice teaching and that
there was a significant decrease in MTAI scores for
109 graduates after their first year of teaching. In
contrast, the scores of 37 teacher training graduates
who did not enter teaching showed no significant change.

A decline in MTAI scores was also found among 343
graduates of four New York City Municipal Colleges
after three years of teaching experience (Rabinowitz

& Rosenbaum, 1960). Item-by-item inspection of their responses showed that the greatest decrease came in attitudes towards classroom discipline and academic standards.

> Taken at face value, the changes in response indicate that in the three years between testings the teachers became less concerned with pupil freedom and more concerned with establishing a stable, orderly, classroom in which academic standards receive a prominent position. The change was accompanied by a decline in the tendency to attribute pupil misbehavior or academic difficulty to the teacher or the school (Rabinowitz & Rosenbaum, 1960, p. 317).

While it is not clear from these studies what happens to attitudes during practice teaching, it does seem that attitudes become less favorable during the first years of experience. This is an important phenomenon. It needs to be understood. The psychological issues involved in the formation of these attitudes and in their change need to be studied.

Basic Questions Examined in this Research

The main subjects of this research are prospective lower, middle, and high school teachers. The first part of the research examines recollections of childhood relationships with parents and teachers. The basic questions are:

1. In what way are the childhood relationships which prospective teachers recall different from the relationships recalled by non-teaching women?

2. What theory of identification is suggested by the childhood relationships reported by the various types of women?

3. How do current descriptions of parental images fit into this picture?

The purpose of these questions is to discover whether there are patterns of childhood relationships and perceptions of parents which predispose a woman not only to teach, but to teach at a specific grade level,

The second part of the study examines how women planning to teach lower, middle, and high school feel about themselves and the role of teacher. The basic questions are:

1. How do the self-images for women planning to teach lower, middle, and high school differ from the self-images of non-teaching women and experienced teachers at the same levels?

2. What fantasies do prospective teachers have about how they will realize themselves in teaching? What enhancements do they anticipate will accrue to them from the role of teacher?

The aim of these questions is to find out why women want to teach.

The third part of the study focuses on recollections of an admired teacher and their relationship to recollections of parents and current images of self. The basic questions are:

1. Is there a relationship between the time the
    prospective teacher recalls having an ad-
    mired teacher and the level at which she
    plans to teach?

2. How do recollections of this teacher relate
    to feelings about self and self as a teacher?

The purpose of these questions is to find out in what
way the admired teacher is a model for the prospective
teacher.

The fourth part of the study analyzes changes in
feelings about self and self as a teacher during prac-
tice teaching and the first year of experience. The
basic questions are:

1. How are feelings about self and self as a
    teacher changed after practice teaching?

2. How are these feelings changed after the first
    year of teaching?

3. Which changes occurring during practice teach-
    ing flourish, which perish during the first
    year of teaching?

The purpose of these questions is to discover what kind
of challenges women at different teaching levels face
during their practice teaching and their first year of
experience.

CHAPTER II

THE CONSTRUCTION OF THE TEACHING ATTITUDES QUESTIONNAIRE

Identity and Identification

This study is based on the theory that images of self, teaching roles, and significant others are important manifestations of the motivation to become and remain a teacher, and that in order to help young women succeed in the field of teaching it is useful to know what course these attitudes follow as prospective teachers progress through training and the first years of experience.

Image of self, often referred to as "identity," is the product of the relationships that have taken place between the subject and significant others in her environment. This image is formed from a more or less integrated accumulation of identifications with others which begins very early in life, perhaps at birth, and continues into maturity.

There are several phases in the development of identity for the prospective teacher: early childhood, later childhood and adolescence, teacher training, and finally teaching. This study is focused on teacher training and the first year of teaching. But it includes a consideration of the emotional residue of experiences with parents and teachers in earlier phases in so far as the images and recollections which the adult currently holds of early authority figures represent the residue of these earlier interactions.

The logic of exploring this residue of experiences
with others follows the view that

> ...the ego is a precipitate of abandoned
> object cathexes, and contains a record of
> past object choices (Freud, 1927, p. 36).
>
> Identity...depends...on the recognition
> that there is an inner population of re-
> membered and anticipated sensations and
> images which are correlated with the outer
> population of familiar things and people
> (Erikson, 1950, p. 219).

Our study explores the relationship between this emo-
tional residue of childhood experiences and teaching
plans.

The Significance of Self-Report in the Study of Identity and Identification

The essential problem of measurement was to record
and quantify feelings experienced in relation to self
and significant others.

We might have asked subjects to describe how they felt
about themselves and these others. Some would have
written at length and their statements would have con-
tained unique insights. But others would have had
difficulty expressing themselves. Subjects with
modest vocabularies would not have been able to com-
municate as richly as those with extensive vocabular-
ies. Similar expressions would not have been used,
nor would similar words. Because of this, subjects'
written statements would not have given a uniform in-
dication of the meanings which the self or significant
others had for them. It would have been hard to make

objective comparisons among descriptions. The infor-
mation would have been difficult to quantify for the
study of changes.

Problems such as these led Osgood and others to ex-
plore the measurement of meaning. They reasoned that,

> ...words represent things because they pro-
> duce in human organisms some replica of the
> actual behavior toward these things, as a
> mediation process...
> The meaning which different individuals have
> for the same signs will vary to the extent
> that their behaviors toward the things sig-
> nified have varied. This is because the com-
> position of the representational process --
> which is the meaning of the sign -- is entirely
> dependent upon the nature of the total behavior
> occurring while the sign is being established
> (Osgood, Suci, & Tannenbaum, 1957, pp. 7-9).

As a result they developed the semantic differential,
a measuring technique based on the idea that the mean-
ings inherent in language are symbolic representa-
tions of experience, and that words evoke as well as
manifest a replica of feelings experienced in rela-
tion to ourselves and others. Subjects' responses to
linguistic signs reflect the "residue" which has
developed out of previous interpersonal experience.

> We come to know about other people and
> about ourselves by watching not only the
> interplay of action, but also that of
> thought and feeling. As we perceive and
> remember sensuous images of gesture, voice,
> and facial expression, so at the same time
> we record the movements of thought and feel-
> ing in our consciousness, ascribe similar

movements to others, and so gain an in-
sight into their minds...The process is
stimulated and organized by language and
-- indirectly, through language -- by the
social heritage from the past. Under the
leading of words we interpret our observa-
tion, both external and introspective, ac-
cording to patterns that have been found
helpful by our predecessors. When we
have come to use understandingly such
words as "kindly," "resolute," "proud,"
"humble," "angry," "fearful," "lonesome,"
"sad," and the like, words recalling mo-
tions of the mind as well as of the body,
it shows that we have not only kept a
record of our inner life, but have worked
up the data into definite conceptions which
we can pass on to others by aid of the com-
mon symbol (Cooley, 1930, pp. 298-299).

If the "residue" can be communicated by means of the
common symbol, how does the semantic differential
serve as an instrument for eliciting the expression
of this residue?

It is the nature of the mind to form stand-
ards of better or worse in all matters
toward which its selective activity is
directed...We cannot view things in which
we are interested without liking some and
disliking others; and somewhat in proportion
to our interest is our tendency to express
these likes and dislikes by good and bad or
similar words. And since there is nothing
that interests us so much as persons, judg-
ments of right and wrong regarding them have
always been felt and expressed with peculiar
zest and emphasis (Cooley, 1902, pp. 372-373).

Prior studies bring out promising features of the se-
mantic differential as an instrument for the investi-
gation of our problem. Ratings on simple dichotomous
word-pairs have been found to discriminate subjects
who differed on the Taylor Manifest Anxiety Scale
(Lazowick, 1955), and to reflect shifts in identifi-
cation in response to psychotherapy (Johnsgard and
Newman, 1961). The work of Peterson (1961), Sherman
(1962), and Tuska (1963) provides direct evidence
for the usefulness of the semantic differential with
prospective teachers.

Who is Important in the Study of
Identity and Identification

The choice of persons to be rated by the subjects in
this study was determined by two questions: (1) Who
are the people likely to have contributed most to the
prospective teacher's personal and professional iden-
tity? and (2) What will best elicit the prospective
teacher's images of her own personal and professional
self?

Parents have the earliest and most lasting influence
on the personality development of the child (Erikson,
1950, pp. 219-33; Freud, 1927, p. 39; Klein, 1938,
p. 39). For this reason, two of the three significant
others investigated were My Mother and My Father.

The selection of the third person, a teacher, was
based on the theory and observation that teachers,
especially during the early grades, often become
parental surrogates to the child (Buxbaum, 1945, pp.
355-358), and in later grades become ego-ideals (Stern
and Scanlon, 1958). The selection of a teacher was
also based on survey (Austin, 1931; Seagoe, 1952;
Jantzen, 1959) and anecdotal (Wright, 1958b, 1959, 1960,

1961) findings which bring out the influence of former teachers in a person's selection of teaching as a profession.

We considered five possible teacher images: My Teacher, A Good Teacher, My Best Teacher, My Most Capable Teacher, and My Best-Liked Teacher. The first, My Teacher, was open to too many interpretations. Previous studies (Peterson, 1961; Tuska, 1963) suggested that Good Teacher was vulnerable to vagueness. For some subjects Good Teacher seemed to consist of nothing more than a collection of scattered traits which had been met in experience and felt to be worthy. In addition, the data suggested that Good Teacher confounded two issues which are better kept separate in studying the identificatory relationship between self and other. One of these issues is the affective bond. The other is intellectual "know-how" or capability.

We were interested in studying the affective bond, because it is of primary significance for the identificatory process. In identifying, the subject gives her emotional allegiance to the model, and tries to duplicate in her own life the ideas, attitudes, and behavior of this person with whom she is identifying (Stoke, 1950, p. 153).

Best Teacher suffered from the same confounding of love and mastery as Good Teacher and Most Capable Teacher emphasized mastery. This left us with the concept Best-Liked Teacher as the one most likely to bring out the affective component of the identificatory relationship.

What about self-images? How could we best elicit expressions of the personal and professional identity of the teacher? There were two facets of the self-image that we wanted to explore. The first was the individual's personal view of herself. For this, we selected Myself. The second was the subject's specific role conception of herself as a teacher. For this, we selected Me as a Teacher.

The concept Myself reflects primarily those feelings which govern the individual's unique personal response to her environment. The concept Me as a Teacher is more concerned with actions, and prescriptions which define for the individual what form her behavior should follow while she is in the role.

It is important to note that these ratings of self and others are "perceived" measures (Cava and Rausch, 1952; Sopchak, 1952; Gray, 1959; Bieri, Lobeck, and Galinsky, 1959; Bieri, 1960); that is, they involve a subjective referent, based on an image which exists in the mind of the subject. Some studies have used an alternative measure obtained by having the identificatory figure himself respond to the same instrument that is used with the subject (Cass, 1952; Lazowick, 1955; Payne and Mussen, 1956).

Perceived measures were the only ones practical in our study. And we believe that the subjective referent of perceived measures provides the more relevant basis for a study of interpersonal perception and identification.

> So far as the study of immediate social relations is concerned, the personal idea is the real person. That is to say, it is in

this alone that one man exists for another,
and acts directly upon his mind. My associ-
ation with you evidently consists in the re-
lation between my idea of you and the rest
of my mind. If there is something in you
that is wholly beyond this and makes no im-
pression upon me it has no social reality in
this relation. <u>The immediate social reality
is the personal idea</u>; nothing it would seem,
could be much more obvious than this (Cooley,
1902, p. 84).

Klein's (1944, p. 65) psychoanalytic case studies show
that it is not the real parent, but the introjected
image of them which counts in the development of chil-
dren.

Indeed it is difficult to understand what
"real" object there should exist in addition
to the one actually experienced by the child
...We have long since abandoned the old as-
sumption of an objective physical world with
absolute qualities of its own (Fuchs, 1937,
p. 285).

<u>What is Important in the Study of
Identity and Identification</u>

Feelings

We cannot get at the impact of an interpersonal experi-
ence with a simple "yes" or "no" answer from the person
who has done the experiencing. We have to obtain some
record of how the experience has made him <u>feel</u>.

But feelings are difficult to measure. There are two
problems involved. The first has to do with the cur-
rency of communication, the words or phrases used to
represent the impact of an experience. The second
has to do with turning these units of meaning into a
measuring tool, so that the subject's efforts to ex-
press the impact of the experience on him can be repre-
sented objectively and coded numerically.

Ebbinghaus and Jung experimented with word association
behavior as a method for exploring the skeins of mean-
ing in the human mind. Osgood, Suci, and Tannenbaum
(1957) reformulated this device in terms of an atti-
tude scale, the semantic differential, in which the
words are chosen by the researcher, and the subject's
reaction is scaled.

The words most frequently used by people to describe
experiences, and hence, the words most closely related
to the meanings which these experiences have are ad-
jectives. In order to determine which adjectives are
used most often, Osgood and his associates (1957, p. 33)
took 40 nouns as stimulus words for free association
and read them to 200 undergraduate students. After
each stimulus noun, the students wrote down the first
adjective that occurred to them. From this Osgood com-
piled a list of 100 adjectives paired into 50 sets of
polar opposites. These polarities were laid out as
scales, and 20 concepts were selected for description.
Each scale was set up as a pair of polar adjectives as
follows:

rough $\underline{\quad}$: $\underline{\quad}$: $\underline{\quad}$: $\underline{\quad}$: $\underline{\quad}$: $\underline{\quad}$: $\underline{\quad}$: smooth
(1) (2) (3) (4) (5) (6) (7)

Subjects placed a check mark in that position indicating
the direction and intensity of their judgment.

The combination of 50 scales and 20 concepts made up
a 1,000-item instrument which was responded to by 100
students. When these responses were factor analyzed
the major factor was a GOOD/BAD dimension. Osgood
called it Evaluation. It was made up of word-pairs
like good/bad, sweet/sour, clean/dirty. The next
factor, Potency, was made up of word-pairs like
large/small and strong/weak. A third factor, Activity,
had word-pairs like fast/slow and active/passive.

Later these dimensions of meaning were articulated
into components. Osgood (1957, p. 70), found that
scales classified as evaluative produced clusters
which could be called "morally evaluative," (clean,
fair), "aesthetically evaluative," (sweet, nice),
"emotionally evaluative," (calm, smooth) and so forth.
He also found that Activity and Potency coalesce into
a single factor when concepts of people are rated
(Osgood, 1957, 73-74). A factor of Stability as an
alternative to Potency was isolated (Osgood, Ware,
and Morris, 1961).

In addition to Evaluation, Activity, and Potency,
Wright (1958c) identified subsidiary factors called
Rigidity, Security, Freshness, and Gentleness.

These factor studies demonstrate that word-pairs can
be clustered into groups which share common dictionery
meaning and are used with similar connotation to de-
scribe a variety of concepts. Moreover, the factors
isolated represent the basic evaluations we are ac-
customed to make in our interpersonal relations.

Tuska (1963) used the factors found in these earlier
analyses to select 46 word-pairs for the study of
Self, Mother, Father, and Teacher. We used the re-
sults from her analyses to select the word-pairs used

in our study. Twenty-three of the 26 word-pairs that
we selected for use in the questionnaire were maximally
loaded on one of Tuska's seven factors, and minimally
loaded on the others. The factors and the 23 word-
pairs representing them are given in Figure 1.

The word-pair "feminine/masculine" did not classify
clearly into any one of these factors. We included it
because teaching anecdotes suggested that the concept

ELEGANCE

    fancy/plain
    elegant/ordinary

NEATNESS

    clean/dirty
    neat/sloppy

FORCEFULNESS

    forceful/retiring
    loud/quiet
    active/passive
    strong/weak

SMARTNESS

    bright/dull
    sharp/blurry
    deep/shallow
    clear/vague

KINDNESS

    kind/mean
    warm/cool
    soft/hard
    familiar/strange
    full/empty
    good/bad

CHEERFULNESS

    happy/sad
    cheerful/solemn
    loose/tight

STABILITY

    stable/impulsive
    smooth/bouncy

Fig. 1 -- Clusters of word-pairs selected from Tuska's study

of bisexuality might have special significance for un-
derstanding the psychology of teaching. "Sure/shifting"
was included because it was one of the leading charac-
teristics of the Good Teacher found by Peterson (1961).
"Responsive/reserved" was included to represent a fac-
tor that had been of significance in Sherman's (1962)
work.

These 26 adjective pairs formed our currency of communi-
cation for the expression of feelings about self as a
person and a teacher, as well as feelings about Mother,
Father, and Best-Liked Teacher.

Behaviors

The distinction between the evaluation of feelings and
the evaluation of behaviors in our study follows Sar-
bin's (1954, p. 223) differentiation between self and
role. He suggested that feelings about self could be
inferred from descriptions using qualifying adjectives
"such as dominant, self-confident, original, and re-
verent" (1954, p. 238), while role could be inferred
from behaviors (1954, p. 255).

Theoretical descriptions of teacher types by Redl (1955)
formed the basis for Sherman's (1962) construction of
behaviors for evaluating the role identity of the
teacher. The types Sherman used were the Leader and
the Tyrant. The Leader strongly sympathizes with
children's drives (Redl, 1955, p. 77), while the
Tyrant has to impose some kind of capricious order or
discipline (Redl, 1955, p. 78).

Sherman (1962) constructed the behaviors as extremes
on a dimension of similarity in interests between
teacher and child. At one end the Leader teacher is

most like the child and helps the child to realize the <u>child's</u> interest. At the other end the Tyrant teacher coerces the child into complying with the <u>teacher's</u> interests.

The scale of items we used is a revision of Sherman's (1962) instrument. This revision includes eight items from her original scale, seven similar items from a study by Gage, Leavitt, and Stone (1955), and three new items not tried out in previous studies.

Twelve of the eighteen items used in our study represent the dimension of psychological distance which contrasts Leader and Tyrant. The sources of these phrase-pairs are given in Figure 2.

	"Leader"	"Tyrant"

Sherman (1962)

"Leader"	"Tyrant"
Always thinks we'll do well	Always thinks we'll do badly
Acts young	Acts old
Helps us too much	Never helps us
Makes school fun	Makes school boring
Sticks up for us with the authorities	Never sticks up for us with the authorities
Has hardly any rules	Has too many rules
Likes us	Hates us .

Gage, Leavitt, and Stone (1955)

"Leader"	"Tyrant"
Knows if we are trying	Doesn't know if we are trying
Knows what worries us	Doesn't know what worries us
Knows which students like each other	Doesn't know which students like each other
Never makes students look foolish	Often makes students look foolish

Wright, Sherman, and Tuska (1962)

"Leader"	"Tyrant"
Lets us be noisy	Makes us keep quiet
Never looking for trouble	Always looking for trouble

Fig. 2 -- Sources of "Leader-Tyrant" phrase-pairs

Six of the items did not represent either of these types but were included because of their special relevance to teaching. These statements connote the cultural stereotype of the teacher as a person who emphasizes learning. Their sources are given in Figure 3.

Sherman (1962)

   Teaches us a lot   Doesn't teach us much

Gage, Leavitt, and Stone (1955)

   Makes the work too hard   Makes the work too easy
   Always knows what mixes us up   Never knows what mixes us up
   Makes us want to learn   Makes us not want to learn

Wright, Sherman, and Tuska (1962)

   Inspires us   Doesn't inspire us

Fig. 3 -- Sources of "Teaching" phrase-pairs

Childhood Relationships

Childhood relationships are an important basis of per-
sonal and professional identity. They continue to in-
fluence adult behavior in the form of residues which
have been incorporated into the adult personality.
They express themselves in recollections of the past.
We wanted to know what residues still remained of re-
lationships between our subjects and the significant
others in their environment.

The choice of childhood relationship items was based
on distinctions made between different types of identi-
fication. The first type has been called "possessive"
(Wright, 1959, p. 37) and "anaclitic" (Bronfenbrenner,
1960, p. 16) because it has to do with feeding, care,
and protection. It is based on the dependency relation
between mother and child. We represented it by the
items,

> Whom were you closest to?
> Who liked you most?
> Who wanted to be with you most?
> Whom did you like most?
> Whom did you want to be with most?
> Who made you feel best?
> Who let you get your own way most?
> Who did the most with you?

These items reflect satisfying experiences. But un-
satisfying experiences also occur. While satisfying
experiences lead to identifications based on need and
love, unsatisfying experiences lead to counteridenti-
fications based on revulsion by or rebellion against
the dissatisfying other. Counteridentification is
suggested, for example, in Erikson's (1959, p. 129)
concept of "negative identity," Greenson's (1954)
"struggle against identification," and Winch's (1961,
p. 64) "opposite identification." We represented this
with the items,

> Who disliked you most?
> Whom did you dislike most?
> Who understood you least?

The second type of identification has to do with per-
sonal striving and mastery. Here, the child is not
interested in having other people, or being possessed
by them. He is interested in being somebody in his
own right. He uses others as models to achieve power,
competence, and pride. We represented this by the
items,

> Whom did you admire most?
> Who was most successful in life?
> Whom did you most want to be like?

The third type of identification is a consequence of
experiencing feelings of love, or at least "need,"
and hate for the same person. Here, the child dis-
covers that he cannot have his own way and that he must

concede to other people. In this way he becomes iden-
tified with their prohibitions. We represented this
type of identification by the items,

> Who frustrated you most?
> Whom did you fear most?
> Who got their own way most?

Two of the childhood relationship items included in
the study are not clearly associated with a type of
identification. We hoped that they would shed light
on the persons who may have taught the prospective
teacher and influenced her to become a teacher. They
were,

> Who taught you the most?
> Who most influenced you to become a teacher?

The Resulting Questionnaire and Its Scoring

The resulting questionnaire is made up of two types
of rating scales. The first consists of 26 bipolar
adjective-pairs. The second consists of 18 bipolar
phrase-pairs.

The adjective-pairs are used to elicit feelings charac-
teristic of the subject as a person and teacher, as
well as her feelings about her Mother, Father, and
Best-Liked Teacher.

The phrase-pairs are used to elicit the teacher's
conception of herself as a teacher and her Best-
Liked Teacher in terms of behaviors characteristic
of a teacher's professional identity; that is, be-
haviors specific to the role of the teacher in the
classroom.

Following the measurement procedure used by Osgood
(1957, p. 76-85), we represented the meaning units
as polar terms and interposed between these poles
a rating scale along which the subject could place
herself. Osgood used seven rating points in his
semantic differential. Our scale was limited to six
points. The neutral point in the center of the scale
was excluded so that subjects would be encouraged to
take a stand on one side or the other.

In order to transform a subject's rating on this six-
point scale into a measure of his response to the
item we establish a metric in which to code the scale
positions. To do this we must assume that the scale
positions and words defining the ends of the scale
have approximately similar meaning from person to
person. In a study of the multiplicative effects of
adverbs, Cliff (1959, p. 39) found that "slightly,"
"rather" and "very" have average multiplicative
values of approximately 0.5, 1.0 and 1.5. It is
reasonable to expect subjects to respond in the same
way to the ordinal relation among these adverbs.
With respect to the intervals between them, Abelson
and Tukey (1959) have shown that only rather gross
mis-scaling of interval size has a significant effect
on comparisons of moment statistics. As a result we
used these three adverbs to define the positions of
the scale and coded responses out from the center
as 1, 2 and 3. This led to -3, -2, -1, +1, +2, +3
as the code values of the scale positions.

Previous experience with the semantic differential con-
vinced us that placing the scaling adverbs on every
line interferes with the impact of the polar adjectives.
We have one page devoted to instructions (see Appendix
A), and use a symbol system of varying size circles to
stand for the modifiers.

An example of how the ratings in the present study are represented and coded is given below:

Word-pairs:	warm	O	o	.	.	o	O	cool
Punch code:		1	2	3	5	6	7	
Scoring:		+3	+2	+1	-1	-2	-3	

Subjects were instructed to make one circle between each pair of words according to how they felt about the person named at the top of each page. For each pair, they were to decide first, which side of the pair was most appropriate; second, how much they felt the person to be that way. When they felt the person to be "very much that way," they circled the large circle (coded 1 or 7), "rather much that way," the smaller circle (coded 2 or 6), and "slightly that way" the small dot (coded 3 or 5).

One kind of behavior which can interfere with effective measurement is the tendency for a respondent to use one side of the page more than the other regardless of content. We dealt with this problem by varying the side of the page on which the more attractive pole was placed. This necessitated an adjustment in scoring.

In order to bring the scaling of all items into line, ratings for items oriented to the left were subtracted from 8. This adjustment in scoring puts the positive end of each item at 7, the negative end at 1. In processing, all ratings were decreased by 4, so that the positive end was at +3, and the negative at -3.

We also scattered word-pairs or phrases with similar
meaning throughout the page, rather than allowing
them to appear together, so that replications of a
meaning dimension would be as independent as possible.

Subjects responded to the concepts in the following
order:

Myself	(feelings)
My Father	(feelings)
My Mother	(feelings)
Me as a Teacher	(behaviors)
Best-Liked Teacher	(feelings)
Best-Liked Teacher	(behaviors)
Me as a Teacher	(feelings)

The 20 questions about childhood relationships are
presented at the end of the questionnaire. For each
question about a relationship, the subject chose the
childhood person who best answers the question by
either circling "Mother," "Father," or "Teacher," or
selecting someone else and writing their name in the
space provided.

Biographical information about the subject was also
requested on the first and last page. On the first
page we asked for age, sex, year of training, class-
room experience, and grade and subject planned to
teach. On the last page we asked the subject to
circle the time when she first thought about becoming
a teacher and to give her religion, national origin,
marital status and Father's and Mother's occupations
and education levels. An example of each page of the
questionnaire is given in Appendix A.

CHAPTER III

PERSONALITY THEORY

In Chapter II we reviewed the development of the questionnaire. Before we can proceed to the data analysis we must erect a frame of reference within which to understand the findings. The dimensions by which we will discuss the data are the feelings, relationships, and behaviors recorded by the questionnaire. In order to make sense out of these pieces we need to orient them within a theory of personality. In this chapter we will outline the theory. In the next we will analyze the composition of the questionnaire and orient the dimensions isolated by factor analysis within the theory. This will prepare us to see what our findings show about the personal and professional development of the prospective teacher.

First, we will review Freud's structural point of view and explain the adaptations we have made to fit it to our personality theory. Then, we will describe how the structure of personality develops through four basic relationships with four structural roles. Finally, we will discuss the different ways in which Mother, Father, and Teacher can fill the structural roles and contribute to identity.

The Structure of Personality

Freud's structural point of view postulates three functionally related psychological institutions called id, ego, and superego. The id represents the instinctual aspects of personality. It is the mental expression of the physiology of the body. The ego consists of the perceptual and motor functions by which the individual relates to the external world and the internal

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functions by which he relates to himself. It coordi-
nates the inner institutions with each other and with
reality. The superego is the inner representation of
social obligations.

We distinguish a fourth institution, the ego-ideal.
In the development of his concept of conscience and
self-expectation, Freud (1927, p. 44; 1933, pp. 92-93)
referred to an ego-ideal, but in the end ne merged it
with the superego and emphasized its moral nature. We
use the ego-ideal to discriminate personal expecta-
tions and ambition from social obligations and conscience.
It refers to the ideals that the ego has with regard
to its own enhancement.

For us id, superego, and ego-ideal are psychic struc-
tures, mental representations of key aspects of per-
sonality. The ego in contrast is an adaptive function
which coordinates the three structures with each other
and with reality. Every act of the individual is a
creative construction by the ego in response to pres-
sure from id, superego, ego-ideal, and reality. The
act is a compromise chosen from the opportunities avail-
able and woven to meet as well as possible the conflict-
ing requirements of all four agencies. In this sense
each agency can be viewed as part of the cause of an
act. In order to understand an act, it is necessary
to evaluate the contribution of each of the four causes.

The cause due to the id, the animal cause, stems from
the physical needs of the body. When the ego succeeds
in satisfying the id, we feel comfortable. When the
ego fails there is tension with the id and we feel
anxious. Anxiety is the emotional sign of the animal
cause.

The requirements of reality form the reality cause.
When the ego deals effectively with reality we feel
secure. When it fails we feel afraid. Fear is the
sign of the reality cause.

The cause due to the superego is the moral cause be-
cause the superego represents our inner sense of what
society expects of us. The superego requires con-
sideration for others and self-denial. When the ego
meets the demands of the superego we feel virtuous.
When it fails we feel guilty. Guilt is the sign of
the moral cause.

Finally, the cause due to the ego-ideal is the self
cause, because the ego-ideal represents what the ego
wants to be, not for society but for itself. The
ego-ideal is the ego's image of its own capabilities
and the headquarters of its dreams of glory. When
the ego-ideal is satisfied we feel proud. When it is
not, we feel ashamed. Shame is the sign of the self
cause.

At the beginning of life the animal and reality causes
form a sufficient basis for understanding an act. But
as the recognition of mother grows so too does the
fear of losing her and the anxiety of not having her
care. As these inevitable frustrations are projected
onto mother, ambivalence develops. When she is inter-
nalized to alleviate the fear of losing her, she repre-
sents hate as well as love, demands as well as care.
This ambivalent internalization lays the foundation
of the superego. The first primitive form of the
moral cause comes into play and the understanding of
an act depends on evaluating the contributions of
three causes.

As recognition of separation from mother develops a
vital interest in self-reliance is precipitated.
This need for autonomy begins the construction of the
ego-ideal and initiates the self cause. From then on
the evaluation of four causes is necessary to under-
stand an act. The psychic structures and emotional
polarities governing the ego's relationship to these
structures and reality are shown in Figure 4.

Identification and the Construction of Identity

The structure of personality develops through identi-
fications which take place between the subject and sig-
nificant others in his environment. It is formed from
a more or less integrated accumulation of these identi-
fications which begin early in life, and continue into
maturity. The resulting personality is different from
the identity of any of the significant others, but it
is built on them and retains features of the emotions
and convictions which characterize these people who
have been important (Freud, 1927, p. 36; Erikson, 1950,
p. 228).

In this section we will describe four structural roles
-- friend, enemy, hero, and rival, and the way in which
they contribute to the development of personality.
These roles are "structural" because they derive their
significance from their connection with the inner
structures of id, superego, and ego-ideal. They are
connected with these inner institutions of the per-
sonality through three types of identifications: (1)
possessive, (2) placatory, and (3) emulative.

One way to give meaning to the connection between identi-
fication and the structural roles is to present a brief
outline of personality development. We take the point
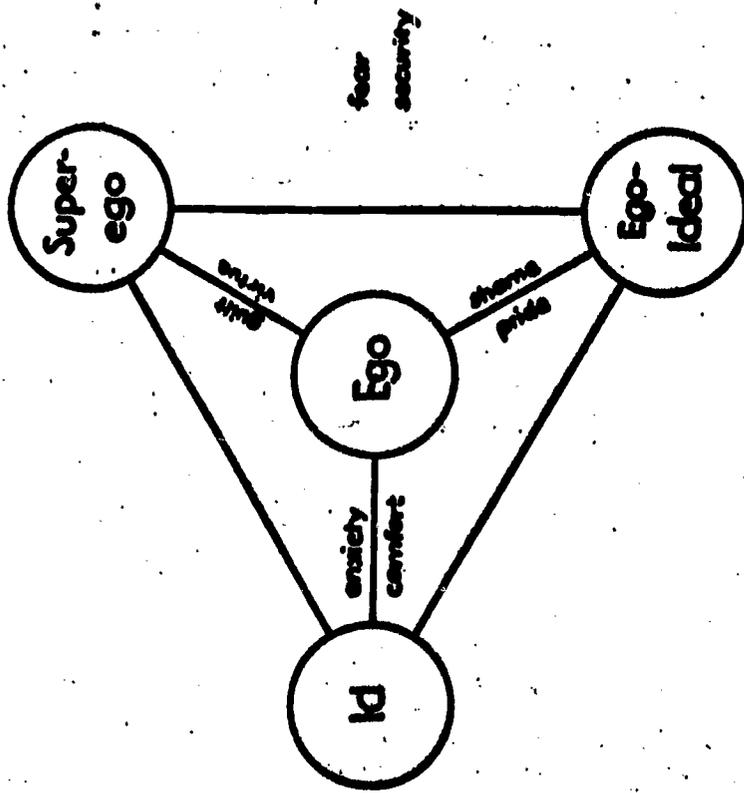
Fig. 4 -- The structure of personality

of view that the child is born with an unstructured
mind. All that exists is the tension which the child
feels from the inside, and the satisfaction which his
mother provides from the outside. At first the child
knows no distinction between inside and out. He does
not recognize his mother as a separate person. The
id-child experiences his mother as part of himself.
She is his ego.

When this ego-mother serves the id-child well, com-
fort prevails. But when the infant experiences an in-
crease of tension from unmet needs, he becomes anxious.
It is this anxiety that forces him to recognize that
mother is on the outside and that it is she who fails
to meet all his needs. The infant has no objective
way to master uncomfortable inner stimuli. But he
must rid himself of them to recover comfort. His
solution is to separate himself from noxious stimuli
by projecting onto the outer world the bad he experi-
ences inside. He "blames" his bad feelings on his "bad"
mother.

No mother can fulfill every wish and abolish all dis-
comfort, but the id permits no imperfections of serv-
ice. Any frustration creates some anxiety. Mother
is not the perfect friend. It is her fault when the
infant fails to get what he needs. When the infant
is uncomfortable, mother is the enemy.

By blaming his own bad feelings on mother the infant
begins the life-long process of creating an image of
the external world out of his own inner experiences.
He perceives mother according to how he feels.

The accomplishment of this projection is that the infant succeeds in seeing on the outside the dangerous frustrations which he felt on the inside. This objectifies these dangers and makes it seem possible to deal with them externally. It also lays the foundation for an intrapsychic subterfuge which is a life-long source of misperception. With the blaming of bad on mother a fundamental ego mechanism is born. If the cause for my troubles lies in the external world, I need not know my own contribution and can attack the cause objectively and without personal involvement.

As a solution to the problem of frustration, however, projection is an illusion. Only blame can be projected, not frustration. The anxiety due to an accumulation of frustrating experiences is not purged by projection. These bad feelings remain inside as an emotional residue and become the cornerstone for the superego.

As the child's perceptual processes mature, they bring him to the realization that there is a relationship between the way he feels on the inside and a different kind of mother -- a "good" mother -- who satisfies needs from the outside. When this realization sinks in, the infant and his good mother are no longer one. This dawning discrimination of good mother from self is the beginning of the perception of objective reality. It is precipitated first by the flight from "bad" through projection and second by the search for "good" through perception and introjection.

Realization that there is a relationship between the way the infant feels on the inside and the existence of a good mother on the outside uncovers a profound problem. The bad mother and the good mother are discovered to be one.

The infant wants to keep the bad mother who frustrates him outside, and have the good mother who satisfies him inside. He wants to bring good mother back where he originally experienced her as his only ego. Projection (getting rid of bad mother) is his way to master bad experiences. Introjection (taking in good mother) is his way to master good experiences.

Introjection is the original communication process. Through tasting, smelling, feeling, hearing, and seeing, the infant participates in his mother's emotions and possesses his mother. This process provides the basis for a satisfied id, as well as for later personal understanding, for intrapsychic harmony and interpersonal rapport.

We call this psychological relationship with mother possessive identification because,

> The libido has attached itself to a certain
> person; then owing to a real injury or disap-
> pointment concerned with the loved person,
> this relationship was undermined. The result
> was not the normal one of withdrawal of the
> libido from this object and transference of
> it to a new one but something different...an
> identification of the ego with the abandoned
> object...(Freud, 1953, IV, p. 159).

Bronfenbrenner (1960, p. 16) calls this "anaclitic" identification because it originates in the dependency relation between mother and child. It is also that part of Slater's "personal" identification which is motivated by love and the desire to have the loved person (Slater, 1961, p. 113). Possessive identification has its origin in infancy and its greatest effects during early childhood, but it occurs in adult life when we are separated from a loved person whom we need more than we know.

The recognition that "good" and "bad" are contained
in one mother, makes it impossible to relish good
mother who satisfies without swallowing bad mother
who frustrates. Possessive identification with good
mother incorporates bad mother, too.

Up to this point in his development the infant has en-
countered little necessity to control himself. He
has expressed his impulses at will. Now he begins
to realize that the immediate processes through which
tension is discharged are insufficient for survival.
If he is to obtain what he needs he must adapt to
reality. In particular, the child discovers that he
must comply with the bad mother in order to keep the
good one. This leads to a second kind of identifica-
tion.

Placatory identification is the basis for what might
be called the infantile superego. The motivation for
its formation is the need to placate the "enemy"
mother in order to keep the friendly one. Like
Mowrer's "developmental" identification it is moti-
vated by fear of loss of love (Mowrer, 1950, p. 592).

By the time the child is two or three, his ego is de-
veloping rapidly and he is enjoying burgeoning motor
and mental skills. He is increasingly aware of him-
self as an entity. Through the work of cleanliness
training he is not only placating his frustrating,
demanding mother but emulating his clean, competent
mother. He discovers that imitation is a powerful
tool for self-development and finds that there are
others beside his competent but demanding mother
worth imitating. His aspirations soar, his human re-
lationships complicate, and the disappointments he
encounters strike hard. He feels small and left out
of the pleasures of older children and grownups. He

compensates with fantasies designed to convince him
that he is strong and competent and can satisfy him-
self. He pretends to possess the privileges which
adults have. He plays at triumph and invincibility.
What he doesn't understand, he fills in with fantasy.
What he cannot accept, he changes or denies.

The activities which the child initiates are invented
by him to achieve the illusion of power. His heros
show him the way to become less dependent on mother
and more proud of himself. He uses them to construct
his ego-ideal by means of the third kind of identi-
fication.

Emulative identification is an identification to "take
over" the admired powers and possessions of a hero
(Wright, 1959, p. 371). Kagan (1958, p. 296) calls
it "imitation learning." Slater refers to it as "per-
sonal" identification when it is motivated by admira-
tion and as "positional" identification where it is
motivated by envy. Personal identification

> ...involves the identification of ego with
> the actual person of alter -- the adoption
> of his personality traits, values, and atti-
> tudes, even his view of ego...The child who
> identifies in this way with a parent is say-
> ing, in effect: "I want to be like you. If
> I were, I would have...your virtues...and I
> would love myself as much as I love you.
> (Slater, 1961, p. 113)

In positional identification

> There is no empathic understanding of alter
> but merely a putting of oneself in fantasy
> into the situation of alter and acting out
> the appropriate role...The child who identi-
> fies with a parent in this way is saying, in

> effect: "I wish I were in your shoes. If
> I wish hard enough and act like you do, I
> may after all achieve your more advantageous
> status" (Slater, 1961, pp. 113-14).

By the time the child is four or five some heros have
become rivals. He is initiating competitive relation-
ships that adults take seriously. The social struggle
for the attention of parents has become acute. The
young boy wants to assume,

> ...the place belonging to his father, who
> has hitherto been an envied model on account
> of the physical strength which he displays
> and of the authority in which he is clothed
> ...a rival who stands in his way and whom he
> would like to push aside (Freud, 1939, p. 91).

When mother is the beloved, father is the rival.
When father is the beloved, mother is the rival.

The conflicts that the child has over the strength and
potential consequences of his jealous wishes and his
fear of parental revenge lead to compliance and to a
second placatory identification this time with the
prohibitions of his parents. He becomes like them in
restricting his wishes, and the nucleus of his social
superego is formed.

The growth of reality coping ability in the ego and
the development of the ego-ideal has gradually shifted
the source of criticism for incompetence from the in-
fantile superego to the ego-ideal. The ego-ideal has
taken possession of shame and shame has become the
sign of self-criticism rather than social conscience.
Now on the foundations first laid by the inner image
of mother, and later elaborated by the infantile
superego, is formed the final structure, the social,
or Oedipal superego.

In this second placatory identification the boy,

> ...falls into a passive attitude to his
> father, of a kind such as he ascribes to
> his mother...while he continues as before
> to identify himself with his father, he
> also does so, simultaneously...with his
> mother...Apart from this encouragement
> of his femininity, fear and hatred of his
> father gain greatly in intensity. The
> boy's masculinity withdraws, as it were,
> into a defiant attitude toward his father,
> which in a compulsive fashion dominates
> his later behavior in human society. A
> residue of his erotic fixation to his
> mother is often left in the form of an ex-
> cessive dependence upon her, and this per-
> sists as an attitude of subjection to women.
> He no longer ventures to love his mother,
> but he cannot risk not being loved by her,
> since in that case he would be in danger of
> being betrayed by her to his father...The
> whole experience with all its antecedents
> and consequences...undergoes a highly ener-
> getic repression, and...all of the contending
> emotional impulses and reactions then set
> going are preserved in the unconscious,
> ready to disturb the later development of the
> ego after puberty (Freud, 1939, pp. 93-94).

This is what Bronfenbrenner (1960, p. 16) calls "iden-
tification as a function of fear of the aggressor,"
Mowrer (1950, p. 615) calls "defensive" identification,"
and Kagan (1958, p. 297) calls "prohibition learning."
It is the aspect of Slater's positional identification
which is motivated by fear of the power of the rival.
When we succeed against the rival we feel guilty and
afraid. When we placate him we seek to turn away his
accusations and evade his revenge.
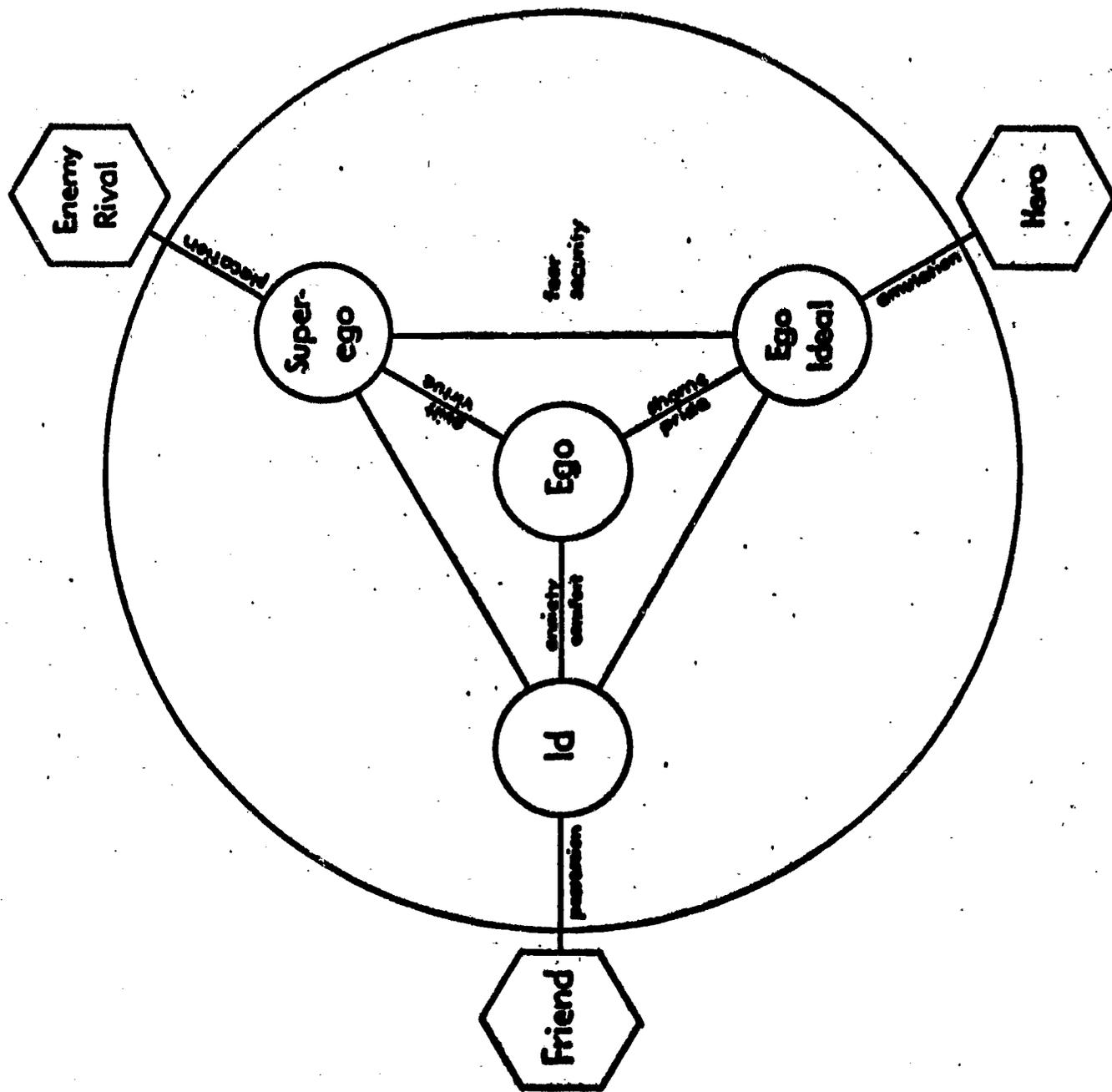
Fig. 5 -- Personality and identification

With the formation of the social superego, the basic
structure of the psyche is complete. It has become
complete through three kinds of identifications with
four structural roles. Possessive identification to
regain fulfillment is the way sympathy with a friend
elaborates the id. Placatory identification to pre-
vent separation is the way antipathy with an enemy
precipitates the infantile superego. Emulative iden-
tification to become competent is the way admiration
of a hero builds the ego-ideal. Placatory identifi-
cation to evade prosecution is the way interference
from a rival shapes the social superego.

We have specified two types of placatory identifica-
tion. The first is based on fear of loss of love. It
preserves the friendly mother so that she can be re-
possessed. The second is based on fear of power. It
preserves the relationship to the hero who has become
an interfering rival, so that emulation can be contin-
ued. Figure 5 depicts the connections between the
inner psychic structure and the structural roles.

Family Romance and the Choice
of a Career

The structural roles of friend, enemy, hero, and rival
are the vehicle by which childhood relations with sig-
nificant others influence the construction of identity
and shape the choice of a career. We will bring these
roles to life by examining the ways they might be
filled during the development of the child's psychic
structure. Mother and Father are the original candi-
dates. Teacher enters the picture when the child goes
to school. We will discuss how these three childhood
figures might fill the four structural roles.

Psychic Institution	Identification	Structural Role	Pre-Oedipal Romances			Post-Oedipal Resolutions	
			Father	Mother	Teacher	Feminine	Masculine
id	possession	friend	Father	Mother	Teacher	Father	Mother
infantile superego	placation	enemy	Mother	Father	Parents	Parents	Parents
ego-ideal	emulation	hero	Father	Mother	Teacher	Mother	Father
social superego	placation	rival	—	—	—	Parents	Parents
Major Childhood Influence			Father	Mother	Teacher	Parents	Parents

Fig. 6 -- Five ways Mother, Father, and Teacher can fill the four structural roles

Three pre-oedipal family romances and two post-oedipal
resolutions of these romances are possible. The pre-
oedipal romances are pre-social, two-person systems,
marked by the child's relation with one person to
the exclusion of all others. At this stage of develop-
ment these others may be enemies, but there are no
rivals. The post-oedipal resolutions are three-person
systems that develop out of the child's success in
resolving the competitive conflicts that occur when
he reaches the oedipal phase and in finding a way to
accept and relate to both parents at once. By this
time all four roles, including that of the rival, have
come into play. The various ways Mother, Father, and
Teacher fill the structural roles to form these ro-
mances and resolutions are outlined in Figure 6.

On the left in Figure 6 are the psychic institutions,
the identifications out of which they are built, and
the structural roles which connect significant others
to the development of psychic structure. On the right
are the five configurations of mother, father, and
teacher which form the three pre-oedipal romances and
the two post-oedipal resolutions.

In the "Father Romance" father is the strong, influ-
ential person in the family. The girl not only loves
her father and wants to possess him as a friend, but
she admires him and wishes to emulate him as a hero.
Mother does not appear in a positive role in this
father-daughter system. Neither does she interfere
effectively as a rival. If she appears at all, it is
only in the role of an enemy.

The "Father Romance" depends on the mother playing a
passive role in the family, for if she objected and
were a genuine rival, the romance could not persist

because the competition would have to be resolved.
Mother may be passive for various reasons. She may
be a weak, child-like person willing to play the part
of another daughter. She may have interests outside
of the family. Or, she may vicariously identify with
her daughter, because as a child she had a similar
romance with her own father. Whatever the reason,
there is no significant oedipal rivalry to be resolved.

In the "Mother Romance" the roles played by the parents
are reversed. Mother is the strong, influential per-
son in the family. The girl not only loves her mother
and wants to possess her as a friend, but she admires
her and wishes to emulate her as a hero. If father
appears at all, it will only be as an enemy.

The "Mother Romance" depends on father taking a back
seat. This is easy to imagine because father is usu-
ally away from home more than mother. In addition,
he could be a weak person or have especially strong
interests outside of his family. There is no sig-
nificant rivalry with father to be resolved. The child
gets what she wants -- her mother.

In the "Teacher Romance" we assume that either the
child's relationships with both parents were bad or
that her relation with her teacher was so good that
her parents were overshadowed. Unsatisfying relation-
ships with the parents is more likely. Mother and
father were either equally uninteresting or equally
forbidding. A teacher became the strong, influential
person in the child's life. The girl not only loves
and wants to possess her teacher as a friend, but ad-
mires and wants to emulate her teacher as a hero.
It is parents who appear in the role of enemy.

Now let us consider the two resolutions. In these situations there is a significant rival. The girl desires to possess father as a friend, but this puts her into competition with mother. Or she desires to possess mother as a friend, and so enters into rivalry with Father. The strength and importance of the rival parent will threaten the daughter's wish to take their place. The daughter must modify her attachment to one parent if she wishes to retain the acceptance of the other. It is this modification which leads to the resolution of the oedipal rivalry.

The modification is achieved by replacing the active attachment to the loved parent and the competition with the rival parent by intensified identifications. The attachment is replaced by identifying possessively with the loved parent and preserved vicariously by intensifying the emulative identification with the rival parent. Competition with the rival parent is attenuated by intensifying the placatory identification with them.

If the girl wants father, intensifying her emulative identification with mother permits her affectionate bond with father to be retained vicariously. Intensifying her placatory identification with mother cements that relationship. The girl ends up being like mother and having a relationship with father. Mother is her hero. Father is her friend. This is the feminine resolution.

In the masculine resolution the girl retains her affectionate bond with mother by intensifying her emulative identification with father. In this case she ends up being like father and having mother. Father is her hero. Mother is her friend.

While the residue of placatory relationships that the
girl has had with both parents forms the superego in
either case, the images that the girl has of herself
in the two post-oedipal resolutions are quite differ-
ent. The feminine resolution brings out the feminine
component in the girl's character. It leads to mar-
riage and motherhood. The masculine resolution brings
out the masculine component in the girl's character.
It leads to professionalization.

If this is what occurs in the case of the post-oedipal
resolutions, what happens in the case of the pre-
oedipal romances? How might we expect girls whose de-
velopment has been dominated by Father, Mother, or
Teacher Romances to satisfy their needs in a life
career?

The girl whose childhood relations have been shaped
by a "Father Romance" would like to _have_ father and
_be_ father at the same time. One might expect that
she, like the girl who has achieved a masculine reso-
lution, would be attracted to a masculine professional
life. But in her professionalization she is not only
interested in being father but also in having him.
The career problem centers on how to fulfill both of
these desires simultaneously.

What profession would make it possible for a girl both
to be and to have her father at one time? To be her
father she must find for herself the opportunity to
lead a professional life. To have him she must find
a profession where she can either act like a child
herself and have a good father or identify with well-
fathered children. Not many professions offer both
opportunities in one job. Nursing and teaching may
be the only ones.

As a teacher a girl is a working professional, but in her daily life with her pupils she can father them the way she wants and enjoy this fathering by vicarious identification with them. Teaching is a career we might expect to be attractive to girls who had Father Romances.

How does the girl whose development was marked by a Mother Romance satisfy her needs in her selection of a life career? She would like to have and to be Mother at the same time. Like the girl who has achieved a feminine resolution, she should be attracted to "Motherhood." But this will be motherhood of a different kind. The girl who has resolved her oedipal conflict with a Mother-Hero and a Father-Friend will look for a husband who resembles her father, but this girl who has had a Mother Romance will look for a husband who resembles her mother.

What about the girl who has had a Teacher Romance? When she gave up her parents and turned to teacher, she also gave up her interest in childhood. What joy could there be in remaining a child? School was more satisfying than home. Being a student with a beloved teacher was better than being her parents' child.

We would expect to find some sign of this in the self-concept of such a woman. The childhood basis of her life has been abandoned. We might also expect more independence on her part, because she has replaced dependence at home with self-assertion at school. The lack of satisfaction which she has suffered in childhood has prompted self-sufficiency and an accompanying premature ego-development. Like the girl of a Father Romance, we might expect the girl of a Teacher Romance to want to be a teacher. But she will be a teacher

of a different kind. The Father Romance girl's
main interest is in childhood and family relations.
The Teacher Romance girl's main interest is in
school.

CHAPTER IV

THE ORGANIZATION AND MEANING OF
THE QUESTIONNAIRE

The personality theory described in Chapter III formed
the basis for the development of the Questionnaire.
In order to sharpen our picture of this organization
in terms of observed responses to the individual items,
we did a series of factor analyses. The series con-
sisted of a principal component analysis with varimax
rotation for each concept on each type of item used,
and of a factor analysis with iterated communalities
and equamax rotation for each type of item with con-
cepts pooled. The results of these analyses were
similar to the results of the earlier analyses done
by Tuska and Sherman. They were integrated with the
underlying theory to form the final organization of
the Questionnaire into seven dimensions of personal
feeling, five dimensions of childhood relationship,
and five dimensions of teaching behavior.

Personal Feelings

Factor analysis of the 26 word-pairs in the Question-
naire yielded seven clusters representing seven per-
sonal feelings.

The first two feelings are associated with functions
of the ego. These ego functions develop (1) as the
impact of reality focuses attention and psychic energy
on perception; (2) as memory serves the recognition
of repetition and reveals the possibility of prediction;
and (3) as physical development makes exploration of
the world and imitation of the behavior of others pos-
sible. We call the ego functions represented in our
Questionnaire <u>Perceptive</u> and <u>Active</u>.

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The next three feelings are associated with the main-tenance of inner balance between superego, ego-ideal, and id. We call them <u>Obedient/Impulsive</u>, <u>Controlled/Relaxed</u>, and <u>Individualistic/Conforming</u>.

The last two feelings refer to inner synthesis in which id, ego-ideal, and superego are coordinated by the ego into a unified, well-organized whole.

The first of these, <u>Happy</u>, is more concerned with inner harmony and satisfaction. The second, <u>Confident</u>, emphasizes success in mastering both the inner and the outer world.

Ego-Functions

<u>Perceptive</u>

<u>Perceptive</u> is represented by the word-pairs,

> sharp/blurry
> deep/shallow
> bright/dull

"Sharp" represents the ability to perceive. "Deep" represents the ability to remember. "Bright" represents intelligence. <u>Perceptive</u> is associated with perceptual power and mental skill. Sensory perceptions enable the child to "take in" his surroundings. The memory of bad experiences provides a motive for tolerating tension until it can be discharged satis-factorily. Thinking makes the control of motility profitable. The motive for being Perceptive is the need for power, and the effect of perceptiveness is self-enhancement.

Active

<u>Active</u> is represented by the word-pairs,

<div align="center">

loud/quiet
active/passive
forceful/retiring
responsive/reserved

</div>

Activity begins with the realization that crying loudly
for mother, tends to evoke her. As the baby matures,
the autonomy achieved through motility is discovered.
"Forceful" implies the ability to orient one's actions
effectively toward persons and things. "Responsive"
implies the ability to relate to others.

Beginning teachers attempt to achieve order in the
classroom by commanding the children. When noise is
unsuccessful, they explore more active techniques for
discipline. They become more forceful. Finally,
with experience, they discover that responsiveness to
the children's feelings accomplishes more than either
noise or force.

Structural Conflicts

Obedient/Impulsive

<u>Obedient/Impulsive</u> is represented by the word-pairs,

<div align="center">

neat/sloppy
clean/dirty

</div>

Obedient implies the presence of an audience approving
or disapproving of what the child does. It arises
after the child perceives that "good" as well as "bad"
exists in mother. If he wishes to keep the good mother,
he <u>must</u> make concessions to the bad one. He discovers

he can avoid the unpleasure of scolding if he controls
himself, until he gets to the toilet. At the same time
he gains the pleasure of praise. He learns he can gain
more by emulating his friendly, competent mother than
by vieing with his scolding, demanding one. He takes
his first steps toward socialization.

Unlike Perceptive and Active which are self-enhancing,
Obedient is at first self-effacing. Out of fear of
loss or disapproval, the child joins forces with an
alien power against himself.

Impulsive, represented by "sloppy" and "dirty," is
the rule at birth. Impulsivity continues as long as
mother's competence is insufficiently appealing or she
is insufficiently demanding. Then there is neither
invitation nor need for the child to become socialized.
As he proceeds in life, he continues the messiness
that was natural in infancy.

There is an opposite kind of upbringing which also
leaves an interest in impulsivity. When cleanliness
training is demanded too soon and is too strict, the
child feels frustrated but fearful. He does not dare
to be messy on his own but finds no personal satisfac-
tion in cleanliness. His need to be impulsive is not
transformed into adaptive but satisfying action. It
remains in its primitive form repressed and unful-
filled.

Later in life satisfying such needs by proxy can be
a solution. A teacher can participate in the messi-
ness of children. Indeed she is in a good position
to provoke them into making more mess than they might
on their own. She can have children act out for
her emotions which she cannot act out for herself.
Teaching can enable her to carry on a rebellion against

the frustrations of her own childhood, a rebellion
which enables her to assert herself in an area where
she once gave in.

Controlled/Relaxed

Controlled/Relaxed is represented by the word-pairs,

> hard/soft
> tight/loose
> cool/warm

"Hard" and "tight" imply muscle tension. "Cool" im-
plies restriction of feeling. Thinking can be dis-
rupted by feeling. Cool heads provide protection
against irrational thinking.

Like Obedient, Controlled implies the presence of an
audience responding to what the person does. Now,
however, the audience is ego or self. With Obedient,
the audience was originally mother.

Control involves the ability to evaluate oneself.
Before a person can inhibit and redirect troublesome
impulses, he must be able to think objectively about
himself and imagine his plan of action as others will
see it. There is power and pride in achieving such
competence. In it we see the growth of the ego-ideal.

What prompts the development of a "hard," "tight,"
"cool" person? The words imply an intellectual, rigid,
inaccessible, adult state. They describe a proud,
aloof, and independent person, who has made unusual
efforts to develop a tough ego of his own. The mo-
tive for such efforts could only be unusual frustra-
tions in childhood. As a result the controlled teacher
might be expected to have more interest in the world
of adults than in the world of children.

The opposite of Controlled is Relaxed. "Soft," "loose," and "warm" imply an accessible, receptive, child-like, state associated with the id. The "relaxed" teacher must have had more satisfying experiences as a child. She might be expected to perpetuate what was pleasurable in her own childhood. Teaching would enable her to identify with the good side of her parents and, to experience again through vicarious identification with children the pleasure she had when she was young.

Indeed, as a child the relaxed teacher may have been satisfied too much, frustrated too little. She may be teaching school to avoid the demands of becoming a more mature person. The danger of being too relaxed is that it does not motivate self-development in pupils.

There is a contrasting childhood experience which can produce indulgence. The indulgent teacher may be reacting against bad experiences at the hands of others. Her desire to get satisfaction stems from too much frustration rather than too much satisfaction. She cannot satisfy her own needs because they make her guilty. Her solution is to satisfy her impulses by proxy, through her children.

The second kind of indulgence is different from the first. The first stems from oversatisfaction and tends to be easy-going and permissive. The second can be competitive and aggressive. In the second, the teacher may be so busy getting what she never had for herself that she competes with her children.

Individualistic/Conforming

<u>Individualistic</u>/<u>Conforming</u> is represented by the word pairs,

fancy/plain
elegant/ordinary

"Fancy" and "elegant" are exhibitionistic. In calling attention to self, they involve an attempt to clarify one's unique position in the world and become independent. To be able to be individualistic is important in the consolidation and growth of the ego.

Individuality implies two things: (1) love for self and (2) the need for attention. Focusing attention on the self serves to provide pleasure and undo pain, particularly the pain caused by the inevitable frustrations that arise in relationships with mother. In a sense, individuality compensates for the feeling of loneliness and isolation that besets the developing ego, and makes up for the loss of control over love from mother.

Conformity implies that the ambition for individuality has been sacrificed for the sake of sociability. The individual concedes to the social norm and does not strive to stand out on his own. The avoidance of guilt and the obligation of virtue have taken precedence over the pursuit of pride and the mastery of shame.

Teachers are concerned about how they look to their children. They may adorn themselves in fancy methods to fortify themselves for beginning teaching. They will evaluate what effect their endeavors to enhance themselves and their teaching have and modify their efforts accordingly. If their individuality doesn't

produce a result sufficiently worthy in the children,
they may be compelled by the pressure of guilt to move
in the direction of greater conformity. At least by
conforming they will have the implicit acceptance of
being like everyone else.

Ego Syntheses

Happy

Happy is represented by the word-pairs,

> happy/sad
> familiar/strange
> good/bad
> kind/mean

To be happy is to have successfully met the demands of
id, superego, and ego-ideal. Happiness means that
the ego has achieved satisfactory rapport with each
of the psychic institutions and managed to coordinate
their requirements into a unified whole. Thus, there
are three parts to happiness: the animal happiness
of the id, the moral happiness of the superego, and
the self happiness of the ego-ideal.

"Happy" and "familiar" represent the mood that comes
from having one's animal needs satisfied. When the
infant is comfortable and well fed, he trusts his
mother. The assurance of "having" his mother and hav-
ing his needs taken care of create in him a sense of
animal happiness. All is well in the id.

"Happy" and "familiar" are also concerned with virtue.
The ego feels "happy" and "familiar" when it knows
that it is respectable and that it has the required

relationship with the social world. Good conscience, rapport with the demands of the superego, produces a sense of moral happiness.

The ego also feels "happy" when pride wins over shame. When problems have been mastered, and the ego has lived up to the great expectations of its ego-ideal, the person experiences self happiness.

Concern about being "good" has to do both with the virtue of the superego and the pride of the ego-ideal.

The desire to be "good" stems from the child's fear of mother. Fear occurs when he realizes that mother frustrates as well as satisfies. If he is not good, he risks losing mother's love. She may withold what he needs. To be good means to concede.

Later, the desire to be "good" takes on a different tone. It focuses upon real goals: learning, physical and mental development, and the understanding of life. It feels good to the ego to be a success and live up to its own ideal.

The capacity to be "kind" develops out of the relaxed, receptive, emotional state that results from satisfaction in the id. Kindness is aroused by sympathy and nourished by love. To be kind implies the capacity for accepting others as though they were ourselves. We do this by taking them inside and treating them as our own friendly mothers treated us. By giving to and caring for another, we gratify our own needs. Through sympathetic participation in the experience of the other we provide for ourselves what our own good mother once provided for us.

Confident

__Confident__ is represented by the word-pairs,

> clear/vague
> sure/shifting
> strong/weak

Confidence reflects the ego's success in maintaining a balance between the three inner structures and reality. With respect to reality, Confidence depends on how perceptive and active the ego is in dealing with the outer world.

To keep the inner balance the ego must apply the control that is part of its own ideal against the laxity of the id, or the individuality of its ideal against the conformity pressed by the superego. If the ego fails to control the id on its own, it must evoke the aid of the superego and use obedience against the impulsivity of the id. But the price of this is the sacrifice of the individuality of the ego-ideal to the conformity demanded by the superego. Too much control is a sign of unhappiness. Emphasis on conformity is a sign that the ego in order to control the id is sacrificing the ideal it has for itself to the demands of the superego.

Childhood Relationships

With factor analysis we were able to combine the 20 questions about childhood into five basic kinds of childhood relationships. __Sympathy__ grows out of the satisfaction that good mother provides the id. __Antipathy__ develops out of unsatisfying experiences which are blamed on bad mother and begin the infantile superego. __Admiration__ is associated with the emulation of heros and the construction of the ego-ideal. __Interference__ reflects the intrusion of rivals and the

formation of the social superego. Influence represents
the impact of any potent figure on the development of
professional identity.

Sympathy

Sympathy refers to a relationship of mutual accord and
comfort with an understanding friend. It is repre-
sented by the items,

> Whom were you closest to?
> Whom did you like most?
> Whom did you want to be with most?
>
> Who made you feel best?
> Who liked you the most?
> Who wanted to be with you most?

It is possible to distinguish two forms of sympathetic
relationship. The first three items indicate a sym-
pathy which moves from self to other. The last three
indicate a sympathy which moves from other to self.

The first sympathetic relationship is with mother.
The inner effect of sympathy with an understanding
friend is a sense of inner harmony, rapport, satis-
faction, and trust (Erikson, 1950, p. 219). There
is a feeling of familiarity and "having" which is as-
sociated with comfort and the people who provide it.

The outer provider, mother, functions as an alter ego
who cares for the infant until he develops a strong
enough ego to care for himself. Sympathy is beneficial
from the point of view of providing comfort; however,
when a sympathetic relationship goes too far or lasts

too long, it inhibits ego development. This happens
because the challenge to develop independence is
dealt with by depending upon another, rather than
relying upon self.

Sympathy supports happiness. It encourages laxity
rather than control, and impulsivity rather than obe-
dience.

Antipathy

Antipathy refers to a relationship of mutual dislike
with a misunderstanding enemy. It is represented by
the items,

> Who disliked you most?
> Whom did you dislike most?
> Who understood you least?

Antipathy begins in unsatisfying experiences with
mother. Some antipathy is inevitable. The best of
all possible mothers is unable to fulfill every wish,
abolish every pain. There are always situations in
which the child feels disappointed and dissatisfied.

The inner effect of Antipathy is unhappiness and dis-
trust (Erikson, 1950, pp. 220-221). But the infant
has no way of mastering these uncomfortable feelings.
He must rid himself of them to re-establish inner har-
mony. He does this by blaming -- by projecting onto
the outside what he dislikes in himself. In this way
lack of satisfaction is blamed on mother who becomes
enemy as well as friend.

Admiration

Admiration refers to the child's appreciation and
emulation of a hero. It is a one-sided child-to-
adult attitude with positive tone, represented by
the items,

Whom did you admire most?
Who was most successful in life?
Whom did you most want to be like?

Admiration becomes active when a child realizes that
he cannot rely on mother for everything and must de-
velop on his own. He does this by choosing for imi-
tation aspects of power and competence that impress
him in others. These heros serve him as daring examples
of how to emancipate his ego and gain independence.
Failure to succeed in the struggle toward independence
produces feelings of doubt and shame. The inner effect
of successful identification with an admired hero is
a sense of autonomy (Erikson, 1950, p. 222).

Each choice of a hero is a step in pursuit of ambition.

Interference

Interference refers to the intrusion of a frustrating
rival. It is a one-sided adult-against-child action
with negative tone, represented by the items,

Who frustrated you most?
Whom did you fear most?
Who got their own way most?

The origin of interference lies in the infant's ear-
liest relationship with mother. Interference occurs
when the mother frustrates the child by failing to
give him what he needs. But at this stage it is not
distinguished from antipathy.

Interference becomes a relationship distinct from anti-
pathy when the child can interfere himself. Only then
can he recognize that interference is an action which
may or may not be associated with antipathy just as
the feeling of antipathy may or may not be expressed
in interference. At that point the interferer becomes
an active, envied rival whom the child fears and who
makes an ambition-provoking impression on him.

The effect of successful interference is to enforce
conformity and curb individuality. Initiative is at-
tended by guilt (Erikson, 1950, 224). The child con-
cedes. He fears that his impulses and ambitions will
expose him to revenge from his rivals. He resolves
the situation by restricting his wishes and internaliz-
ing the demands of each rival. It is these placatory
identifications which form the nucleus of his social
superego.

Influence

Influence refers to the effect on the child of adults,
some admired, some feared. Influence, like Interference
and Admiration, is one-sided, but it can have either
tone. It is an adult-to-child action that may accompany
either Interference by the adult or Admiration by the
child. It involves both rivals and heros.

Influence is represented by the items,

> Who did the most with you?
> Who taught you the most?
> Who most influenced you to become a teacher?

Mother, as the child's first example, is the first in-
fluence. But in the items we have used to represent
Influence we have paved the way for later heros and
rivals like father and teacher.

Admiration is a positive concomitant of Influence.
Those we admire are likely to influence us, and those
who influence us often stir our admiration. Inter-
ference is a negative concomitant. Those who inter-
fere are apt to influence us, and those who influ-
ence us have often interfered.

Teaching Behaviors

Factor analysis of the 18 phrase-pairs yielded five
types of teaching behavior. Two of these, _Blaming_
and _Understanding_, emphasize the subjective relation-
ship between teacher and child. Blaming has to do
with projecting bad, Understanding, with introjecting
good. The other three, _Participating_, _Inspiring_, and
Demanding emphasize the teacher's actions. Partici-
pating is connected with the structural role of friend;
Inspiring with the role of hero; and Demanding with
the roles of enemy and rival.

Blaming

The Blaming Teacher is identified by the items,

Dislikes us/likes us
Always looking for trouble/never looking for trouble
Often makes students look foolish/never makes students look foolish

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Blaming has its origin early in life. It develops out of the frustrations every infant experiences, and is the means he uses to rid himself of uncomfortable stimuli that are interfering with inner contentment.

Blaming is based on projection, the defense mechanism in which a wish or impulse of the subject is attributed to some other person or object in the outside world. Blaming is unrealistic in the sense that it puts into reality more than is there. It is adaptive in the sense that it separates the ego from dangers in the id.

When children act up, they stimulate repressed impulses in their teacher. Her sense of her own bad self is aroused by her children. She becomes anxious and guilty. The teacher must deal with these bad feelings. By using the children as her all-bad-self and reserving for her own the part of her all-good-self, she works out her inner conflict. Unfortunately, by putting her bad feelings into the children, the blaming teacher loses the chance to understand or modify the cause of these bad feelings in herself.

Understanding

The Understanding Teacher is identified by the items,

Always knows what mixes us up/never knows what mixes us up
Knows if we are trying/doesn't know if we are trying
Knows which students like each other/doesn't know which students like each other

While Blaming develops out of the experience of frustration, Understanding grows from experiences of trust and satisfaction. The seed of understanding is sown when the infant realizes that there is not only a bad mother who interferes with his feeling of well-being, but a good mother who makes him feel well. When he sees that his bad and good mother are one, he starts making concessions to the enemy in order to keep the friend.

Understanding develops out of our desire to keep the good, friendly mother with us. We do this by understanding others as mother understood us. A teacher understands by bringing her children to life inside her and knowing them in terms of her own childhood. This is the way she once understood her mother. By identifying the children with herself, and herself with her mother she has again the understanding she enjoyed as a child.

Participating

The Participating Teacher is identified by the items,

Always thinks we'll do well/always thinks we'll do badly
Helps us too much/never helps us
Acts young/acts old

Participation develops out of sympathetic relations with friends, originally mother. The participating teacher sympathizes with her children and sees things their way. This altruism is made possible by her vicarious enjoyment of their childish pleasures. The quality of her participation depends on why she is interested in childhood.

There are two possibilities. One is that the teacher
herself was oversatisfied. Her own childhood was too
good and she would like to remain there forever.
There was little motivation to develop an adult ego
of her own. Now she teaches to perpetuate the joys
and satisfactions of childhood.

The other possibility is that the teacher is attempt-
ing a late rescue by proxy of a childhood that was un-
satisfying but not hopeless. She did not receive all
the gratifications and privileges that she felt could
have been hers. Now she revisits childhood to gain
through her children what she missed. Her motive for
teaching is reparation rather than perpetuation.

Inspiring

The Inspiring Teacher is identified by the items,

Inspires us/doesn't inspire us
Teaches us a lot/doesn't teach us much
Makes us want to learn/makes us not want to learn

The ability to be inspiring is built out of emulative
identifications with admired heros. It requires a
creative fusion in the ego-ideal of control over the
laxity of the id and of individuality against the con-
formity of the superego.

To be inspiring denotes a capacity to awaken creative
impulses. Creative impulses are associated with free-
dom from inhibition and a productive relationship be-
tween ego-ideal, superego, and id. The inspiring
teacher has achieved a successful cooperation of her
id and superego with the ambitions of her ego-ideal.
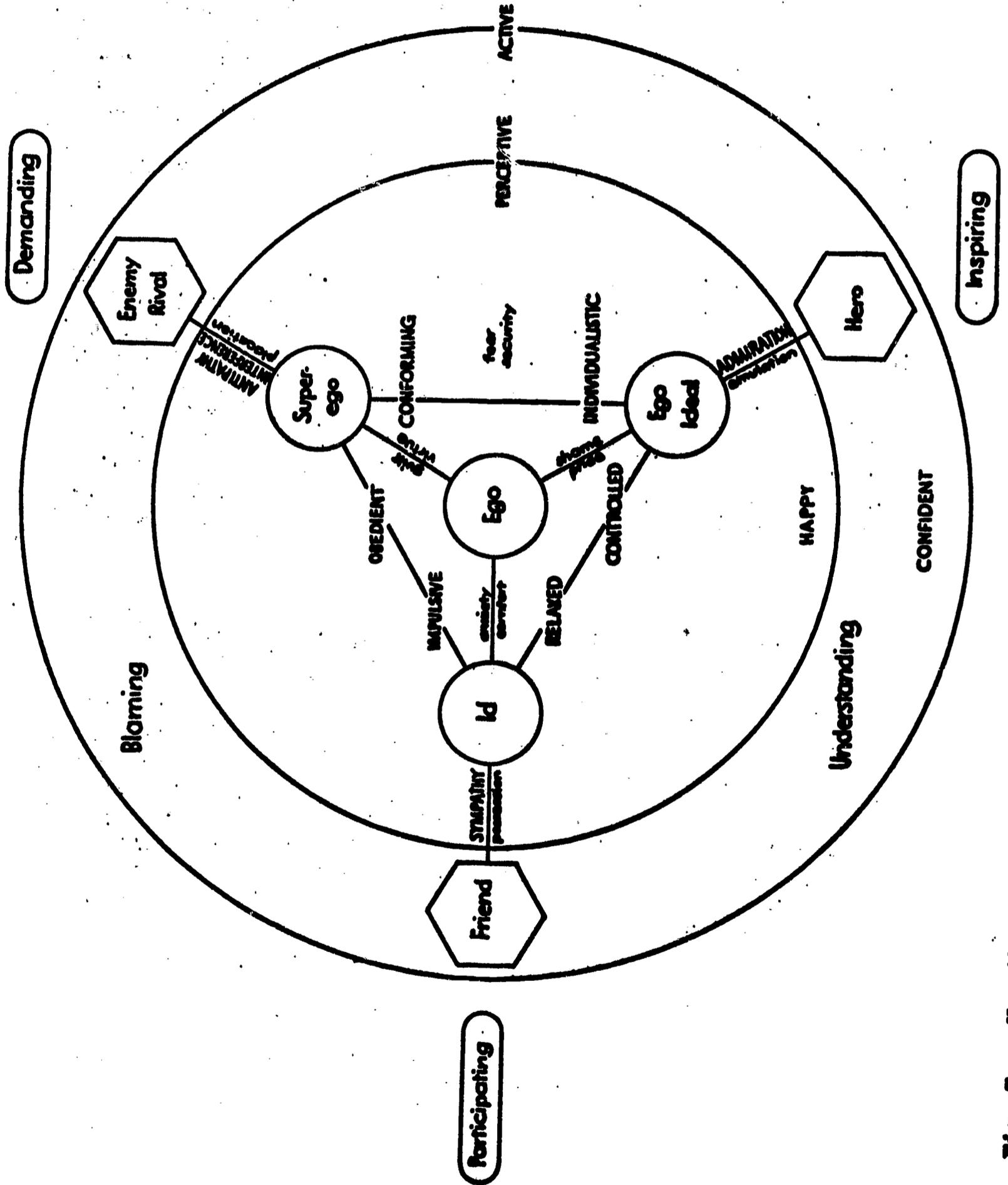
Fig. 7 -- How the organization of the Questionnaire fits the personality theory

Demanding

The Demanding Teacher is identified by the items,

Makes us keep quiet/lets us be noisy
Makes the work too hard/makes the work too easy
Has too many rules/has hardly any rules

Demandingness develops out of placatory identifica-
tions with enemies and rivals. It has its origin in
the impulsive child's struggle with his clean, de-
manding mother, and crystallizes with the resolution
of the intra-family competition between the child
and his parental rivals.

The demanding teacher has renounced satisfactions of
her own for the sake of maintaining relationships
with those she loves and fears. Now she requires of
her children what her conscience demands of her. In
the development of this conscience she has not only
conceded to the power of her rivals, but been impres-
sed by their aggressive success in enforcing their
demands. Teaching offers her permission to be equally
aggressive as long as it is in behalf of similar de-
mands. It is easy to become a tyrant for the sake
of the greater good.

How the Organization of the Questionnaire
Fits into the Personality Theory

In Chapter III we sketched the theory which formed
the basis for developing the Questionnaire. In this
chapter we have described the 17 dimensions into which
the Questionnaire was factored. We have put these
pieces into one picture of personality in Figure 7.
The dimensions of the Questionnaire and the structural
elements of the personality theory are placed so that
their primary relations are represented by proximity
in the diagram.

This picture of personality can be summarized in terms
of two basic orientations which develop out of the in-
dividual's childhood relationships. The first orienta-
tion is the desire "to have." It originates in the
earliest relationship between mother and child. The
child starts life needing mother and wanting to possess
her. But he cannot keep her unless he pleases her. So
the desire to have includes the need to please. "Hav-
ing" involves both the desire to satisfy the id and
the need to conform to the superego.

The desire "to have" is satisfied by sympathetic re-
lations with friends who, like mother, provide an inner
feeling of comfort and security. "Having" manifests
itself in behaviors like Understanding and Participat-
ing. Understanding allows the teacher to keep the good,
friendly mother inside of her, while Participating en-
ables her to perpetuate childish enjoyments once ex-
perienced with mother.

While Sympathy supports "having" and encourages the
person to be relaxed and impulsive, Antipathy arouses
anxiety. It erodes feelings of happiness and rapport
in the id. The experience of "not having" results in
Blaming and Participating behavior. Here, participat-
ing serves to repair rather than to perpetuate child-
hood. The teacher wishes to gain what she did not get
when she was a child.

The infantile superego is built out of "not having"
experiences. "Not having" creates fear of loss of sig-
nificant others. It brings the child to the realiza-
tion that he will lose mother unless he placates her
by meeting her demands. He must adapt and make com-
promises. He curbs impulsivity and learns obedience.

The desire "to be" originates out of the frustration
which the child experiences in relation to the demand-
ing, enemy mother. It is fostered by his successful
emulation of the competent, hero mother and his placa-
tion of his envied parental rivals. Rivalry between
child and parent precipitates the oedipal superego.
When the child fails to honor the demands he has in-
ternalized he feels guilty. When he is conscientiously
demanding of himself he feels virtuous. "Being" in-
volves success in conforming to the demands of the
superego and in living up to the dreams of the ego-ideal.

The desire "to be" leads to autonomy, resourcefulness,
and independence. As the ego becomes successful in
dealing with reality through being perceptive and ac-
tive, and in providing the id with better long-run ex-
perience than can be obtained by impulsive behavior,
it develops positive self-regard and ideals of self-
mastery. This is where Control, Individuality, and
the ability to be an Inspiring Teacher come in. An
important feature in the ego's view of itself is how
far it has developed beyond the weaknesses and in-
capacities of dependent childhood. When it discovers
a weakness, a regression, a sign of childhood incapac-
ity, its good opinion of itself is threatened and it
feels ashamed. When it lives up to its own expecta-
tions and ambitions, when it channels the creative
impulses of the id into positive lines without stum-
bling over the superego, it feels proud.

While relationships with friend and enemy prompt "hav-
ing," relationships with hero and rival prompt "being."
In the case of "having," friend and enemy are often
one. The friendly mother we need is the demanding enemy
we hate. In the case of "being," hero and rival are
often one. The heroic mother whose competence we ad-
mire and whose power we envy is the threatening rival
who interferes.

CHAPTER V

THE SAMPLE

Source of Subjects

The subjects for this study were women enrolled in elementary and secondary teacher training programs. They were drawn from the programs of three kinds of teacher training institutions. The sampling was structured so that about 40 percent would come from teachers' colleges, and 30 percent each from the teacher preparation programs at universities and liberal arts colleges. The purpose of spreading the sample over institutions in this way was to include in the study a range of respondents undergoing a variety of training programs.

The first step in setting up the sample was to compile a list of institutions which were accessible and offered the possibility of extended contact. The second step was an exploratory interview with the director of teacher training at each institution. Twelve of the nineteen institutions contacted were sufficiently interested to help us collect two observations from their teacher training students and to supply us with home addresses so that we could contact these students by mail during their first year of teaching for a third observation.

Of these twelve institutions, five were teachers' colleges, four were universities, and three were liberal arts colleges. We included all the teacher training students in these institutions from whom we could obtain a first questionnaire before practice teaching and a second one afterwards.

Schedule of Observations

Three time points were selected to get at critical
stages in the development of the professional iden-
tity of the young teacher. The image that the stu-
dent has of herself as a teacher before practice
teaching is a fantasy of how she will achieve per-
sonal fulfillment through teaching. Practice teach-
ing modifies this image in the direction of what
the student teacher practices being. During the
first year of teaching the image becomes the reality
of what the young teacher has actually succeeded in
being as a teacher.

The first administration of the questionnaire before
practice teaching took place in the Spring or Fall of
1962. Subsequently subjects were tested in two groups.
Group A graduated in the Spring of 1963 and taught
during 1963-64. They responded to the questionnaire
first as Juniors in the Spring or Seniors in the Fall
of 1962, and second following practice teaching as
Seniors in the Spring of 1963. Third questionnaires
were collected from these subjects by mail in the
Spring of 1964 during their first year of teaching.

Group B graduated in the Spring of 1964 and taught
in 1964-65. They responded to the questionnaire
first as Sophomores in the Spring or Juniors in the
Fall of 1962, and second, following practice teach-
ing as Seniors in the Spring of 1964. Their third
questionnaires were collected by mail in the Spring
of 1965 during their first year of teaching.

Three institutions had graduate teacher training pro-
grams. Students in these programs were tested early
in the program before practice teaching. Their second

TABLE 1

DISTRIBUTION OF SUBJECTS
BY INSTITUTION AND QUESTIONNAIRE COMPLETION

Institution	First and Second Testing N_1	Third Testing Reply[a] N_2	Third Testing Complete[b] N_3	Percent Reply N_2/N_1	Percent Complete N_3/N_1
Teachers' Colleges					
Mills College of Education					
A[c]	45	29	20	64.	44.
B	60	43	35	72.	58.
Total	105	72	55	69.	52.
National College of Education					
A	58	33	27	57.	47.
B	77	50	35	65.	45.
Total	135	83	62	62.	46.
Concordia Teachers College					
A					
B	100	65	58	65.	58.
Total	100	65	58	65.	58.
Bank Street College of Education					
A	19	13	10	68.	53.
B	–	–	–	–	–
Total	19	13	10	68.	53.
Chicago Teachers' College					
A	29	14	11	48.	38.
B	31	27	25	87.	81.
Total	60	41	36	68.	60.
Total: Teachers' Colleges	419	274	221	65.	53.
Liberal Arts Colleges					
Augustana College					
A	32	28	24	88.	75.
B	43	36	32	84.	74.
Total	75	64	56	85.	75.
St. Xavier					
A	26	22	15	85.	58.
B	42	31	27	74.	64.
Total	68	53	42	78.	62.
Mundelein College					
A	24	22	19	92.	79.
B	22	14	14	64.	64.
Total	46	36	33	78.	72.
Total: Liberal Arts Colleges	189	153	131	81.	69.
Universities					
New York University					
A	60	30	20	50.	33.
B	116	68	54	59.	47.
Total	176	98	74	56.	42.
Roosevelt University					
A	99	64	51	65.	52.
B	–	–	–	–	–
Total	99	64	51	65.	52.
Claremont Graduate School					
A	25	20	14	80.	56.
B	12	9	8	73.	67.
Total	37	29	22	78.	59.
University of Chicago					
A	52	35	30	67.	58.
B	–	–	–	–	–
Total	52	35	30	67.	58.
Total: Universities	364	226	177	62.	49.
Total: All Institutions	972	653	529	67.	54.

[a] The number of women in the doublet sample who indicated their willingness to respond a third time.

[b] The number of women in the doublet sample who actually responded a third time.

[c] A-tested 1962-1964, B-tested 1962-1965.

testings were obtained just before graduation, and
their third testings in the Spring of their first
year of teaching.

The final sample of triple responses was obtained from
the 972 women who responded to the questionnaire two
times. Letters were sent to these subjects asking if
they would be willing to participate a third time.
Of the 972 women, 653 replied that they would, and
529 actually returned third responses. Table 1 re-
ports the distribution of these women by institution.
Of these 529 women, 21 had to be dropped from the
sample because their questionnaires were incomplete.
This left 508 complete cases in the final sample.

Sample Description

At the first testing these 508 young women had an
average age of 21 years. In social class they were
3 percent upper, 21 percent upper middle, 34 percent
middle, 21 percent lower middle, 16 percent upper
lower, and 3 percent lower. In religion they were
38 percent Protestant, 36 percent Jewish, and 22 per-
cent Catholic. Eighty-six percent were unmarried.

Table 2 describes these 508 subjects by type of in-
stitution and teaching level plans. Teaching level
plans have been grouped into three categories: (1)
Lower School -- kindergarten through third grade,
(2) Middle School -- fourth through eighth grade, and
(3) High School.

TABLE 2

FINAL SAMPLE OF 508 TRIPLE RESPONSES BY INSTITUTION AND TEACHING LEVEL

Institution	Kgtn.-3rd		4th - 8th		9th - 12th		All Levels	
	N	%	N	%	N	%	N	%
Teachers' Colleges								
Mills College of Education	55	21.7	-	-	-	-	55	10.8
National College of Education	34	13.4	17	10.2	-	-	51	10.0
Concordia Teachers College	28	11.0	23	13.9	6	6.8	57	11.2
Bank Street College of Education	9	3.5	1	1.0	-	-	10	2.0
Chicago Teachers' College	5	2.0	23	13.9	8	9.1	36	7.1
Total: Teachers' Colleges	131	51.6	64	39.0	14	15.9	209	41.1
Liberal Arts Colleges								
Augustana College	17	6.7	15	9.0	23	26.1	55	10.8
St. Xavier College	16	6.3	13	7.8	8	9.1	37	7.3
Mundelein College	7	2.8	8	4.8	17	19.3	32	6.3
Total: Liberal Arts Colleges	40	15.8	36	21.6	48	54.5	124	24.4
Universities								
New York University	43	16.9	27	16.3	-	-	70	13.7
Roosevelt University	18	7.1	22	13.3	11	12.5	51	10.0
Claremont Graduate School	17	6.7	8	4.8	-	-	25	4.9
University of Chicago	5	2.0	9	5.4	15	17.0	29	5.7
Total: Universities	83	32.7	66	39.8	26	29.5	175	34.4
Total All Institutions	254	100.1	166	100.4	88	99.9	508	99.9
Percent of 508		50.0		32.6		17.3		99.9

Teaching Level

Circumstances of Observation

First and Second Testings

At the first and second testings questionnaires were
administered to the students in groups at their re-
spective institutions. To protect their privacy we
asked them not to sign their questionnaires. Instead,
they wrote their name and questionnaire number on a
three-by-five card. These cards were used to collate
the first, second, and third questionnaires for each
subject.

When we presented the questionnaire to a group we told
them that our purpose was to learn what attracted
people into teaching. We wanted to understand the
psychological basis for teaching as a professional
choice. We told them that many experienced teachers
felt parents and former teachers played an important
part in the choice of teaching as a career. Our
questionnaire was therefore devoted to a study of
these figures.

When subjects had trouble responding to items, we en-
couraged them to relax, to be expressive, even poetic.
In almost all cases this point of view enabled them
to complete the questionnaire. We asked them to work
carefully, but not to deliberate laboriously over any
one item.

When the question of a parent who is dead or has never
been known came up, we encouraged subjects to rate
this parent figure as they thought they might be,
rather than leave the page blank.

Sometimes subjects wanted to skip items. We encouraged them to answer every item, even when they didn't feel strongly about it.

We collected the cards with name and number on them as soon as they had been filled out, but let the subjects take as long as they wanted on the questionnaire. No subject took more than an hour to complete the questionnaire. Most took about 30 minutes.

Third Testing

At the third testing subjects were no longer gathered in their respective teaching institutions. They had graduated and were about to complete their first year of teaching. All of the third questionnaires were collected by mail. When we wrote to the women who had completed two questionnaires, asking them if they were willing to respond a third time, we also asked whether they were currently teaching, had taught since graduation, and if so, how long; and if not, what they were doing. This information was subsequently coded and punched into the cards containing responses to the third questionnaire. The letter containing these supplementary questions is shown in Appendix A.

Questionnaires were sent immediately to all those who responded. When necessary, follow-up phone calls or letters were used to encourage the return of questionnaires. The rates of return for subjects from each institution are shown in Table 1.

Contrast Groups

In addition to the responses given by the 508 women
in our final sample, we also collected responses from
four contrast groups. Three of these were experienced
teachers, teaching at the same three levels as our
prospective teacher groups. Among these there were
102 lower school, 94 middle school, and 50 high school
teachers. The fourth contrast group was 153 young
women, for the most part still in college, with no
plans to teach.

Only one response was collected from the women in the
contrast groups. This was done in 1962 at about the
same time we obtained the first response from our
prospective teachers. Procedures for obtaining the
observation and administering the questionnaire were
similar.

Approximately half of the experienced teachers and
half of the women with no plans to teach were in at-
tendance at institutions where we collected the data
from our prospective teachers. Seventy-one percent
of the experienced teachers were studying at the
graduate level. Ninety-six percent of the women not
planning to teach were undergraduates.

The sources of the four contrast groups of women are
listed in Table 3.

TABLE 3

THE FOUR CONTRAST GROUPS

Source[a]	Experienced Teachers						Non-Teaching Women	
	Kgtn.-3rd		4th - 8th		9th - 12th			
	N	%	N	%	N	%	N	%
Concordia Teachers College	24	23.5	22	23.4	4	8.0	-	-
Stanislaus County, California Teachers	13	12.7	20	21.3	-	-	-	-
Pestalozzi Froebel College	12	11.8	-	-	-	-	-	-
Calvin College	9	8.8	6	6.4	3	6.0	-	-
Bank Street College of Education	9	8.8	4	4.3	-	-	-	-
Chicago Teachers College	8	7.8	10	10.6	4	8.0	-	-
Mundelein College	7	6.9	7	7.4	16	32.0	-	-
Park Manor School	-	-	5	5.3	-	-	43	28.1
Claremont Graduate School	-	-	-	-	7	14.0	-	-
Rutgers University	-	-	-	-	5	10.0	-	-
University of Chicago	-	-	-	-	3	6.0	-	-
St. Xavier College	-	-	-	-	-	-	-	-
Bowling Green State University	-	-	-	-	-	-	23	15.0
Housewives & Mothers	-	-	-	-	-	-	19	12.4
George Williams College	-	-	-	-	-	-	15	9.8
Augustana College	-	-	-	-	-	-	9	5.9
	-	-	-	-	-	-	7	4.6
Other[b]	20	19.7	20	21.3	8	16.0	37	24.2
Total	102	100.0	94	100.0	50	100.0	153	100.0

[a] The order of rows follow the decreasing magnitude of percentages contributed by various sources in the Experienced Kgtn.-3rd Grade Teacher Group. Sources not contributing to this group are presented in order of decreasing magnitude.

[b] This category consists of small groups of women from sources which contributed less than the smallest number of women reported in a given column.

CHAPTER VI

THE ANALYSIS

Three Types of Teachers

In Chapter III we discussed some possible relation-
ships between personality development and the choice
of a career. We will investigate the choice of
teaching by comparing the 508 prospective teachers
with the 153 women not planning to teach.

The 508 prospective teachers differ in their teach-
ing plans. We take the point of view that choice of
grade level also reflects personality development.
The teaching level chosen fits the personality of
the chooser. The prospective teacher seeks the
grade level at which she can best live up to her
professional ideals, conform to the demands of her
conscience, and satisfy her own personal needs.

In the lower school, teachers deal with children five
to nine years old. The children have not entered
pubescence. They are immature sexually and small in
relation to the teacher. Intellectual tasks are
simple and concrete. Few, if any, threaten the
teacher's intellectual abilities. The high school
teacher, in contrast, deals with adolescents fourteen
to eighteen years old who are sexually mature and as
big as she is. Some intellectual tasks are as diffi-
cult for teacher as pupil.

As a result teacher-pupil relationships at the two
levels are different. At the lower level the teacher
is in a clear position of adult superiority. There
is a hierarchical relationship in which the children
are dependent upon the teacher and the teacher takes
care of the children. At the high school level adult
superiority is not assured for the teacher. Teacher
and pupil are often closer to a peer relationship
than to a hierarchical one. In order to retain com-
mand the teacher must either invoke the authority
of the social structure, or succeed as a leader hero.

Because of these differences lower and high school
teaching should attract different personality types.
In terms of the family romance theory of career choice
described in Chapter III we might expect lower school
teaching to be particularly appealing to girls whose
development was shaped by a father romance. The com-
bination of superior status and the opportunity to
care for children and in this way to enjoy family
care vicariously should be tempting to them.

In contrast, the high school level with its greater
emphasis on teaching and the dissolution of sharp
hierarchical relationships should have special appeal
to girls who had teacher romances. The depreciation
of childhood in high school should appeal to their
disenchantment with family relations. The emphasis
on teaching should help them to enjoy their identifi-
cation with their hero teacher.

We do not know yet how to identify such latent types
in terms of the manifest responses in our data. But
an explicit, if imperfect, sign distinguishing these
types among our prospective teachers is the grade at
which they plan to teach. In the analysis we will use
teaching level plans as the indicator of latent per-
sonality type.

TABLE 4

BIOGRAPHICAL DESCRIPTION
OF PROSPECTIVE TEACHERS AND CONTRAST GROUPS

| | Prospective Teachers | | | Non-Teaching Women | Experienced Teachers | | |
| | L | M | H | | L | M | H |
	N=254	N=166	N=88	N=153	N=102	N=94	N=50
Age							
Mean	21.3	21.0	21.1	19.8	24.6	24.5	23.7
Sd. Dev.	4.5	4.8	5.1	1.2	3.3	3.0	2.6
Social Class[a]							
% Upper	4.3	1.8	1.1	5.2	1.0	1.1	2.0
% Upper Middle	26.4	12.7	18.2	13.7	11.8	10.6	14.0
% Indeterminate Middle	32.7	39.8	28.4	24.2	28.4	24.5	28.0
% Lower Middle	18.9	24.1	20.5	23.5	24.5	25.5	22.0
% Upper Lower	13.4	15.1	23.9	19.0	23.5	25.5	24.0
% Indeterminate Lower	3.1	2.4	5.7	4.6	6.9	6.4	6.0
% Lower Lower	-	.6	1.1	-	2.9	3.2	4.0
Religion							
% Protestant	33.4	41.0	45.5	36.6	67.7	75.5	48.0
% Jewish	45.7	31.3	12.5	3.9	7.8	4.3	4.0
% Catholic	16.1	22.2	37.5	48.4	16.7	18.1	40.0
% Other	.8	4.0	1.1	-	-	1.1	4.0
Marital Status							
% Single	85.0	85.5	88.6	81.7	57.8	69.1	66.0
% Married	8.7	6.6	6.8	2.6	25.5	14.9	12.0
% Married, children	4.8	2.4	1.1	5.9	13.7	14.9	20.0

[a]Social class ratings were derived from the occupations of the subjects' fathers.

To investigate the relationship between personality
development and teaching plans we combine our pros-
pective teachers into three teaching level groups on
the basis of their plans at the first testing. The
254 women planning to teach kindergarten through third
grade will be the lower school group. The 166 women
planning to teach fourth through eighth grade will be
the middle school group. The 88 women planning to
teach ninth through twelfth grade will be the high
school group.

We will take these three groups as representations of
latent psychological types and analyze the character-
istic attitudes of each group as though it were the
attitudes of a single woman. In so far as our women
differentiate on the basis of their teaching plans
into psychological types, we will have observed atti-
tude differences between them and on the basis of
these differences can make inferences concerning the
personality characteristics of the latent types.

Biographical Characteristics of Prospective
Teachers and Contrast Groups

Biographical descriptions for the three groups of
prospective teachers and four contrast groups are
given in Table 4. When we examine these descriptions,
we see that the prospective teachers are three years
younger than the experienced teachers, but a year and
a half older than the women with no plans to teach.
As would be expected from their difference in age and
position in life, more of the prospective teachers
and women with no plans to teach are single.

With respect to differences among the prospective
teachers, Table 4 shows that more of the prospective
high school teachers come from the lower class. More
of them are Catholic. Fewer are Jewish. In contrast
more of the prospective lower school teachers come
from the upper middle class. More of them are Jewish.

Finally, there are more Catholic women and far fewer
Jewish women among those not planning to teach than
among the prospective teachers.

The fact that there are social class and religious
differences among the prospective teacher and con-
trast groups leads to two questions. Do social class
and religion influence ratings on the questionnaire?
If they do, are our measures of the relation between
teaching plans and attitudes significantly confounded
with the effects of social class and religion? We
will take up the investigation of these two questions
after we have described how ratings on individual
items were reduced to the seven dimensions of personal
feeling and the five dimensions of teaching behavior
discussed in Chapter IV.

Dimension Scores

As we analyzed the data item-by-item we soon saw that
it was fruitlessly cumbersome to describe groups and
make comparisons between groups for each interpersonal
image on each of the 26 word-pairs or 18 phrase-pairs.
To simplify the presentation of the data we grouped
items according to the clustering of feelings and be-
haviors found in the factor analyses of the question-
naire. We obtained dimension scores for a person by
averaging their ratings on the items in each cluster.
In these averages the items in the cluster are weighted

one, the items out of the cluster are weighted zero.
The resulting dimension score correlates highly with
factor scores on the factor defining that cluster.
But it is simpler to compute for subjects not in the
factor analysis. Perhaps more important, these simple
averages of a few items are easier to interpret in the
analysis of the data.

This procedure gave us seven dimension scores for the
personal feelings and five dimension scores for the
teaching behaviors. These scores range from +3.0 at
the positive extreme of the dimension to -3.0 at the
negative extreme. We will analyze the data in terms
of these dimension scores. Tables with the results
for individual items are given in Appendix C.

Relationships between Biographical Variables and Dimension Scores

To determine whether social class and religion influ-
ence responses to the questionnaire, we correlated
social class, religion and plans with the feelings
and behaviors ascribed to each image in the question-
naire for our 508 prospective teachers at the first
time of testing. We then calculated the partial
correlations of plans with these image ratings when
social class or religion was held constant. This
showed us to what extent relationships between plans
and ratings of images were altered when the effects
of social class or religion were removed.

Social class was derived from the occupations of sub-
jects' fathers classified according to a seven-point
Warner scale coded from one at lower lower class to
seven at upper class. Religion was represented by
two binary variables, Jewish and Catholic, each coded
one for "yes" and zero for "no." Plans were repre-
sented by a scale coded zero for kindergarten, one for

TABLE 5

CORRELATIONS BETWEEN BIOGRAPHICAL VARIABLES AND FEELINGS FOR EACH IMAGE
AMONG 508 PROSPECTIVE TEACHERS

Image	Feelings	Social Class[a]	Religion[b]		Plans[c]	Plans Given Class[d]	Plans Given Jewish[e]
			Catholic	Jewish			
FATHER:	Confident	.191[f]***	.013	.038	-.144**	-.123**	-.140**
	Active	.250***	.017	.043	-.125**	-.096*	-.119**
	Perceptive	.315***	.003	.145**	-.147***	-.112*	-.115**
	Individualistic	.354***	-.073	.205***	-.086	-.042	-.036
	Controlled	-.097*	.165***	-.206***	.149***	.137**	.102*
	Happy	.097*	-.055	.144**	-.195***	-.183***	-.165***
	Obedient	.187***	.010	.083	-.126**	-.104*	-.110*
MOTHER:	Confident	-.005	-.012	.082	-.109*	-.111*	-.092*
	Active	.013	-.012	.042	.006	.008	-.018
	Perceptive	.093*	.020	.069	-.105*	-.094*	-.091*
	Individualistic	.234***	-.076	.231***	-.042	-.011	.018
	Controlled	-.022	-.033	-.094	.064	.062	.042
	Happy	.009	.071	.106	-.149***	-.149***	-.127**
	Obedient	.074	.036	.128**	-.070	-.061	-.039
SELF:	Confident	.082	.024	.043	-.035	-.024	-.025
	Active	.127**	-.050	.086	-.031	-.014	-.009
	Perceptive	.172***	-.016	.145**	-.039	-.016	-.002
	Individualistic	.247***	-.033	.218***	-.035	-.002	.021
	Controlled	-.157***	.073	-.191***	.197***	.178***	.156***
	Happy	.050	-.023	.158***	-.175***	-.170***	-.141**
	Obedient	.038	.001	.108*	-.105*	-.104*	-.084
SELF AS TEACHER:	Confident	.065	.181***	.035	.042	.052	.053
	Active	.093*	.012	.030	.053	.067	.064
	Perceptive	.130**	.122**	.086	.020	.037	.044
	Individualistic	.218***	.007	.194***	.004	.034	.056
	Controlled	-.162***	.158***	-.256***	.303***	.288***	.256***
	Happy	.086	.035	.210***	-.237***	-.228***	-.196***
	Obedient	.034	.133**	.125**	-.029	-.025	.003
BEST LIKED TEACHER:	Confident	-.010	.126**	.035	-.072	-.074	-.066
	Active	-.007	-.008	-.080	.035	.034	.016
	Perceptive	.051	.133**	-.015	.060	.068	.059
	Individualistic	.046	.053	.048	.018	.024	.031
	Controlled	-.015	.047	-.090*	.148***	.148***	.130**
	Happy	.003	.087	.042	-.122**	-.123**	-.116**
	Obedient	-.000	.113*	-.004	-.056	-.057	-.059

[a]Social class was derived from the occupations of the subjects' fathers classified according to a seven-point Warner scale. Coded from 1 (Lower Lower class) to 7 (Upper class). Positive correlations indicate that higher ratings are associated with higher social class.

[b]Religion was represented by two binary variables, Jewish and Catholic, each coded one for "yes" and zero for "no." Positive correlations indicate that higher ratings are associated with that religion.

[c]Plans was coded from 0 (Kindergarten) to 5 (5th or 6th grade), 6 (7th or 8th grade), 8 (9th or 10th grade), and 9 (11th or 12th grade). Positive correlations indicate that higher ratings are associated with plans to teach at higher levels.

[d]The correlation of teaching plans with scores on feelings adjusted for social class. These partial correlations are based on a correlation of -.133 between teaching plans and social class.

[e]The correlation of teaching plans with scores on feelings, adjusted for being Jewish. These partial correlations are based on a correlation of -.255 between teaching plans and Jewish.

[f]For 500 subjects, correlations of .088, .115, and .147 are significant at the .05, .01, and .001 levels. * = .05, ** = .01, and *** = .001.

1st grade, two for 2nd grade, three for 3rd grade,
four for 4th grade, five for 5th and 6th grade, six
for 7th and 8th grade, eight for 9th and 10th grade,
and nine for 11th and 12th grade.

The relations between social class and ratings of feel-
ings are given in the first column of Table 5. It can
be seen that 17 of the 35 possible correlations are
significant. The relations between class and ratings
of behaviors are given in the first column of Table 6.
There three of the 10 possible correlations are sig-
nificant. Social class makes a difference in the way
self and others, particularly Father, are perceived.

What about the relations between the religious variables
Catholic and Jewish and ratings of feelings? These are
given in the second and third columns of Table 5.

In the Catholic column we see that 8 of the 35 pos-
sible correlations between being Catholic and ratings
of self and others are significant. In Table 6, 5 of
the 10 possible correlations between being Catholic
and ratings of Self as a Teacher and Best-Liked Teacher
are significant.

In the Jewish column of Table 5, 18 of the 35 possible
correlations between being Jewish and ratings of feel-
ings are significant. In Table 6, all 5 possible cor-
relations between being Jewish and behaviors ascribed
to Self as a Teacher, and 1 of the 5 possible correla-
tions between being Jewish and behaviors ascribed to
the Best-Liked Teacher are significant. Religion has
an influence on ratings of self and others. Since the
Jewish effect is more pronounced we will use being
Jewish as the religious variable examined in the next
section.

TABLE 6

CORRELATIONS BETWEEN BIOGRAPHICAL VARIABLES
AND BEHAVIORS ASCRIBED TO SELF AS A TEACHER AND BEST-LIKED TEACHER
AMONG 500 PROSPECTIVE TEACHERS

Image	Behaviors	Social Class[a]	Religion[b] Catholic	Jewish	Plans[c]	Plans Given Class[d]	Plans Given Jewish[e]
SELF AS TEACHER:	Inspiring	.102[f]*	.042	.157***	-.024	-.010	.017
	Understanding	.066	.007	.110**	-.058	-.047	-.029
	Participating	.070	-.011	.126**	-.064	-.076	-.054
	Demanding	-.166 ***	.211***	-.192**	.230***	.232***	.212**
	Blaming	-.047	-.148***	-.126**	.034	.028	.002
BEST-LIKED TEACHER:	Inspiring	-.019	-.107*	.060	-.014	-.017	.001
	Understanding	-.011	.022	.007	-.137**	-.139**	-.141**
	Participating	.006	.066	.038	-.005	-.004	.005
	Demanding	-.133 **	.135**	-.139*	.070	.053	.036
	Blaming	.001	-.138**	.005	.100*	.101*	.105*

[a] Social class was derived from the occupations of the subjects' fathers classified according to a seven-point Warner scale. Coded from 1 (Lower Lower class) to 7 (Upper class). Positive correlations indicate that higher ratings are associated with higher social class.

[b] Religion was represented by two binary variables, Jewish and Catholic, each coded one for "yes" and zero for "no." Positive correlations indicate that higher ratings are associated with that religion.

[c] Plans were coded from 0 (Kindergarten) to 5 (5th or 6th grade), 6 (7th or 8th grade), 8 (9th or 10th grade), and 9 (11th or 12th grade). Positive correlations indicate that higher ratings are associated with plans to teach at higher levels.

[d] The correlation of teaching plans with behavior scores, adjusted for social class. These partial correlations are based on a correlation of -.133 between teaching plans and social class.

[e] The correlation of teaching plans with behavior scores, adjusted for being Jewish. These partial correlations are based on a correlation of -.255 between teaching plans and Jewish.

[f] For 500 subjects, correlations of .088, .115, and .147 are significant at the .05, .01, and .001 levels. * = .05, ** = .01, and *** = .001.

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We have seen that social class and religion influence
ratings. To what extent does this influence the cor-
relations between ratings and teaching plans? The
answer to this question is found in the data presented
in the last three columns of Table 5 and 6. The simple
correlations between ratings of images and plans are
presented in the third column. The last two columns
show the relations between ratings of images and plans
with the influence of social class and being Jewish
partialled out. These partial correlations tell us
what relationship remains between ratings of images
and plans when differences in social class and being
Jewish are no longer permitted to contribute to the
relationship.

When we compare these partial correlations with the
simple correlations between ratings and plans, we
find very little difference. All of the 19 correla-
tions between ratings and plans which were signifi-
cant remain so when the effect of social class is
partialled out. Eighteen of the 19 correlations be-
tween ratings and plans remain significant when the
effect of being Jewish is partialled out. This means
that the correlations between ratings and plans are
not due to a common dependence of both variables upon
either social class or being Jewish. For this reason
we will not adjust for differences in social class
and religion in the subsequent analysis of these data.

Statistical Representations of Seven Types

At the beginning of this chapter we described the pos-
sible relationship between teaching level and per-
sonality. To study this relationship we have grouped
our prospective teachers into three types by teaching
level. When the same grouping is applied to the ex-
perienced teachers and we add the women not planning

to teach we arrive at seven types of women. We will
refer to our three groups of prospective teachers as
the lower school woman, the middle school woman, the
high school woman, and to the four contrast groups as
the experienced lower school teacher, the experienced
middle school teacher, the experienced high school
teacher, and the non-teaching woman.

Each of these seven types is represented statistically
by their average response to the questionnaire. For
childhood relationships we used the percent of a given
group selecting Mother, Father, or Teacher. For the
feelings and behaviors ascribed to each image we used
the mean dimension score of the group. The percent
indicates the frequency with which a given relation-
ship is recalled by a particular kind of woman. The
mean score indicates the position on the rating scale
typical of them.

Statistical Comparisons

To analyze these statistics we made comparisons between
and within groups. Between group differences show how
the types of women differ from one another. Within
group differences show how images differ for a given
group, and how self-conception is changed after prac-
tice teaching and regular teaching for prospective
teachers.

The first between-group comparisons contrast each
prospective teacher type with the non-teaching woman.
The non-teaching woman provides the background against
which to see what is special about planning to become
a teacher.

The second between-group comparisons are among the different prospective teachers. The primary comparison is between the lower school and the high school woman. This comparison shows us whether there are attitude differences between prospective lower and high school teachers and whether these differences are consistent with the family romance theory of career choice.

Originally, we expected that this would be the only comparison among prospective teachers. However, we obtained enough women planning to teach in the middle grades to form a middle school group. This allows us to compare the middle school woman with the lower school and the high school woman. We will see whom the middle school woman is more like and to what extent she has characteristics of her own.

Finally, we compare each prospective teacher type with her teaching counterpart -- the experienced teacher at the same level. These differences indicate where each prospective teacher might be headed as she undergoes professional development.

The first within-group comparisons are among images at the first testing. We compare images of parents with images of best-liked teacher to see whether teacher has a special status for some types of women. We compare images of self and self as a teacher to see what enhancements and deprivations the role of teacher represents. We compare self images with the image of best-liked teacher to see how teacher serves as a model for professional development.

The second comparisons within groups are between scores at the first and second testings. We interpret these differences as a change in attitude toward self and role resulting from practice teaching. They represent how "playing the role" of a teacher affects attitudes.

The third comparisons within groups are the differences between ratings at the second and third testings. We interpret these differences as a change in attitude toward self and role resulting from actually teaching. These differences represent how "living the role" of a teacher affects attitudes.

In the between-group comparisons, means are uncorrelated because they come from independent groups of women. In the within-group comparisons, means are correlated, because they represent the attitudes of the same woman, on two occasions. In calculating the standard error for within-group differences, we take into account the correlation between the paired scores.

The concept of type described at the beginning of this charter leads to a way of speaking about comparisons among groups. If a group has been composed on the basis of a manifest similarity like planning to be a teacher, and we compare them on a score to a contrast group of a different manifest type like not planning to teach, we will make such statements as "The woman who plans to teach rates herself more controlled than the woman who does not plan to teach."

This dichotomous statement about two types of women is based on the average score difference between manifest groups. If we took a middle position along the continuum of scores, we would find more women not planning to teach below this middle position than

above, more women with plans to teach above it than
below. But there could be substantial overlap between
groups. Many women with no plans to teach will have
scored higher than some prospective teachers. Some
women with no plans to teach will have scored higher
than many prospective teachers. It is our view that
considerable overlap between manifest groups on a
quality can be tolerated before the pursuit of con-
trasting latent types need be abandoned.

Criteria for Estimating Significances of Differences

This brings us to a consideration of what attitude to
take when we observe group differences. We need a
criterion. If we had some basis for making a sub-
stantive interpretation of the units of measurement
we might be able to decide how big a difference in
attitude was meaningful. But here as in most social
science research, the substantive significance of the
units of measurement is foggy. The best we can do is
to use a statistical criterion based on the propor-
tion of independent replications of the study which
would support similar conclusions. If this proportion
turns out to be large, say 95 percent or more, we ac-
cept this as sufficient to infer that one type of
woman has more of a given quality than another.

A characteristic of this approach is its dependence
on sample size. The larger the sample, the smaller
the difference which is statistically significant.
Each case is an independent piece of information. As
the amount of information increases, we are able to
detect fainter signs of the latent typology we seek
in the data.

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When we find differences between or within groups we
will use statistical criteria to determine signifi-
cance. Differences will be judged significant when
the probability is high that differences in the same
direction would be found in independent replications
of the study.

For each observed difference we compute the ratio
of the difference to its standard error. A ratio
of +1.96 marks the point in the standard normal dis-
tribution beyond which lie 5 percent of the values,
+2.58 marks the point beyond which lie 1 percent of the
values, and +3.29 marks the point beyond which lie
one-tenth of one percent of the values. We will
use these .05, .01, and .001 levels of two-tail sig-
nificance as our statistical criteria.

In the tables to come we have marked differences with
ratios from 1.96 to 2.58 with one asterisk, from 2.58
to 3.29 with two asterisks, and above 3.29 with three
asterisks.

In using these statistical criteria to evaluate dif-
ferences in attitudes, we will keep in mind the vari-
ous sizes of our samples. For a given difference the
ratios are greater for large samples than small ones,
because the standard error decreases as the sample
size increases. For this reason, we will sometimes
call attention to differences in attitudes for the
high school woman (N = 88) which equal the magnitude
of those for the lower (N = 254) or middle school
(N = 166) woman, but for which the statistical sig-
nificance is not as great.

CHAPTER VII

CHILDHOOD EXPERIENCE AND TEACHER DEVELOPMENT

This chapter considers two topics: (1) What are the childhood recollections of prospective teachers? and (2) How do parental images fit these recollections? The purpose of the chapter is to see whether the data are consistent with a family romance theory of teacher development.

Recollections of Childhood

The childhood memories of the three types of prospective teachers and the non-teaching woman are the factual basis for the first part of the chapter. These data come from the page of the questionnaire where subjects recall which person in their childhood is best described by each of 20 relationships. The basic statistics are the percent of a group recalling Mother, Father, or Teacher as most important in a given item. In addition to these item percents we will give scores on the five dimensions Sympathy, Antipathy, Admiration, Interference, and Influence defined in Chapter IV. These scores are the average percent response for the items grouped on a dimension. The data are presented in Tables 7, 8, and 9. The heart of each table is the percent recollections for each type of teacher. To give these percents meaning, we make two comparisons. In the upper half of the table we show the differences among the three types of teachers. In the lower half of the table we compare the recollections of each type with the recollections of the non-teaching woman. Comparisons with the matching lower, middle, and high school experienced teachers are also shown but will not be discussed in this report.

TABLE

CHILDHOOD PERSON PERCENTS AND DIFFERENCES AMONG GROUPS

AT THE FIRST TESTING

MOTHER

	PERCENTS			DIFFERENCES AMONG PERCENTS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY FRIEND						
WHOM WERE YOU CLOSEST TO	49.7	52.7	57.4	-2.9	-4.7	-7.6
WHO LIKED YOU MOST	65.2	64.4	71.0	0.8	-6.5	-5.7
WHO WANTED TO BE WITH YOU MOST	36.4	45.4	59.3	-9.0	-13.9*	-22.9***
WHOM DID YOU LIKE MOST	63.2	69.3	79.1	-6.1	-9.8	-15.8**
WHOM DID YOU WANT TO BE WITH MOST	47.4	49.7	50.0	-2.3	-0.3	-2.6
WHOM MADE YOU FEEL BEST	46.6	45.4	43.0	1.2	2.4	3.6
WHOM DID YOU MOST WANT TO PLEASE	39.5	41.7	41.9	-2.2	-0.2	-2.3
	39.1	34.3	39.5	4.8	-5.2	-0.4
ADMIRATION HERO						
WHOM DID YOU ADMIRE MOST	30.4	26.8	22.1	3.6	4.7	8.3*
WHO WAS MOST SUCCESSFUL IN LIFE	33.2	32.5	31.4	0.7	1.1	1.8
WHOM DID YOU MOST WANT TO BE LIKE	14.6	9.2	12.8	5.4	-3.6	1.8
	43.5	38.6	22.1	4.8	16.5**	21.4***
INFLUENCE TEACHER						
WHO DID THE MOST WITH YOU	43.7	41.5	41.9	2.2	-0.4	1.9
WHO TAUGHT YOU THE MOST	66.0	61.3	61.6	4.7	-0.3	4.4
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	43.1	42.3	39.5	0.8	2.8	3.5
	22.1	20.9	24.4	1.3	-3.6	-2.3
ANTIPATHY ENEMY						
WHO DISLIKED YOU MOST	10.9	8.8	10.1	2.1	-1.3	0.9
WHOM DID YOU DISLIKE MOST	5.5	6.1	7.0	-0.6	-0.9	-1.4
WHO UNDERSTOOD YOU LEAST	7.1	6.8	8.1	0.4	-1.4	-1.0
	20.2	13.5	15.1	6.7	-1.6	5.0
INTERFERENCE RIVAL						
WHO FRUSTRATED YOU MOST	28.3	23.3	26.4	5.0	-3.1	2.0
WHOM DID YOU FEAR MOST	28.9	23.3	25.6	5.5	-2.3	3.3
WHO GOT THEIR OWN WAY MOST	17.0	12.3	22.1	4.7	-9.8	-5.1
	39.1	34.3	31.4	4.8	2.9	7.7
WHO LET YOU GET YOUR OWN WAY	38.3	33.7	43.0	4.6	-9.3	-4.7
SAMPLE SIZES	254	166	88			

CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

MOTHER

COMPARISON WITH

	NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	L-N	M-N	H-N	TL-L	TM-M	TH-H
SYMPATHY — FRIEND	-3.2	-0.2	4.5	1.0	-2.9	-19.4**
WHOM WERE YOU CLOSEST TO	3.4	2.6	9.1	-2.0	-0.9	-19.0*
WHO LIKED YOU MOST	-11.6*	-2.5	11.4	8.5	3.3	-21.3*
WHO WANTED TO BE WITH YOU MOST	-2.7	3.3	13.1*	-2.3	-11.2	-31.1***
WHOM DID YOU LIKE MOST	-6.1	-3.8	-3.5	2.0	-3.7	-8.0
WHOM DID YOU WANT TO BE WITH MOST	1.5	0.3	-2.1	5.1	-2.1	-19.0*
WHO MADE YOU FEEL BEST	-3.5	-1.3	-1.2	-5.0	-2.5	-17.9*
WHOM DID YOU MOST WANT TO PLEASE	-3.2	-8.0	-2.8	2.2	6.2	-11.5
ADMIRATION — HERO	-1.1	-4.7	-9.4*	0.6	-5.2	-4.1
WHOM DID YOU ADMIRE MOST	-6.4	-7.1	-8.2	0.1	-5.5	-1.4
WHO WAS MOST SUCCESSFUL IN LIFE	0.7	-4.7	-1.1	8.4	4.3	-6.8
WHOM DID YOU MOST WANT TO BE LIKE	2.5	-2.3	-18.9**	-6.7	-14.3*	-4.1
INFLUENCE — TEACHER	7.4*	5.2	5.5	-4.7	-4.1	-17.9**
WHO DID THE MOST WITH YOU	9.1	4.4	4.7	-7.4	-3.2	-15.6
WHO TAUGHT YOU THE MOST	0.0	-0.7	-3.5	-1.7	-1.8	-19.5*
WHOM MOST INFLUENCED YOU TO BECOME A TEACHER	13.1***	11.8**	15.4**	-4.9	-7.3	-18.4**
ANTIPATHY — ENEMY	-0.6	-2.8	-1.5	2.1	8.3*	17.9**
WHO DISLIKED YOU MOST	-0.0	0.6	1.4	1.4	7.4	7.0
WHOM DID YOU DISLIKE MOST	0.2	-0.2	1.2	0.9	8.1	11.9
WHO UNDERSTOOD YOU LEAST	-2.1	-8.7*	-7.1	4.0	9.5	34.9***
INTERFERENCE — RIVAL	1.2	-3.8	-0.7	0.0	8.2*	8.3
WHO FRUSTRATED YOU MOST	-0.3	-5.9	-3.6	5.6	6.4	18.4**
WHOM DID YOU FEAR MOST	-4.5	-9.3*	0.6	-0.9	10.7*	1.9
WHO GOT THEIR OWN WAY MOST	8.6	3.8	0.8	-4.7	7.6	4.6
WHO LET YOU GET YOUR OWN WAY	2.2	-2.4	6.9	-1.6	0.1	-9.0

	NON-TEACHING STUDENTS	EXPERIENCED TEACHERS		
SAMPLE SIZES	N = 153	102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

TABLE 8

CHILDHOOD PERSON PERCENTS AND DIFFERENCES AMONG GROUPS

AT THE FIRST TESTING

FATHER

	PERCENTS			DIFFERENCES AMONG PERCENTS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY FRIEND						
WHOM WERE YOU CLOSEST TO	28.5	21.7	20.6	6.8*	1.1	8.0*
WHO LIKED YOU MOST	20.6	17.8	9.3	2.8	8.5**	11.2**
WHO WANTED TO BE WITH YOU MOST	37.2	25.2	24.4	12.0**	0.7	12.7*
WHOM DID YOU LIKE MOST	19.8	8.6	7.0	11.2***	1.6	12.8***
WHOM DID YOU WANT TO BE WITH MOST	30.4	23.9	30.2	6.5	-6.3	0.2
WHO MADE YOU FEEL BEST	26.9	23.3	20.9	3.6	2.4	5.9
WHOM DID YOU MOST WANT TO PLEASE	36.4	31.3	31.4	5.1	-0.1	5.0
	40.7	37.4	41.9	3.3	-4.4	-1.2
ADMIRATION HERO						
WHOM DID YOU ADMIRE MOST	38.2	34.3	30.6	3.9	3.7	7.6
WHO WAS MOST SUCCESSFUL IN LIFE	38.3	33.1	30.2	5.2	2.9	8.1
WHOM DID YOU MOST WANT TO BE LIKE	57.3	50.9	41.9	6.4	9.0	15.4**
	19.0	19.0	19.8	-0.0	-0.8	-0.8
INFLUENCE TEACHER						
WHO DID THE MOST WITH YOU	15.6	11.2	8.1	4.3	3.1	7.4**
WHO TAUGHT YOU THE MOST	15.4	12.3	10.5	3.1	1.8	4.9
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	17.4	11.0	9.3	6.4	1.7	8.1*
	13.8	10.4	4.7	3.4	5.8	9.2**
ANTIPATHY ENEMY						
WHO DISLIKED YOU MOST	12.9	17.2	20.2	-4.3	-3.0	-7.3
WHOM DID YOU DISLIKE MOST	5.5	8.6	9.3	-3.1	-0.7	-3.8
WHO UNDERSTOOD YOU LEAST	5.9	8.6	17.5	-2.7	-8.9	-11.5**
	27.3	34.3	33.7	-7.1	0.6	-6.4
INTERFERENCE RIVAL						
WHO FRUSTRATED YOU MOST	31.5	35.2	38.0	-3.7	-2.8	-6.5
WHOM DID YOU FEAR MOST	22.1	28.2	38.4	-6.1	-10.2	-16.2**
WHO GOT THEIR OWN WAY MOST	41.5	46.0	38.4	-4.5	7.6	3.1
	30.8	31.3	37.2	-0.4	-5.9	-6.4
WHO LET YOU GET YOUR OWN WAY	40.3	39.3	36.1	1.1	3.2	4.3
SAMPLE SIZES	254	166	88			

CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER

COMPARISON WITH

	NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	L-N	H-N	H-N	TL-L	TM-M	TH-H
SYMPATHY FRIEND						
WHOM WERE YOU CLOSEST TO	7.0*	0.1	-1.0	-7.1#	4.2	12.1*
WHO LIKED YOU MOST	2.5	-0.3	-8.8*	-5.6	5.2	12.7
WHO WANTED TO BE WITH YOU MOST	10.8*	-1.2	-2.0	-7.3	8.6	19.6+
WHOM DID YOU LIKE MOST	9.4**	-1.8	-3.4	-4.8	10.3*	21.0**
WHOM DID YOU WANT TO BE WITH MOST	6.1	-0.4	5.9	-8.6	4.5	1.8
WHOM MADE YOU FEEL BEST	4.0	0.4	-2.0	-9.6*	-1.7	15.1
WHOM DID YOU MOST WANT TO PLEASE	9.3*	4.2	4.3	-6.5	-1.5	2.6
	3.9	0.6	5.1	-3.9	-9.0	4.1
ADMIRATION HERO						
WHOM DID YOU ADMIRE MOST	6.0	2.2	-1.6	-13.7***	-12.3**	1.4
WHO WAS MOST SUCCESSFUL IN LIFE	9.2	4.0	1.1	-14.2**	-10.1	-4.2
WHO WAS MOST SUCCESSFUL IN LIFE	6.6	0.2	-8.8	-21.7***	-21.2***	6.1
WHOM DID YOU MOST WANT TO BE LIKE	2.3	2.3	3.1	-5.2	-5.5	2.2
INFLUENCE TEACHER						
WHO DID THE MOST WITH YOU	6.8**	2.4	-0.7	-5.2*	4.1	9.2*
WHO TAUGHT YOU THE MOST	4.3	1.2	-0.6	-2.8	5.3	7.5
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	7.0*	0.6	-1.1	-7.0	-0.2	12.7
	9.0**	5.6	-0.2	-5.8	7.1	7.3
ANTIPATHY ENEMY						
WHO DISLIKED YOU MOST	-5.1	-0.9	2.1	0.9	-0.1	-15.5***
WHOM DID YOU DISLIKE MOST	-1.4	1.6	2.4	2.5	-3.2	-9.3**
WHO UNDERSTOOD YOU LEAST	-9.3**	-6.7	2.2	6.7	6.3	-15.5***
	-4.7	2.4	1.8	-6.6	-3.3	-21.7**
INTERFERENCE RIVAL						
WHO FRUSTRATED YOU MOST	-8.1*	-4.4	-1.6	1.8	-0.5	-6.7
WHOM DID YOU FEAR MOST	-14.0**	-7.9	2.3	-0.3	4.2	-18.4*
WHO GOT THEIR OWN WAY MOST	-7.8	-3.3	-10.9	4.5	-0.0	7.6
	-2.5	-2.1	3.9	1.3	-5.6	-9.2
WHO LET YOU GET YOUR OWN WAY	0.7	-0.3	-3.5	-7.0	-1.4	-0.1
SAMPLE SIZES	N = 153			102	94	50

TABLE 9

CHILDHOOD PERSON PERCENTS AND DIFFERENCES AMONG GROUPS

AT THE FIRST TESTING

TEACHER

	PERCENTS			DIFFERENCES AMONG PERCENTS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY FRIEND						
WHOM WERE YOU CLOSEST TO	4.3	5.5	8.1	-1.2	-2.6	-3.9
WHO-LIKED YOU MOST	1.2	1.2	3.5	-0.0	-2.3	-2.3
WHO WANTED TO BE WITH YOU MOST	3.6	4.3	2.3	-0.7	2.0	1.2
WHOM DID YOU LIKE MOST	1.2	0.6	1.2	0.6	-0.6	0.0
WHOM DID YOU WANT TO BE WITH MOST	4.7	4.9	11.6	-0.2	-6.7	-6.9
WHO MADE YOU FEEL BEST	3.6	6.8	11.6	-3.2	-4.9	-8.1*
WHOM DID YOU FEEL BEST	11.5	15.3	18.6	-3.9	-3.3	-7.1
WHOM DID YOU MOST WANT TO PLEASE	11.9	17.8	16.3	-5.9	1.5	-4.4
ADMIRATION HERO						
WHOM DID YOU ADMIRE MOST	19.8	26.4	36.1	-6.6*	-9.7*	-16.3**
WHO WAS MOST SUCCESSFUL IN LIFE	15.4	20.9	27.9	-5.4	-7.1	-12.5*
WHO WAS MOST SUCCESSFUL IN LIFE	17.8	28.2	33.7	-10.4*	-5.5	-15.9**
WHOM DID YOU MOST WANT TO BE LIKE	26.1	30.1	46.5	-4.0	-16.5*	-20.4***
INFLUENCE TEACHER						
WHO DID THE MOST WITH YOU	29.1	32.3	42.7	-3.2	-10.3*	-13.5**
WHO TAUGHT YOU THE MOST	5.5	8.6	18.6	-3.1	-10.0*	-13.1**
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	33.6	39.9	46.5	-6.3	-6.6	-12.9*
	48.2	48.5	62.8	-0.2	-14.3*	-14.6*
ANTIPATHY ENEMY						
WHO DISLIKED YOU MOST	54.2	48.5	51.2	5.7	-2.7	3.0
WHOM DID YOU DISLIKE MOST	56.9	49.1	51.2	7.8	-2.1	5.7
WHO UNDERSTOOD YOU LEAST	62.9	55.8	54.7	7.0	1.2	8.2
	42.7	40.5	47.7	2.2	-7.2	-5.0
INTERFERENCE RIVAL						
WHO FRUSTRATED YOU MOST	29.9	29.0	28.7	0.9	0.3	1.2
WHOM DID YOU FEAR MOST	38.7	36.8	31.4	1.9	5.4	7.3
WHO GOT THEIR OWN WAY MOST	34.8	35.0	33.7	-0.2	1.2	1.1
	16.2	15.3	20.9	0.9	-5.6	-4.7
WHO LET YOU GET YOUR OWN WAY	8.7	12.3	12.8	-3.6	-0.5	-4.1
SAMPLE SIZES	254	166	88			

CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

TEACHER

COMPARISON WITH

		NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		L-N	M-N	H-N	TL-L	TM-M	TM-H
SYMPATHY	FRIEND	-0.7	0.5	3.2	2.6	3.5	1.9
WHOM WERE YOU CLOSEST TO		0.5	0.5	2.8	-0.0	2.8	-1.5
WHO LIKED YOU MOST		-2.0	-1.3	-3.2	4.5	-0.2	-0.3
WHO WANTED TO BE WITH YOU MOST		-0.2	-0.8	-0.2	-1.2	0.7	6.8
WHOM DID YOU LIKE MOST		1.3	1.4	8.2*	3.3	5.9	-3.6
WHOM DID YOU WANT TO BE WITH MOST		0.1	3.3	8.2*	1.0	4.1	-1.6
WHOM MADE YOU FEEL BEST		-3.8	0.1	3.3	8.1	7.6	11.4
WHOM DID YOU MOST WANT TO PLEASE		2.1	8.1*	6.6	-0.4	7.9	-0.3
ADMIRATION	HERO	0.8	7.4*	17.1***	4.8	16.0***	1.9
WHOM DID YOU ADMIRE MOST		0.1	5.6	12.6*	4.1	15.6**	-1.9
WHO WAS MOST SUCCESSFUL IN LIFE		-1.0	9.5*	15.0*	7.5	15.0*	8.3
WHOM DID YOU MOST WANT TO BE LIKE		3.2	7.1	23.6***	2.6	17.2**	-0.5
INFLUENCE	TEACHER	4.6	7.8*	18.1***	3.1	4.2	-1.3
WHO DID THE MOST WITH YOU		-5.6	-2.5	7.5	2.5	2.2	-10.6
WHO TAUGHT YOU THE MOST		-3.9	2.4	9.0	5.5	4.7	9.5
WHOM MOST INFLUENCED YOU TO BECOME A TEACHER		23.2***	23.5***	37.8***	1.2	5.6	-2.8
ANTIPATHY	ENEMY	3.7	-2.0	0.7	-0.5	-4.8	-5.8
WHO DISLIKED YOU MOST		3.4	-4.4	-2.3	-2.9	-3.1	0.8
WHOM DID YOU DISLIKE MOST		3.1	-3.9	-5.1	-1.9	-8.5	-2.7
WHO UNDERSTOOD YOU LEAST		4.5	2.3	9.5	3.3	-2.6	-15.7
INTERFERENCE	RIVAL	7.2*	6.3	6.0	-5.8	-6.0	-6.0
WHO FRUSTRATED YOU MOST		10.3*	8.3	2.9	-5.4	-13.8*	-1.4
WHOM DID YOU FEAR MOST		11.9**	12.0*	10.8	-8.4	-9.3	-9.7
WHO GOT THEIR OWN WAY MOST		-0.5	-1.3	4.3	-3.6	4.9	-6.9
WHO LET YOU GET YOUR OWN WAY		2.4	6.0	6.5	3.9	6.6	3.2
SAMPLE SIZES			N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

We have sharpened our appreciation of the information
in Tables 7 through 9 by summarizing it in a series of
figures. In these figures we have selected from the
data in the tables the items which are outstanding,
and have arranged them in the order of their importance
for distinguishing prospective teacher types from the
non-teaching woman and from one another. The asterisks
in these figures correspond in meaning to those in
Tables 7 through 9 where *, **, and *** represent re-
spectively the .05, .01, and .001 levels of two-tail
significance.

We will begin by discussing the recollections of child-
hood which distinguish all prospective teachers from
the non-teaching woman. These are shown in Figure 8.
The childhood person involved and the relationship
under consideration is on the left. The differences
in percent which distinguish the prospective teachers
from the non-teaching woman are on the right. Compared
to the non-teaching woman, the prospective teacher more
frequently recalls that Teacher and Mother influenced
her to become a teacher. The over-all trend can be

	PROSPECTIVE TEACHERS Compared to Non-Teachers		
	Low	Mid	High
TEACHER			
Who most influenced me to become a teacher	23***	23***	38***
Whom I feared most	12**	12*	11
MOTHER			
Who most influenced me to become a teacher	13***	12**	15**
FATHER			
Who most influenced me to become a teacher	9**	6	0

Fig. 8 -- The influence of Teacher and Mother
and the fear of Teacher among prospective teachers

explained by the 57 percent non-teaching women who did
not answer this item, but the distribution of differ-
ences cannot. This "influence to become a teacher" is
focused first of all on Teacher and second on Mother,
but not, except among lower school woman, on Father.

The second point brought out by Figure 8 is that the
prospective teacher more often recalls Teacher as the
person she feared most in childhood. What role does
fear play in the professional motivation of teachers?
Is this an instance of "identification with the ag-
gressor," the phenomenon in which those who impress
us, even though through fear, influence us to be like
them? If so, we might expect that one aspect of the
influence of teacher is marked by the role of an inter-
fering rival, and that placatory identification be-
tween child and teacher play a part in teacher develop-
ment.

So much for the comparison of prospective teachers with
the non-teaching woman. Which type of prospective
teacher stands out most from the rest? Analysis of
Tables 7, 8, and 9 shows that it is the high school
woman. Her salient recollections are presented in
Figure 9. Teacher is the significant childhood per-
son. Not only does the prospective high school
teacher more frequently recall admiring and being in-
fluenced by Teacher than do the other types but she
more frequently recalls Teacher as the person she liked
most and wanted most to be with. Mother also plays a
special, if one-sided part. In comparison with the
others the high school woman more often recalls that
Mother wanted to be with her most and liked her most.
But she less frequently recalls wanting to be like
Mother. It is as though Mother loved her well enough,
but she did not reciprocate by loving Mother. It was

	PROSPECTIVE HIGH SCHOOL TEACHERS		
	Compared to		
	Non-T	Low	Mid
TEACHER			
ADMIRATION	17***	16***	10*
Whom I most wanted to be like	24***	20***	16*
Who was most successful in life	15*	16**	6
Whom I admired most	13*	13*	7
INFLUENCE	18***	14***	10*
Who most influenced me to become a teacher	38***	15*	14*
Who did the most with me	8	13**	10*
Who taught me the most	9	13*	7
Whom I liked most	8*	7	7
Whom I wanted to be with most	8*	8*	5
MOTHER			
Who liked me most	11	23***	14*
Who wanted to be with me most	13*	16**	10
ADMIRATION	-9*	-8*	-5
Whom I most wanted to be like	-19**	-21***	-17**
FATHER			
Whom I was closest to	-9*	-11**	-8*

Fig. 9 -- The influence of Teacher
among prospective high school teachers

Teacher, not Mother, whom she loved and wanted to be
like. Finally, the high school woman less frequently
recalls being close to Father than do the other types
of women.

Thus, the prospective high school teacher is charac-
terized by more frequent possessive and emulative iden-
tifications with teacher. Mother is a friend to her
but not especially her friend. Father is away. Taking
the prospective high school teacher as a type, and
summing up her childhood from the point of view of her
recollections, we can imagine her saying: "Teacher be-
came the most important figure in my life. I admired
her and wanted to be like her. She influenced me, and
I loved her. She was my friend, my hero, and my in-
spiration. Mother loved me; she was friendly to me,
but I did not like her best, and I did not want to be
like her. Father and I were not close."

The other type which stands out is the prospective
lower school teacher. Figure 10 summarizes the dis-
tinctive features of this type. Father is the sig-
nificant figure for the lower school woman. She re-
calls Sympathy from and the Influence of Father sig-
nificantly more often than do the others. She recalls
disliking Father or being frustrated by him less often.
In contrast to the high school woman, the lower school
woman less often recalls that Mother liked her most
and more often recalls that Teacher frustrated her.
It is as though she were saying, "Father is the friend
who loved and taught me most and who frustrated me
least. I did not reject him. Mother is my enemy and
teacher is my rival."

	PROSPECTIVE LOWER SCHOOL TEACHERS		
	Compared to		
	Non-T	High	Mid
FATHER			
SYMPATHY	7*	8*	7*
Who liked me most	11*	13*	12**
Who wanted to be with me most	9**	13***	11***
Who made me feel best	9*	5	5
INFLUENCE	7*	7**	4
Who most influenced me to become a teacher	9**	9**	3
Who taught me most	7*	8*	6
Whom I disliked most	-9**	-12**	-3
INTERFERENCE	-8*	-7	-4
Who frustrated me most	-14**	-16**	-6
MOTHER			
Who liked me most	-12*	-23***	-9
TEACHER			
INTERFERENCE	7*	1	1
Who frustrated me most	10*	7	2

Fig. 10 -- The influence of Father
among prospective lower school teachers

According to these data, teacher has most to do with
making a high school teacher, father has most to do
with making a lower school teacher. The slightly nega-
tive part teacher plays in the recollections of pros-
pective lower school teachers surprised us. We expected

that the image of Teacher would play a positive role for
all prospective teachers. But favorable recollections
of teacher are no more frequent among lower school
teachers than among non-teaching women. And the lower
school woman significantly more frequently recalls
frustration with teacher.

This brings us to the prospective middle school teacher.
Her distinguishing recollections are set forth in Fig-
ure 11. She is between the lower school and high school

	PROSPECTIVE MIDDLE SCHOOL TEACHERS		
	Compared to		
	Non-T	Low	High
TEACHER			
ADMIRATION	7*	7*	-10*
Who was most successful in life	9*	10*	-6
Whom I most wanted to please	8*	6	2
MOTHER			
Whom I most feared	-9*	-5	-10
Who understood me least	-9*	-7	-2
FATHER			
Who frustrated me most	-8	-6	-10
Whom I disliked most	-7	-3	-9

Fig. 11 -- The position of prospective middle school teachers

women in Admiration for Teacher, admiring the teacher
more than the lower school woman, but less than the high
school woman. Where the lower school woman seemed es-
tranged from mother, and the high school woman seemed
estranged from father, the middle school woman claims
less distance from either parent. She less often recalls
Mother as the person she most feared or who understood
her least. And she less often recalls Father as the
person who frustrated her most, or whom she most dis-
liked. Perhaps the middle school woman is characterized
by more often striving to keep up good relations with
both parents no matter what. Perhaps she is trying to
hang on to both sides at once, to have mother and father,
to be teacher and remain faithful to parents, to teach
lower and high school at one time, say, by becoming a
middle school teacher.

Parental Images

The parental images recorded by our types of women can
be used to shed further light on the patterns of child-
hood recollections just discussed. If we can assume
that contemporary feelings about parents express the
residue of significant childhood experiences with them,
these images should provide insight into why parents
play the roles they do in the family romances of pros-
pective teachers. The data come from the two pages of
the questionnaire on which subjects used 26 word-pairs
to describe how they felt about Mother and Father.

Their responses to these word-pairs have been combined
into scores on the seven dimensions of feeling described
in Chapter IV. The basic statistics for a group of women
are their mean scores for each parent on each dimension
at the first testing. These means are the nucleus of
Tables 10 and 11. To give them meaning we also show
mean differences among teacher types, between teacher

TABLE 10

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

MOTHER

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE CONFIDENT	1.71	1.62	1.29	0.09	0.33	0.42*	0.16	0.07	-0.26	-0.18	-0.13	0.01
EGO ACTIVE	0.89	0.84	0.80	0.05	0.04	0.09	0.19	0.13	0.09	-0.36*	-0.47*	-0.05
PERCEPTIVE	1.96	1.80	1.69	0.16	0.11	0.27*	0.13	-0.02	-0.13	-0.16	-0.28*	-0.22
EGO INDIVIDUALISTIC	-0.02	-0.31	-0.22	0.28	-0.09	0.20	0.39*	0.11	0.20	-0.45*	-0.27	-0.33
IDEAL CONTROLLED	-1.37	-1.34	-1.24	-0.03	-0.10	-0.13	0.12	0.15	0.25	0.40**	0.34*	0.16
HAVE HAPPY	2.26	2.24	2.01	0.02	0.23*	0.24*	0.13	0.11	-0.12	-0.24*	-0.20*	-0.22
ID RELAXED	1.37	1.34	1.24	0.03	0.10	0.13	-0.12	-0.15	-0.25	-0.40**	-0.34*	-0.16
IMPULSIVE	-2.49	-2.48	-2.36	-0.01	-0.13	-0.14	-0.09	-0.08	0.05	0.14	0.19	0.28
SUPER OBEDIENT	2.49	2.48	2.36	0.01	0.13	0.14	0.09	0.08	-0.05	-0.14	-0.19	-0.28*
EGO CONFORMING	0.02	0.31	0.22	-0.28	0.09	-0.20	-0.39*	-0.11	-0.20	0.45*	0.27	0.33
SAMPLE SIZES	254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER.

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types and the non-teaching woman, and between each
teacher type and the matching group of experienced
teachers.

The row structure of these tables has been arranged
according to the way the seven dimensions fit into the
personality theory described in Chapters III and IV.
Three of the dimensions represent conflicts between the
psychic structures of id, ego-ideal and superego. Each
pole of these conflict dimensions represents a psychic
structure. In order to retain the full implications of
scores on these dimensions we list each score twice, once
for each pole. Thus a score of +0.2 in the direction
of Controlled on the conflict Controlled/Relaxed will
appear under the Ego-Ideal as +0.2 Controlled and under
the Id as -0.2 Relaxed.

We expected that the effect of mother as revealed in
variation in image of Mother would dominate the data.
Mother is the child's first teacher, and the parent
who does most with the child's early years. But in
our data it is the image of Father which is more im-
portant in distinguishing the prospective teachers from
the non-teaching woman as well as the different types
of teaching women from one another. Means and differ-
ences between means at the first time of testing for
ratings of Father by our teaching and contrast group
of women are in Table 11. We have collected the sig-
nificant differences between the prospective teachers
and the non-teaching woman in Figure 12. It is the
lower school woman who stands out. She views her father
as significantly more happy, relaxed, and confident than
does the non-teacher. In contrast, the high school woman
tends to rate her father less favorably than the non-
teaching woman.

TABLE 11

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TH-M	TH-H
BE CONFIDENT	2.11	1.96	1.65	0.14	0.31	0.45**	0.30*	0.16	-0.15	-0.22	-0.19-	0.09
EGO ACTIVE	0.90	0.63	0.53	0.28	0.10	0.38*	0.13	-0.14	-0.24	-0.40*	0.06	-0.01
PERCEPTIVE	2.07	1.88	1.74	0.19*	0.14	0.33*	0.27**	0.08	-0.06	-0.12	-0.11	-0.04
EGO INDIVIDUALISTIC	-0.56	-0.74	-0.84	0.17	0.11	0.28	0.25	0.08	-0.03	-0.62***	-0.27	-0.33
IDEAL CONTROLLED	-0.94	-0.74	-0.26	-0.19	-0.48*	-0.67***	-0.36*	-0.17	0.31	0.43*	-0.03	-0.45
HAVE HAPPY	2.14	2.01	1.47	0.13	0.54**	0.67***	0.38***	0.25*	-0.29	-0.42**	-0.20	0.33
ID RELAXED	0.94	0.74	0.26	0.19	0.48*	0.67***	0.36*	0.17	-0.31	-0.43*	0.03	0.45
IMPULSIVE	-2.25	-2.15	-1.90	-0.10	-0.25	-0.35*	-0.10	-0.	0.25	0.38**	0.24	0.03
SUPER OBEDIENT	2.25	2.15	1.90	0.10	0.25	0.35*	0.10	0.	-0.25	-0.38**	-0.24	-0.03
EGO CONFORMING	0.56	0.74	0.84	-0.17	-0.11	-0.28	-0.25	-0.08	0.03	0.62***	0.27	0.33
SAMPLE SIZES	254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
FATHER	Low	Mid	High
Happy	.38***	.25*	-.29
Relaxed/Controlled	.36*	.17	-.31
Confident	.30*	.16	-.15

Fig. 12 -- The image of Father
among prospective teachers

Figure 13 brings together all the differences distin-
guishing the lower school woman. In both feeling and
effectiveness, the lower school woman has a significantly

	PROSPECTIVE LOWER SCHOOL TEACHERS		
	Compared to		
FATHER	Non-T	High	Mid
Happy	.38***	.67***	.13
Relaxed/Controlled	.36*	.67***	.19
Confident	.30*	.45**	.14
Active	.13	.38*	.28
Perceptive	.27**	.33*	.19*
Obedient/Impulsive	.10	.35*	.10

Fig. 13 -- The image of Father
among prospective lower school teachers

more favorable image of Father than does the high school woman. Not only does she rate her father as more happy and relaxed, but she also sees him as a more confident, active, perceptive, and obedient person. Rating her father more happy and relaxed suggests she sees him more able to satisfy himself. Rating him more confident, active, and perceptive suggests that she sees him as more effective in dealing with the world. Rating him more obedient suggests that she sees him as a person who has made an acceptable adaptation to the rules of family living.

Figure 14 presents the same data arranged for distinguishing the prospective high school teacher. Her father appears relatively unhappy, unsure, impulsive, controlled, inactive, and unperceptive. Rating him more unhappy, unsure, and impulsive suggests that she sees him as more ineffective both in meeting his own needs and in managing his relation to reality. Rating him more controlled, inactive, and unperceptive suggests that she sees him as resolving his problems by inhibition.

| | PROSPECTIVE HIGH SCHOOL TEACHERS | | |
| | Compared to | | |
FATHER	Non-T	Low	Mid
Happy	-.29	-.67***	-.54**
Relaxed/Controlled	-.31	-.67***	-.48*
Confident	-.15	-.45**	-.31
Obedient/Impulsive	-.25	-.35*	-.25
Active	-.24	-.38*	-.10
Perceptive	-.06	-.33*	-.14

Fig. 14 -- The image of Father
among prospective high school teachers

These differences in image of father suggest that the
lower school woman's father achieves self-respect
through self-expression rather than self-control,
meets the requirements of society and his conscience
through obedience rather than conformity, and satis-
fies his own needs for comfort through relaxation
rather than impulsivity. We infer from this that the
lower school woman's father was more often a relaxed,
contented, well-integrated person whom his daughter
could feel close to. This would explain his sympa-
thetic and influential relationship with her.

The high school woman's father, in contrast, appears
to keep his self-respect through inhibition rather
than self-expression, to get along with society through
conformity rather than obedience, and to satisfy his
own needs through impulsivity rather than relaxation.
We infer from this that the high school woman's father
was more often a controlled, dissatisfied person whom
his daughter could not get close to. This would ex-
plain why the high school woman more frequently felt
distant from her father.

The Family Romance Theory of Teacher Development

Reviewing our impressions of the childhood recollec-
tions of the three types of prospective teachers, we
infer that a special admiring relationship with teacher
built on a loving but no longer stimulating relation-
ship with mother and a poor or non-existent relationship
with father makes a high school teacher. In contrast,
a special sympathetic relationship with father facili-
tated by a poor relationship with mother and sharpened
by frustration with teacher makes a lower school teacher.
While the middle school teacher is in between on her
admiration for teacher, she is different in being less

estranged from mother than the prospective lower school
teacher, and less estranged from father than the pros-
pective high school teacher.

To see how these data fit into the family romance theory
of teacher development outlined in Chapter III, we have
brought together in Figure 15 the theory of Chapter III
and the data evaluated in this chapter. If we compare
the parts played by parents and teachers in the Father
and Teacher Romances we see that the high school woman
is different from others in the direction of a Teacher
Romance, while the lower school woman is different in
the direction of a Father Romance. In the Teacher Ro-
mance we hypothesized that teacher would be friend and
hero, parents would be enemy. The high school woman is
distinguished by more frequently citing teacher as her
hero and the friend she liked. The differences between
hypothesis and observation are that parents do not ap-
pear as an enemy. Although father is portrayed as rela-
tively uninviting the high school woman recalls mother
as a friend who liked her.

A possible explanation for the unreciprocated love re-
lationship between mother and daughter is that the girl
felt guilty over competing with father, and for this
reason transferred her side of the affection from mother
to teacher. In transferring her affections to teacher,
the girl not only relieves her guilt, but also gets in
the teacher an improved mother combined with a stronger
and more admirable father. When she grows up, being a
teacher is what she always wanted, but not in lower
school. Daily life in the lower school classroom is
too much like home and family. Lower school teaching
looks too much like being the mother she has given up
loving and does not want to be like. High school teach-
ing promises a better way to satisfy the ambitions of
her Teacher Romance.

In the Father Romance we hypothesized that father would
be the friend and hero and mother the enemy. The lower
school woman is different from others in more frequently
citing father as friend and major influence and mother
as enemy. Here, the differences between theory and fact
are the absence of father in the hero role and the pos-
sible presence of teacher as a frustrating rival. The
lower school woman is distinguished by the influence she
attributes to father. But as an explicit professional
model he is less directly useful to her than the teacher
is to the high school woman. He is the wrong sex and
profession. How can she recall wanting to be just like
him? Her admiration for her father cannot express it-
self directly. She must use her identification with him
to become her own hero in the classroom. Why was teacher
frustrating? Perhaps when the girl got to school she was
disappointed that the teacher did not play the part of
her loving father, or, perhaps, the teacher reminded her
of her enemy mother. As a teacher, the lower school
woman would like to recreate the pattern of her own
earlier relationships. She would like to play the part
of a loving and understanding father -- the kind of
person her own father was to her. She would also like
to continue to experience her father's love. By enjoy-
ing vicariously the attention she gives the children in
her class she can retain and relive the comfort and
satisfaction of her Father Romance.

Relationships Scored by Questionnaire	Family Romance Theory			Prospective Teachers		
	Identification	Role	Teaching Romance	Lower	Middle	High
sympathy	possessive	friend	Father Teacher	Father	———	for Teacher from Mother
antipathy	placatory	enemy	Mother Parents	Mother	(not parents)	(Father)
admiration	emulative	hero	Father Teacher	———	(Teacher)	Teacher not Mother
interference	placatory	rival	———	(Teacher) not Father	(not parents)	———
influence	———	———	Father Teacher	Father	———	Teacher

Fig. 15 -- The family romance theory of teacher development

CHAPTER VIII

SELF AND PROFESSIONAL DREAM

This chapter is concerned with two questions, How does the prospective teacher see herself as a person, and What are her dreams about being a teacher? We are interested in her self-concept because she has arranged her life and chosen her profession in terms of her view of the kind of person she is. Her picture of herself will show us what kind of self-conception goes with planning to teach. The dreams she has of herself as a teacher grow out of this self-conception. They represent the self-improvements she anticipates admiring when she finally becomes a teacher. These dreams will play a part in determining what is satisfying and frustrating in her classroom work with children.

The data for this chapter come from the three pages of the questionnaire on which subjects describe how they feel about themselves and how they expect they will feel and behave as teachers when they get to the classroom. They described themselves and their feelings about being a teacher on the same 26 word-pairs with which they rated their parents. These ratings were scored into the seven dimensions of feeling. They used 18 phrase-pairs to describe how they imagined they would behave as teachers. These ratings were scored into the five kinds of classroom behavior -- Blaming, Understanding, Participating, Inspiring, and Demanding, defined in Chapter IV. Classroom behaviors are presented in the row organization of subsequent tables according to how they fit into the personality structure described in Chapter III.

Images of Self and Role

Prospective Teachers Versus Non-Teaching Women

Tables 12 and 13 show prospective teachers' mean ratings
of Myself and Me as a Teacher. Myself represents the
personal self-conception of the subject. Me as a Teacher,
represents her professional expectation, the role she
hopes to fulfill when she succeeds in becoming a teacher.
We have facilitated the interpretation of these feel-
ings about self and expectations about being a teacher
by including the mean differences among prospective
teacher types and between prospective teachers and con-
trast groups.

Figure 16 brings together the self and expected role
conceptions which distinguish prospective teachers from
non-teaching women. The prospective teachers see them-
selves as more confident and perceptive. They feel
stronger than the non-teaching woman. They also see
themselves as more obedient, less impulsive, and as more
individualistic, less conforming. Since they are more
successful than the non-teaching woman in meeting the
demands of conscience through obedience, they can enjoy
the pride of being individualistic with less guilt.

The teaching role is significantly more attractive to
the prospective teacher than to the non-teaching woman.
The prospective teacher expects to be more individualis-
tic and inspiring, more confident, perceptive and active.
She looks forward to being a proud, effective person
able to live up to her ego-ideals. She also expects
to be more happy and more understanding, more obedient
and less blaming. If becoming a teacher makes her feel
more satisfied and more virtuous she will have fewer
inner troubles to project onto the outer world. As a re-
sult, she will have less need for blaming and a greater
capacity for understanding.

TABLE 12

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

MYSELF

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE CONFIDENT	1.48	1.62	1.30	-0.14	0.32*	0.18	0.40***	0.55***	0.22	-0.07	-0.23	-0.10
EGO ACTIVE	0.72	0.77	0.57	-0.05	0.20	0.15	0.07	0.12	-0.08	-0.28	-0.26	0.34
PERCEPTIVE	1.82	1.84	1.74	-0.02	0.10	0.08	0.18*	0.20*	0.10	-0.07	-0.16	0.02
EGO INDIVIDUALISTIC	-0.34	-0.54	-0.39	0.20	-0.15	0.06	0.34*	0.14	0.29	-0.51***	-0.23	-0.22
IDEAL CONTROLLED	-1.34	-1.30	-0.79	-0.04	-0.51***	-0.55***	-0.01	0.02	0.53***	0.41***	0.36***	-0.43*
HAVE HAPPY	1.97	1.98	1.55	-0.01	0.42***	0.42***	0.38***	0.39***	-0.04	-0.22*	-0.30**	0.22
ID RELAXED	1.34	1.30	0.79	0.04	0.51***	0.55***	0.01	-0.02	-0.53***	-0.41***	-0.36*	0.43*
IMPULSIVE	-2.41	-2.39	-2.21	-0.02	-0.18	-0.20*	-0.38***	-0.36***	-0.18	0.26**	0.21*	0.05
SUPER OBEDIENT	2.41	2.39	2.21	0.02	0.18	0.20*	0.38***	0.36***	0.18	-0.26**	-0.21*	-0.05
EGO CONFORMING	0.34	0.54	0.39	-0.20	0.15	-0.06	-0.34*	-0.14	-0.29	0.51***	0.23	0.22
SAMPLE SIZES	254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
	Low	Mid	High
MYSELF			
Confident	.40***	.55***	.22
Perceptive	.18*	.20*	.10
Obedient/Impulsive	.38***	.36***	.18
Individualistic/Conforming	.34*	.14	.29
ME AS A TEACHER			
Individualistic/Conforming	.46**	.39*	.51*
Inspiring Behavior	.31***	.35***	.28*
Confident	.26*	.36***	.25
Perceptive	.16*	.20*	.20*
Active	.17	.19	.32*
Happy	.53***	.47***	.13
Understanding Behavior	.40***	.41***	.26*
Obedient/Impulsive	.16*	.18*	.09
Blaming Behavior	-.23**	-.27**	-.13

Fig. 16 -- Self-conceptions distinguishing prospective teachers

Differences Among Prospective Teachers

The prospective high school teacher is most like the non-teaching woman and least like the other prospective teachers. The feelings and expected behaviors distinguishing her are presented in Figure 17. The main difference between her and the other women is that she feels more controlled, less relaxed. This implies that she takes greater pains to limit her feelings, to master

TABLE 13

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

ME AS A TEACHER

| | | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	2.03	2.14	2.03	-0.11	0.11	0.01	0.26*	0.36***	0.25	-0.02	-0.39***	-0.55**
EGO	ACTIVE	1.29	1.31	1.44	-0.02	-0.13	-0.15	0.17	0.19	0.32*	-0.04	-0.11	-0.30
	PERCEPTIVE	2.04	2.08	2.08	-0.04	-0.00	-0.04	0.16*	0.20*	0.20*	-0.03	-0.25**	-0.34*
EGO IDEAL	INDIVIDUALISTIC	-0.22	-0.28	-0.17	0.06	-0.11	-0.05	0.46***	0.39*	0.51*	-0.32	-0.38**	-0.51**
	CONTROLLED	-1.27	-0.94	-0.55	-0.33**	-0.39**	-0.72***	-0.57***	-0.23	0.16	0.34**	0.40**	-0.41
	INSPIRING	2.34	2.38	2.31	-0.04	0.07	0.03	0.31***	0.35***	0.28*	-0.16	-0.55***	-0.59***
HAVE	HAPPY	2.34	2.28	1.94	0.05	0.35***	0.40***	0.53***	0.47***	0.13	-0.28**	-0.40***	-0.05
ID	RELAXED	1.27	0.94	0.55	0.33**	0.39**	0.72***	0.57***	0.23	-0.16	-0.34**	-0.40***	0.41*
	IMPULSIVE	-2.63	-2.64	-2.55	0.01	-0.09	-0.07	-0.16*	-0.18*	-0.09	0.21*	0.35***	0.35*
	UNDERSTANDING	2.11	2.12	1.97	-0.01	0.15	0.14	0.40***	0.41***	0.26*	-0.02	-0.37***	-0.17
	PARTICIPATING	1.50	1.45	1.33	0.05	0.11	0.16*	0.14	0.09	-0.02	-0.11	-0.16	-0.11
SUPER EGO	OBEDIENT	2.63	2.64	2.55	-0.01	0.09	0.07	0.16*	0.18*	0.09	-0.21*	-0.35***	-0.35*
	CONFORMING	0.22	0.28	0.17	-0.06	0.11	0.05	-0.46**	-0.39*	-0.51*	0.32	0.38*	0.51*
	DEMANDING	0.55	0.89	0.97	-0.34***	-0.08	-0.42***	-0.35***	-0.01	0.07	0.19	-0.10	-0.57***
	BLAMING	-1.94	-1.98	-1.84	0.04	-0.14	-0.10	-0.23**	-0.27**	-0.13	0.35***	0.56***	0.42**
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

	PROSPECTIVE HIGH SCHOOL TEACHERS		
	Compared to		
	Non-T	Low	Mid
MYSELF			
Controlled/Relaxed	.53***	.55***	.51***
Happy	-.04	-.42***	-.42***
Obedient/Impulsive	.18	-.20*	-.18
Confident	.22	-.18	-.32*
ME AS A TEACHER			
Controlled/Relaxed	.16	.72***	.39**
Happy	.13	-.40***	-.35***
Understanding Behavior	.26*	-.14	-.15
Participating Behavior	-.02	-.16*	-.11

Fig. 17 -- Self-conceptions distinguishing
prospective high school teachers

herself and her environment, to succeed at "being." The
fact that she feels less obedient, more impulsive, than
the other prospective teachers could explain her greater
need for control. She also feels less happy and less
confident than the others. Less happiness suggests that
she is less acquainted with, less accomplished at, or
less satisfied with "having." Her ego is in less satis-
factory rapport with her id. She experiences more an-
xiety. Perhaps that is why she feels less confident.
We would expect a prospective teacher with these self-
conceptions to seek situations where there is the least
obligation to relate to others, and the most opportunity
to be controlling and disciplining. Teaching high school
fits this requirement better than teaching lower or
middle school.

The high school woman expects to be a more controlled
and less happy teacher than other prospective teachers.
She also expects her teaching behavior to be less under-
standing and less participating. This suggests that
she is either less motivated or less able than the
lower and middle school women to recreate her own child-
hood in teaching. We infer from this that her child-
hood was less satisfying and is less accessible. Com-
pared to the other prospective teachers she is more
aloof and more independent. She is less emotionally
involved with the children and with herself.

Figure 18 shows the self and expected role conceptions
which distinguish the lower school woman. As a person
she feels both more obedient and happier than the others.
She feels more relaxed than the high school woman. If
she is a happier, more relaxed person, her needs have
been better satisfied, and she has had better relation-
ships with other people. By becoming a lower school
teacher, and so providing herself with the opportunity
to give to and care for children, she can perpetuate

	PROSPECTIVE LOWER SCHOOL TEACHERS		
	Compared to		
	Non-T	High	Mid
MYSELF			
Obedient/Impulsive	.38***	.20*	.18
Happy	.38***	.42***	-.01
Relaxed/Controlled	.01	.55***	.04
ME AS A TEACHER			
Relaxed/Controlled	.57***	.72***	.33**
Demanding Behavior	-.35***	-.42***	-.34***
Happy	.53***	.40***	.05
Participating Behavior	.14	.16*	.05

Fig. 18 -- Self-conceptions distinguishing
prospective lower school teachers

these good experiences by turn-about. She can identify
possessively with the original authors of good relations
in her childhood by recreating them in her adult be-
havior. She can gratify her own childish needs through
sympathetic participation in the experience of her chil-
dren. In this way she continues to have both the people
and the satisfactions she enjoyed earlier. Her concern
for obedience is also related to the identificatory re-
lationships she had with her parents. Being obedient
is a way she can keep the people who have been important
to her. She keeps them by placating their demands and
in this way keeping their acceptance. Through this
placatory identification she can appreciate her own
obedience on their behalf and in this way too feel
their continued presence in her life. As a teacher the
lower school woman expects to be not only happier and
more relaxed, but also more participating and less de-
manding than the others. Compared to the high school
woman her life orientation is more toward "having" than
"being," more toward id-satisfaction than ego-develop-
ment. This expectation fits life in the lower school
classroom pretty well. There she will have the most
opportunity to re-enact significant episodes from her
own childhood, to have close and prolonged relation-
ships with children and to participate without being
criticized in the informal joys of childhood.

The middle school woman differs little from the lower
school woman. She is the most confident and the most
conforming of the teacher types. Her greater con-
formity suggests that she has sacrificed her ambition
to be individualistic for the sake of greater socia-
bility. This fits our inference in Chapter VII that
the middle school woman is striving to keep up good
relations with both parents at once, to have mother and
father at the same time.

Dream

Three stages in the development of teacher identity
are sampled by the data of this study. We call these
stages dream, play, and life. The stage of dream is
explored in this chapter. The stages of play and life
will be considered in Chapter X. The stage of dream
takes place before practice teaching. It is the
stage of great anticipations. The role conception of
Me as a Teacher is still a fantasy of how self will
improve by emulating teaching models and will achieve
fulfillment through becoming a teacher.

In Chapter I we reviewed some of the previous research
on role expectations. We found that those who chose
to prepare for teaching envisioned within the role
opportunities for improving both personal effective-
ness and personal satisfaction. The expectation of
performing effectively gave them strength. The antic-
ipation of warm, friendly relations with children gave
them comfort. Those who did not want to teach thought
more in terms of the mechanical, structured behavior
required in teaching, or of the losses that might
accrue to them were they to become teachers. For
example, when Tuska's (1963) women not planning to
teach projected themselves into the teaching role
they saw themselves becoming more controlled and less
expressive than did the women who wanted to become
teachers.

What enhancements do our prospective teachers antic-
ipate will accrue to them from becoming a teacher?
What deprivations do our non-teaching students visu-
alize when they project themselves into a teaching
role? Answers to these questions provide clues as to
why prospective teachers want to teach and why others
reject the teaching profession. We will explore the

enhancements and deprivations accruing to the self
from the teaching role by examining the differences
between ratings of Me as a Teacher and Myself. At
the first testing few of our subjects had done any
teaching. The difference between Me as a Teacher
and Myself is a measure of what they wish or fear will
happen to them as the result of becoming a teacher.

The data are shown in the first three columns of
Table 14. Becoming a teacher means to become more
confident, active, and perceptive; that is, to
achieve a stronger and more effective ego. This is
especially important to the high school woman. Be-
coming a teacher also means to become happier. So the
selection of a teaching role contributes to inner satis-
faction as well as outer adaptation. This may be be-
cause being a teacher means both re-establishing con-
tact with childhood and becoming a worthwhile adult.
To become a teacher also means to become more obedient,
less impulsive, to meet the demands of conscience more
adequately. For the middle and high school women be-
coming a teacher has the additional meaning of becoming
more individualistic, less conforming and more con-
trolled, less relaxed. They feel that the role of
teacher will make them better able to live up to their
ego-ideals.

We can sharpen our view of anticipated deprivations in
teaching by comparing the women not planning to teach
with the prospective teachers on the disadvantages of
Me as a Teacher over Myself. These comparisons appear
in Table 14. The important differences are isolated
in Figure 20. They emphasize expression and satis-
faction of the id. Since all women view becoming a
teacher as becoming less relaxed and less impulsive,
some loss of satisfaction must be worth the growth in

TABLE 14

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

ME AS A TEACHER – MYSELF

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-H	TH-H
BE	CONFIDENT	0.53***	0.50***	0.72***	0.03	-0.22	-0.19	-0.17	-0.20	0.02	0.08	-0.15	-0.44*
EGO	ACTIVE	0.56***	0.52***	0.86***	0.05	-0.34*	-0.30*	0.10	0.05	0.39**	0.24	0.17	-0.62***
	PERCEPTIVE	0.22***	0.24***	0.33***	-0.02	-0.09	-0.11	-0.02	-0.00	0.09	0.05	-0.09	-0.35**
EGO IDEAL	INDIVIDUALISTIC	0.12	0.22*	0.23	-0.10	-0.02	-0.11	0.12	0.22	0.23	0.20	-0.12	-0.30
	CONTROLLED	0.06	0.35***	0.22	-0.29**	0.13	-0.16	-0.55***	-0.26*	-0.40*	-0.06	0.05	0.04
HAVE	HAPPY	0.35***	0.30***	0.34***	0.05	-0.04	0.01	0.13	0.08	0.13	-0.05	-0.10	-0.23
ID	RELAXED	-0.06	-0.35***	-0.22	0.29**	-0.13	0.16	0.55***	0.26*	0.40**	0.06	-0.05	-0.04
	IMPULSIVE	-0.21***	-0.24***	-0.33***	0.03	0.08	0.12	0.22**	0.19*	0.11	-0.06	0.13	0.28**
SUPER EGO	OBEDIENT	0.21***	0.24***	0.33***	-0.03	-0.08	-0.12	-0.22**	-0.19*	-0.11	0.06	-0.13	-0.28**
	CONFORMING	-0.12	-0.22*	-0.23	0.10	0.02	0.11	-0.12	-0.22	-0.23	-0.20	0.12	0.30
SAMPLE SIZES		254	166	88				N = 153	102	94	50		

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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| | WOMEN NOT PLANNING TO TEACH | | |
| | Compared to Prospective Teachers | | |
ME AS A TEACHER - MYSELF	Low	Mid	High
Relaxed/Controlled	-.55***	-.26*	-.40*
Impulsive/Obedient	-.22**	-.19*	-.11

Fig. 20 -- The disadvantages of being a teacher

identity accomplished by assuming the teaching role.
But when the non-teaching woman puts herself in the
role of a teacher she imagines giving up significantly
more relaxation and impulse satisfaction than do pros-
pective teachers. Perhaps this is too much for comfort,
too much to avoid the anxiety created by too many unful-
filled wishes. This suggests that one reason for not
planning to teach is because the role appears to cost
more id satisfaction than can be foregone.

The prospective teachers feel better about themselves
than the non-teaching women. Their self-conceptions fit
the levels at which they plan to teach. Ego control dis-
tinguishes the high school woman, while participation and
id satisfaction distinguish the lower school woman. The
high school woman dreams most about what teaching will do
for her in the ego areas of confidence, activity and per-
ceptiveness. She is more power-oriented, more eager to
assert her ego than the others. Both high and middle
school women dream more about what teaching will do for
the ego-ideals of individuality and control. They are
more highly motivated than the lower school woman to set
expectations for themselves and to achieve on their own.
The lower school woman hopes to relax and participate
in childhood, to recreate and perpetuate what she found

most satisfying in life. But these expectations about
being a teacher on which they dream may not be fulfilled.
Table 14 shows that they are not shared by experienced
teachers. In Chapter X we will see what happens when
practice teaching and a year of regular teaching have
had their way.

CHAPTER IX

THE TEACHING MODEL

In Chapter I we reviewed several studies which report
the influence of parents and teachers in the selection
of teaching as a profession. In Chapter VII we dis-
cussed the childhood relationships different types of
women recall having with parents and teachers. The
purpose of this chapter is to explore how parents and
teachers serve as models for the professional develop-
ment of the prospective teacher.

Three kinds of identification were discussed in Chap-
ter III. Possessive identifications are the incorpora-
tions through which sympathetic relationships with
friends have their effect on the elaboration of the id.
Emulative identifications are the imitations by which
the ego constructs its ideal out of the admired parts
of carefully chosen heros. Placatory identifications
are the concessions coerced by the antipathy of enemies
and the interference of rivals which accumulate into
the superego.

Emulative identification is the mechanism of primary
interest in our search for the teaching model. But
we will come across signs of possessive and placatory
identification, too, and will have to integrate these
equally formative relationships into our inferences
about the influence of parents and teachers on teacher
development.

The motive for emulation depends on the model manifesting a quality lacking in but wanted by the subject. This means that the model must be perceived as having more of the quality than the subject, and that the quality must suit the subject's ambition. Only then will the model become a hero with whom the subject forms an emulative identification designed to acquire the admired quality. The qualities assessed in this study that are most attractive to emulation are those associated with the ego and the ego-ideal, namely confidence, perceptiveness, activity, individuality, and control.

In order to discover which of the qualities perceived in parents and teachers are potential motives for emulation, we will examine the differences in mean scores between perceptions of parents and teacher and perceptions of self. When the potential model is perceived as possessing significantly more of a quality we will evaluate the quality for its appeal to ambition. If the model has more and the quality fits the goals of the subject, we will infer an emulative identification between subject and model motivated by desire for the quality.

Parents as Models

The differences in scores between Mother and Myself and between Father and Myself are reported in Tables 15 and 16. These differences will help us learn about the relationship between the images our prospective teachers have of their parents and the images they have of themselves. We have sharpened our appreciation of the information in these tables by summarizing it in three figures. Figure 21 focuses on the scores that distinguish prospective teachers from the non-teaching woman.

TABLE 15

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

MOTHER-MYSELF

| | | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-M	M-M	H-M	TL-L	TM-M	TH-H
BE	CONFIDENT	0.23**	-0.02	0.02	0.26	-0.04	0.21	-0.24	-0.50***	-0.46*	-0.11	0.13	0.08
EGO	ACTIVE	0.21*	0.02	0.27	0.19	-0.25	-0.06	0.16	-0.03	0.22	-0.13	-0.16	-0.32
	PERCEPTIVE	0.13*	-0.04	-0.04	0.17	-0.00	0.17	-0.06	-0.23*	-0.22	-0.07	-0.11	-0.24
EGO IDEAL	INDIVIDUALISTIC	0.30**	0.19	0.17	0.11	0.02	0.13	0.04	-0.07	-0.10	0.08	-0.00	-0.10
	CONTROLLED	-0.04	-0.05	-0.42**	0.00	0.37*	0.37*	0.13	0.12	-0.24	-0.00	-0.01	0.55*
HAVE	HAPPY	0.27***	0.28***	0.40***	-0.01	-0.11	-0.13	-0.27**	-0.26*	-0.14	0.00	0.08	-0.38*
ID	RELAXED	0.04	0.05	0.42**	-0.00	-0.37*	-0.37*	-0.13	-0.12	0.24	0.00	0.01	-0.55*
	IMPULSIVE	-0.08	-0.08	-0.15	-0.	0.07	0.07	0.29*	0.29*	0.22	0.12	-0.03	0.22
SUPER EGO	OBEDIENT	0.08	0.08	0.15	0.	-0.07	-0.07	-0.29*	-0.29*	-0.22	0.12	0.03	-0.22
	CONFORMING	-0.30**	-0.19	-0.17	-0.11	-0.02	-0.13	-0.04	0.07	0.10	-0.08	0.00	0.10
SAMPLE SIZES		254	166	88				N = 153			102	94	50

	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
	Low	Mid	High
MOTHER - MYSELF			
Obedient/Impulsive	-.29*	-.29*	-.22
Happy	-.27**	-.26*	-.14
Confident	-.24	-.50***	-.46*
Perceptive	-.06	-.23*	-.22
FATHER - MYSELF			
Obedient/Impulsive	-.28*	-.34*	-.42*
Controlled/Relaxed	-.34*	-.18	-.24
Confident	-.12	-.40**	-.39
Perceptive	.12	-.13	-.16
Active	.08	-.26	-.18

Fig. 21 -- The relative weaknesses of parental models
for prospective teachers

Compared to the non-teaching woman, mother offers pros-
pective teachers less of an example of obedience, happi-
ness, or confidence. And she offers the middle and
high school women less of an example of perceptiveness.
Father offers all prospective teachers less of an ex-
ample of obedience or control, and the middle and high
school women less of an example of confidence, per-
ceptiveness, or activity. The more similar to the
potential model self is viewed, the less motive there
is for emulation. The parents of prospective teachers
are less important than the parents of the non-teach-
ing woman as models of how to develop an effective ego,
or how to be successful in meeting the demands of conscience

TABLE 16

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER-MYSELF

| | | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.61***	0.33**	0.34	0.28*	-0.01	0.27	-0.12	-0.40**	-0.39	-0.13	0.06	0.20
EGO	ACTIVE	0.20	-0.14	-0.06	0.34	-0.08	0.26	0.08	-0.26	-0.18	-0.14	0.32	-0.33
	PERCEPTIVE	0.29***	0.03	0.01	0.25*	0.03	0.28	0.12	-0.13	-0.16	-0.07	0.05	-0.06
EGO	INDIVIDUALISTIC	-0.21*	-0.18	-0.40*	-0.04	0.22	0.19	-0.08	-0.04	-0.27	-0.11	-0.07	-0.16
IDEAL	CONTROLLED	0.40***	0.56***	0.50**	-0.16	0.06	-0.10	-0.34*	-0.18	-0.24	0.01	-0.40*	-0.00
HAVE	HAPPY	0.15*	0.04	-0.08	0.11	0.13	0.23	-0.02	-0.13	-0.25	-0.18	0.09	0.11
ID	RELAXED	-0.40***	-0.56***	-0.50**	0.16	-0.06	0.10	0.34*	0.18	0.24	-0.01	0.40*	0.00
	IMPULSIVE	0.15*	0.22*	0.30	-0.07	-0.08	-0.14	0.28*	0.34*	0.42*	0.12	0.05	-0.02
SUPER	OBEDIENT	-0.15*	-0.22*	-0.30	0.07	0.08	0.14	-0.28*	-0.34*	-0.42*	-0.12	-0.05	0.02
EGO	CONFORMING	0.21*	0.18	0.40*	0.04	-0.22	-0.19	0.08	0.04	0.27	0.11	0.07	0.16
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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through obedience. In addition, mother exemplifies
less id satisfaction in the form of happiness, and
father exemplifies less ego-ideal development in the
form of control. Perhaps the prospective teachers
have already gotten what they could from their parents
and are ready to move on to other models. In any
case, parents have less to offer the prospective
teachers than the non-teaching woman.

One group of prospective teachers sits differently
in Figure 21. The lower school woman finds parents
least deficient in the ego quality of confidence and
in the ego functions of perceptiveness and activity.
In order to examine this further we have collected
the score differences which characterize the pros-
pective lower school teachers in Figure 22. While
many of the scores recorded in the figure are not
significant, the pattern of relationships is coherent
and suggestive.

In contrast to other prospective teachers the lower
school woman sees mother as exemplifying more con-
fidence, perceptiveness, and individuality for her to
emulate. She sees father as offering the same ego
qualities of confidence and perceptiveness, plus ac-
tivity and two qualities associated with the id and
with having satisfaction, namely happiness and relaxed-
ness. That mother and father are felt to have signif-
icantly more of these qualities can be seen in Tables
15 and 16. Father's greater control is the only ex-
ception. Here what distinguishes the lower school
woman is that she sees less of a difference between
herself and her father on control than the others do.
We conclude that among prospective teachers, the lower
school woman perceives the most to be gained from iden-
tification with her parents. The ego and ego-ideal
qualities involved imply that the identification is
emulative.

	PROSPECTIVE LOWER SCHOOL TEACHERS		
	Compared to		
	Non-T	High	Mid
MOTHER - MYSELF			
Confident	-.24	.21	.26
Perceptive	-.06	.17	.17
Individualistic/Conforming	.04	.13	.11
FATHER - MYSELF			
Confident	-.12	.27	.28*
Perceptive	.12	.28	.25*
Active	.08	.26	.34
Relaxed/Controlled	.34*	.10	.16
Happy	-.02	.23	.11
FATHER - MOTHER			
Relaxed/Controlled	.48***	.52***	.14
Happy	.24*	.41***	.08

Fig. 22 -- The relative appeal of Mother and Father
to prospective lower school teachers

When the images of father and mother are compared the
relative relaxedness and happiness exemplified by father
stand out dramatically. It is not only that mother and
father are heros to emulate. Father is also closest to
being a friend who offers comfort and satisfaction.
This suggests the presence of a possessive identifica-
tion with father.

In Chapter VII we identified the prospective lower
school teacher as more frequently manifesting the
signs of a father romance. We cast mother in the
structural role of enemy because the lower school
woman least often recalled mother as the childhood
person who liked her most. Since we were unable to
identify a hero for the lower school woman, we specu-
lated that through a repressed identification with
her friendly and influential father she plays the
part of hero to herself.

The data in Figure 22 modify this speculation. They
suggest that the lower school woman has found a model
for emulative identification in mother. Returning to
Table 7 on page 106, we see that the lower school
woman recalled mother as the person whom she wanted to
be like most slightly more often than any other group
and significantly more often than the high school
woman. What kind of a hero can mother be to the
daughter of a father romance? If father is the source
of love, then mother can show the way to be with
father. This means competing with mother, so the
daughter should expect mother not to like her. But
why, then, is not mother viewed as a rival by the
lower school woman? Looking again in Table 7 we find
that the lower school woman did most often recall
mother as the childhood person "who got their own way
most." So mother appears to be part hero and part
rival for the prospective lower school teachers.

In order to reconcile the theory of Chapter III and
the interpretation of childhood recollections in
Chapter VII with these observations we must add emu-
lation to our conception of identification with rivals
and elaborate our theory of the father romance to in-
clude an emulative identification with a rival mother
whose place and ways are coveted but whose person is

neither especially admired nor feared. This fits
Slater's (1961, pp. 113-14) description of "positional"
identification in which the subject shows no empathic
understanding of the model, but imagines himself in
the position of the model and acts out the model's
role. Perhaps this is the way it was in childhood for
the lower school woman. The pattern is on the way to
a feminine resolution of the oedipal conflict. But
the resolution is incomplete. Mother has been too
plain a hero and too weak a rival. There has been too
little invitation or necessity for a resolution.

Figure 23 isolates the score differences character-
izing the high school woman. There are only two, and
one of them although suggestive is not statistically
significant. The high school woman sees mother more
relaxed. A more relaxed mother tends to be a more

	PROSPECTIVE HIGH SCHOOL TEACHERS		
	Compared to		
	Non-T	Low	Mid
MOTHER - MYSELF			
Relaxed/Controlled	.24	.37*	.37*
FATHER - MYSELF			
Conforming/Individualistic	.27	.19	.22

Fig. 23 -- The relative appeal of Mother and Father
to prospective high school teachers

satisfying one. The girl might make a possessive iden-
tification with her mother to retain this satisfaction.
That would fit with her recollections that mother loved
her most. But this identification would be at the ex-
pense of control. We saw in Chapter VIII that control
was important to the high school woman. What mother
exemplifies is not what the high school woman wants.
Since identification with mother is counter to the
ambitions of her ego-ideal, mother is an unlikely hero
for the high school woman.

The difference the high school woman perceives between
herself and father is also uninviting to her. He rep-
resents more conformity. His emphasis falls on the
superego at the cost of individuality. If the high
school woman forms a placatory identification with
father, it will also run counter to the ambitions of
her ego-ideal. A conforming father can show his
daughter how to adapt to life by inhibition. But he
cannot show her how to develop a creative identity.
It is no wonder no father romance developed. Father
was not appealing, and mother did not show how to win
father's attention. Neither parent is a suitable hero
for the high school woman. She must look elsewhere
for her models to emulate.

The Best-Liked Teacher

This brings us to the image of teacher and the part
it plays in the model for teaching. The data come
from the two pages of the questionnaire on which sub-
jects described how they felt about their best-liked
teacher and how they observed her behaving in the
classroom. The complete data are given in Table 17.
The scores which distinguish prospective teachers from
non-teachers are presented in Figure 24. The lower

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER

| | | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | | | |
| | | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TH-M	TH-H
BE	CONFIDENT	2.50	2.50	2.30	0.01	0.20*	0.21*	0.15*	0.14	-0.06	0.09	-0.01	0.21
EGO	ACTIVE	1.50	1.53	1.59	-0.03	-0.06	-0.09	0.13	0.16	0.22	-0.26*	-0.27*	-0.22
	PERCEPTIVE	2.54	2.54	2.61	-0.00	-0.07	-0.07	0.04	0.04	0.11	-0.06	-0.00	-0.09
EGO IDEAL	INDIVIDUALISTIC	-0.15	-0.17	-0.10	0.02	-0.07	-0.06	0.23	0.22	0.29	-0.36	-0.45*	-0.33
	CONTROLLED	-0.81	-0.63	-0.39	-0.18	-0.25	-0.43**	-0.03	0.15	0.40*	0.06	0.28	-0.09
	INSPIRING	2.74	2.75	2.69	-0.01	0.06	0.05	0.15**	0.17**	0.11	-0.04	-0.15*	-0.06
HAVE	HAPPY	2.18	2.24	1.92	-0.06	0.32**	0.26**	0.02	0.08	-0.24*	-0.02	-0.24*	0.06
ID	RELAXED	0.81	0.63	0.39	0.18	0.25	0.43**	0.03	-0.15	-0.40*	-0.06	-0.28	0.09
	IMPULSIVE	-2.45	-2.45	-2.25	0.00	-0.21	-0.21	-0.02	-0.03	0.18	-0.03	0.06	0.07
	UNDERSTANDING	2.22	2.10	1.97	0.12	0.13	0.25*	0.11	-0.01	-0.15	-0.18	-0.25*	-0.03
	PARTICIPATING	1.20	1.29	1.18	-0.09	0.10	0.02	-0.09	0.00	-0.10	0.01	-0.13	-0.20
SUPER EGO	OBEDIENT	2.45	2.45	2.25	-0.00	0.21	0.21	0.02	0.03	-0.18	0.03	-0.06	-0.07
	CONFORMING	0.15	0.17	0.10	-0.02	0.07	0.06	-0.23	-0.22	-0.29	0.36	0.45*	0.33
	DEMANDING	0.64	0.74	0.76	-0.11	-0.01	-0.12	0.03	0.14	0.15	0.14	-0.11	-0.16
	BLAMING	-2.00	-2.02	-1.72	0.02	-0.30*	-0.28*	-0.14	-0.16	0.14	0.13	0.35**	-0.11
	SAMPLE SIZES	254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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| | PROSPECTIVE TEACHERS | | |
| | Compared to Non-Teachers | | |
BEST-LIKED TEACHER	Low	Mid	High
Inspiring Behavior	.15**	.17**	.11
Confident	.15*.	.14	-.06
Controlled/Relaxed	-.03	.15	.40*
Happy	.02	.08	-.24*

Fig. 24 -- The image of Best-Liked Teacher distinguishing
prospective teachers

and middle school prospective teachers view their best-
liked teacher as more inspiring and confident. This
puts their teacher in the role of a hero worth emulat-
ing. The high school woman describes her best-liked
teacher as more controlled and less happy. This puts
her teacher in the role of a hero to emulate to acquire
control and constraint.

The contrast between the lower school woman's view of
father, and the high school woman's use of teacher on
the qualities of happiness and relaxation/control is
interesting. While the lower school woman sees her
father as a friend who shows her the way to more happi-
ness and relative relaxation, the high school woman
uses her best-liked teacher as a hero of how to master
more control and do with less happiness. Perhaps the
high school woman views relaxation and happiness as
childish satisfactions which she has outgrown. If so,
she may have outgrown them because she was unsatisfied
by them. The high school woman in our study is the
most pessimistic of the teacher types. Perhaps her

relative pessimism is the consequence of a relatively
unsatisfying childhood. In any case the qualities she
emphasizes in her best-liked teacher are consistent
with her general emphasis on "being" rather than "hav-
ing."

The lower school teacher is distinguished by admiration
for her best-liked teacher. But in her childhood rec-
ollections she tended most to reject teacher. The
discrepancy is partly due to the difference between
the qualified concept "best-liked teacher" and the un-
qualified one, "teacher," and to the forced choice
structure of the childhood recollections question.
Nevertheless, it implies a wider range and a greater
selectivity in attitudes toward teachers among the
lower group than among the others. Even though the
lower school woman tends most to recall rejecting
teachers in childhood she did find a best-liked teacher
to admire. Since she along with the other teacher
types reports fearing teacher more than the non-teach-
ing woman, we infer that her identification with her
best-liked teacher is to some extent placatory as
well as emulative.

An additional piece of data bears on the role best-
liked teacher plays for the lower school woman. On
the page of the questionnaire where subjects described
how they felt about their best-liked teacher they also
circled whether they had this teacher in grade school,
high school, or college. Twenty-three percent in the
lower and middle school groups reported that a grade
school teacher was their best-liked teacher, while
only nine percent of the high school teachers and
twelve percent of the non-teaching students did so.
This supports the inference that part of the motiva-
tion for lower and middle school teaching is the memory
of a best-liked grade school teacher.

The over-all pessimism in the high school woman's rat-
ings of self and others clouds our analysis of what
the best-liked teacher represents to her. To see the
position of the different types of teachers more
clearly we will look at within-group score differ-
ences between teacher and parents and between teacher
and self as a teacher. These within-group differences
will be free from group disparities in over-all pes-
simism.

The basic data involved are shown in Appendix D. In
those tables it is obvious that best-liked teacher is
rated higher than mother or father on nearly all quali-
ties. What we are most interested in, however, is the
relative appeal of parents and teacher to the three
groups of prospective teachers. To explore this we
will once again contrast the prospective teachers with
the non-teaching woman. It is in these relative score
differences that we find the most coherent discrimi-
nation among teacher types. We have collected in
Figure 25 those differences which distinguish pros-
pective teachers from the non-teaching woman. The
pattern is clear-cut and closely related in implica-
tions to the conclusions of Chapter VII. Father has
special meaning for the lower school woman. Teacher
has special meaning for the high school woman.

The lower school woman is distinguished by emphasizing
father as relatively more happy, more relaxed, and more
perceptive. Father is more a friend with whom satis-
faction can be experienced, and secondarily a hero for
the intellectual growth of the ego. In contrast, the
high school woman sees teacher as a more active, indi-
vidualistic, perceptive, and confident person. For
her teacher is a special model of effective ego func-
tioning and self-enhancement -- a hero worthy of emula-
tion. The distribution of emphasis in these images of

	PROSPECTIVE TEACHERS		
	Compared to Non-Teachers		
	Low	Mid	High
FATHER - TEACHER			
Happy	.36**	.17	-.05
Relaxed/Controlled	.34*	.32*	.08
Perceptive	.22*	.03	-.19*
TEACHER - FATHER			
Active	.00	.30	.46**
Individualistic/Conforming	-.01	.15	.32*
Perceptive	-.22*	-.03	.19*
Confident	-.15	.00	.11

Fig. 25 -- The relative appeal of father and teacher
to prospective teachers

father and teacher is consistent with the family ro-
mance theory of teacher development advanced in Chap-
ters III and VII. The relationship between father and
daughter more frequent among lower school women is
friendship. The mechanism which perpetuates such sym-
pathetic relationships is possessive identification.
The relationship between teacher and pupil more fre-
quent among high school women is hero-worship. The
mechanism which consumates such admiring relationships
is emulative identification. From this we infer that
father is the lower school woman's friend. She identi-
fies with him possessively. Teacher is the high school
woman's hero. She identifies with teacher emulatively.

The other way we can make a relative evaluation of the
image of best-liked teacher is to examine the within-
group score differences between Best-Liked Teacher and

Me as a Teacher. These differences appear in Table 18.
Since there are too few significant differences among
teacher types to take seriously, and since the com-
parison with the non-teaching woman is skewed by the
irrelevance to her of Me as a Teacher, we will concen-
trate on the first three columns of the table.

The best-liked teacher offers an example of ego func-
tioning and of the qualities which belong to the ego-
ideal. She is more confident, perceptive, active,
inspiring, and controlled than self as a teacher. She
is a hero to emulate for all groups. But in general
she is not a friend to possess or a rival-enemy to
placate. She is not rated higher than self as a teacher
on participating behavior by any of the prospective
teacher types. She is not rated happier, especially by
the lower school teacher. Nor is she rated higher
than self as a teacher on obedience or conformity.
We infer from this that the best-liked teacher is
primarily a model for emulative identification. How-
ever we must not forget that within this conclusion
the lower and middle school women place the most rela-
tive emphasis on her inspiring behavior and her con-
fidence, while the high school women emphasize most
her control and restraint.

What conclusions can we draw about the training of
teachers from the parts that parents and teachers play
in the motivation for teaching? One conclusion stems
from the finding that the lower school woman perceives
the most to be gained from identification with her
parents, while the high school woman perceives the
least. On the basis of this difference we would ex-
pect lower and high school teachers to relate differ-
ently to the parents of the children whom they teach.
The lower school teacher may have a weakness for
idealizing parents and tend to get herself more in-
volved with them than is constructive or manageable.
The high school teacher in contrast may tend to dismiss

TABLE 18

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER – ME AS A TEACHER

| | | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.46***	0.35***	0.28**	0.11	0.07	0.19	-0.11	-0.23*	-0.30*	0.11	0.39**	0.75***
EGO	ACTIVE	0.20**	0.20**	0.15	0.00	0.05	0.05	-0.05	-0.05	-0.10	-0.22	-0.15	0.08
	PERCEPTIVE	0.49***	0.46***	0.52***	0.03	-0.06	-0.04	-0.13	-0.16*	-0.09	-0.02	0.25**	0.26*
EGO IDEAL	INDIVIDUALISTIC	0.07	0.13	0.09	-0.06	0.04	-0.02	-0.22	-0.16	-0.20	-0.06	-0.08	0.16
	CONTROLLED	0.45***	0.33***	0.17	0.12	0.16	0.28	0.53***	0.41*	0.25	-0.28	-0.15	0.31
	INSPIRING	0.40***	0.35***	0.41***	0.05	-0.05	-0.00	-0.15	-0.20	-0.15	0.12	0.42***	0.51**
HAVE	HAPPY	-0.16**	-0.07	-0.05	-0.09	-0.02	-0.11	-0.51***	-0.42***	-0.40***	0.27*	0.18	0.14
ID	RELAXED	-0.45***	-0.33***	-0.17	-0.12	-0.16	-0.28	-0.53***	-0.41*	-0.25	0.28	0.15	-0.31
	IMPULSIVE	0.17**	0.19**	0.32**	-0.02	-0.13	-0.15	0.14	0.16	0.29*	-0.24*	-0.30*	-0.30
	UNDERSTANDING	0.11*	-0.03	-0.01	0.13	-0.02	0.11	-0.30**	-0.43***	-0.41**	-0.15	-0.13	0.15
	PARTICIPATING	-0.31***	-0.19**	-0.15*	-0.12	-0.04	-0.16	-0.24**	-0.12	-0.09	0.13	0.06	-0.09
SUPER EGO	OBEDIENT	-0.17**	-0.19**	-0.32**	0.02	0.13	0.15	-0.14	-0.16	-0.29*	0.24*	0.30*	0.30
	CONFORMING	-0.07	-0.13	-0.09	0.06	-0.04	0.02	0.22	0.16	0.20	0.06	0.08	-0.16
	DEMANDING	0.10	-0.15*	-0.20	0.25*	0.04	0.29*	0.38***	0.14	0.09	-0.06	0.00	0.40**
	BLAMING	-0.07	-0.05	0.10	-0.02	-0.15	-0.17	0.09	0.10	0.26	-0.21	-0.20	-0.51**
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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relationships with the parents of her children as of
little consequence. She may be inclined to depreciate
their importance to her children and to take a be-
littling attitude in her relationships with them.
Parent-teacher relationships are certainly a matter
worth careful consideration during teacher training.

A second conclusion stems from the finding that the
best-liked teacher is primarily a model for emulation.
This has implications for the selection of supervis-
ing teachers as well as for the importance of self-
study in the training of teachers. It points to the
qualities the teacher needs to cultivate in herself
to be liked and respected by her pupils, and to the
qualities supervising teachers should manifest to be
effective models. The main attraction of the best-
liked teacher as a model are her qualities of ego
strength and individualism. The prospective teacher
wants a best-liked teacher who is a hero. This sug-
gests that what needs to be stressed in teacher train-
ing is not conscience and duty, or how to be friends
with the children; not cautions about what not to do,
or seductions to be sympathetic; but good examples
of effective teaching heros whose mastery of reality
the prospective teacher can emulate to build a stronger
teaching identity in herself.

CHAPTER X

FROM DREAM TO LIFE IN THE DEVELOPMENT OF TEACHERS

In Chapter VIII we examined the self-conceptions of prospective teachers after training had begun but before practice teaching. Before practice teaching professional development is still at the stage of _dreams_. Few aspirants have done any teaching. Their image of themselves in the teaching role is largely a fantasy of what they hope to acquire when they succeed in becoming a teacher.

Practice teaching challenges this fantasy. By the time it is completed, the role conceptions of prospective teachers have passed from the realm of dreams to the threshold of reality. Practice teaching is not real teaching. Contact and responsibility are sharply curtailed. But the developing teacher has played at her role. The experience of practice teaching is the stage of _play_ in teacher development.

After play come graduation and the first years of full-time teaching. The real experience of being a teacher shatters whatever dreams survive the role playing of practice teaching. Full-time teaching is real life. The experience of the first years of teaching is the stage of _life_ in teacher development. Chapter VIII explored the self-conceptions of prospective teachers during the stage of _dreams_. In this chapter we will examine what happens to self and role conception during the subsequent stages of _play_ and _life_.

The Stage of Play

By the time practice teaching is completed, the role
conceptions student teachers entertain have passed
from raw imagination to half-baked experience. Before
practicing they were concerned with how the role of
teacher represents what they hoped to be. Now they are
concerned with what they have played at being. The
possibilities for self-improvement have passed beyond
appetite. They have been tasted and their flavor tried
against present ambition and anticipated capacity. But
because of the limitations of practice teaching these
student teachers have not yet bitten into reality. Such
fancies as "Do I like myself in the part of a teacher?"
and "Does the role of a teacher feel good to me?" have
been sampled. But the tough reality "Can I succeed
as a full-time teacher?" is still to be chewed and
swallowed.

To understand the effects of play, we will study the
changes in mean scores for Myself and Me as a Teacher
after practice teaching. These differences between
testing times 1 and 2 are presented in Tables 19 and 20.
The changes significant for all teachers are collected
in Figure 26. Both role and self are rated more indi-
vidualistic. Becoming a teacher is becoming somebody
important. But role is also rated more impulsive, less
obedient than anticipated. Something about playing
the role has released impulse from the inhibition of
the superego. Is it the encouragement practice teach-
ing embodies to be the center of attention? Perhaps
the exhibitionism of teaching has made the student
teachers more aware of their impulses. Or is it be-
cause some of the responsibility for role obedience
can be shifted from the student teacher herself to
the institutional context in which the role of teacher
is performed?

TABLE 19

MEANS AND TIME CHANGES BETWEEN MEANS

MYSELF

	MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE CONFIDENT	1.48	1.62	1.30	0.22***	0.02	0.09	-0.12*	-0.08	-0.02	1.58	1.57	1.37
EGO ACTIVE	0.72	0.77	0.57	0.18**	0.02	0.18	-0.10	-0.13*	0.05	0.80	0.67	0.79
PERCEPTIVE	1.82	1.84	1.74	0.10*	0.06	0.11	-0.11**	-0.12**	0.07	1.80	1.78	1.91
EGO IDEAL INDIVIDUALISTIC	-0.34	-0.54	-0.39	0.39***	0.47***	0.32**	0.04	0.07	0.07	0.09	0.00	0.
CONTROLLED	-1.34	-1.30	-0.79	0.06	0.17*	0.03	0.07	0.18*	-0.06	-1.20	-0.94	-0.83
HAVE HAPPY	1.97	1.98	1.55	0.08	0.00	0.04	-0.11**	-0.17***	-0.06	1.94	1.81	1.54
ID RELAXED	1.34	1.30	0.79	-0.06	-0.17*	-0.03	-0.07	-0.18*	0.06	1.20	0.94	0.83
IMPULSIVE	-2.41	-2.39	-2.21	0.04	0.05	0.03	0.11**	0.10	0.12	-2.26	-2.23	-2.05
SUPER EGO OBEDIENT	2.41	2.39	2.21	-0.04	-0.05	-0.03	-0.11**	-0.10	-0.12	2.26	2.23	2.05
CONFORMING	0.34	0.54	0.39	-0.39***	-0.47***	-0.32**	-0.04	-0.07	-0.07	-0.09	-0.00	-0.
SAMPLE SIZES	254	166	88									

The difference in conception of role and self repre-
sents what a person feels they become when they assume
the role. What they become expresses their motives
for being interested in the role. Whatever qualities
role has more than self are potentials for self-enhance-
ment, potentials supposed to come true when the role is
assumed. When a role loses its potential for self-
enhancement it loses its appeal to ambition. When it
loses its appeal to ambition it will in the end lose
the active interest of its sponsor. The relationships
between role and self at each time of testing are given
in Table 21. The shifts in this relationship are shown
in Table 22.

The significant changes in relationship between role
and self after practice teaching are also shown in
Figure 26. Although both role and self have increased
in the ego-ideal quality of individuality, the poten-
tials offered by role have decreased. The advantages
of Me as a Teacher over Myself on the ego quality of
confidence and the ego function of perceptiveness have
been cut in half. For the lower and middle women the
advantage in individuality has disappeared. After
practice teaching the role of teacher is still felt to
be significantly more confident and more perceptive
than self, but only half as much as it was when role
was still all dream and still unsullied by the play
of practice teaching.

The changes characterizing the high school student
teachers are shown in Figure 27. The ego functions of
activity and perceptiveness have increased in self,
but decreased in role. There is a significant loss in
the advantage role is felt to have over self on the
ego quality of confidence and the ego functions of
perceptiveness and activity. What has happened?

TABLE 20

MEANS AND TIME CHANGES BETWEEN MEANS

ME AS A TEACHER

		MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	2.03	2.14	2.03	-0.02	-0.23***	-0.34***	-0.19***	-0.12	-0.20*	1.82	1.79	1.48
EGO	ACTIVE	1.29	1.31	1.44	0.11*	0.05	-0.16	0.07	-0.08	0.01	1.46	1.28	1.30
	PERCEPTIVE	2.04	2.08	2.08	0.00	-0.06	-0.14	-0.11**	-0.16**	-0.05	1.94	1.85	1.88
EGO IDEAL	INDIVIDUALISTIC	-0.22	-0.28	-0.17	0.29***	0.27*	0.22	0.06	-0.08	-0.16	0.13	-0.10	-0.10
	CONTROLLED	-1.27	-0.94	-0.55	-0.04	0.08	0.06	0.18**	0.26**	0.05	-1.13	-0.60	-0.44
	INSPIRING	2.34	2.38	2.31	0.00	-0.12*	-0.21*	-0.25***	-0.37***	-0.35***	2.09	1.89	1.74
HAVE	HAPPY	2.34	2.28	1.94	-0.02	-0.16**	-0.18*	-0.29***	-0.30***	-0.24***	2.03	1.82	1.51
ID	RELAXED	1.27	0.94	0.55	0.04	-0.08	-0.06	-0.18**	-0.26**	-0.05	1.13	0.60	0.44
	IMPULSIVE	-2.63	-2.64	-2.55	0.08*	0.11*	0.12	0.22***	0.24***	0.24***	-2.32	-2.29	-2.19
	UNDERSTANDING	2.11	2.12	1.97	0.15***	0.00	-0.16*	-0.07	-0.05	-0.04	2.19	2.07	1.78
	PARTICIPATING	1.50	1.45	1.33	-0.01	0.08	0.01	-0.03	-0.18*	-0.08	1.46	1.35	1.27
SUPER EGO	OBEDIENT	2.63	2.64	2.55	-0.08*	-0.11*	-0.12	-0.22***	-0.24***	-0.24***	2.32	2.29	2.19
	CONFORMING	0.22	0.28	0.17	-0.29***	-0.27*	-0.22	-0.06	-0.08	0.16	-0.13	0.10	0.10
	DEMANDING	0.55	0.89	0.97	-0.04	-0.20**	-0.40***	0.19**	0.19*	0.04	0.69	0.88	0.60
	BLAMING	-1.94	-1.98	-1.84	-0.02	0.15*	0.02	0.43***	0.55***	0.51***	-1.53	-1.28	-1.31
SAMPLE SIZES		254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

	ALL STUDENT TEACHERS after Training		
	Low	Mid	High
MYSELF			
Individualistic/Conforming	.39***	.47***	.32**
ME AS A TEACHER			
Individualistic/Conforming	.29***	.27*	.22
Impulsive/Obedient	.08*	.11*	.12
ME AS A TEACHER - MYSELF			
Confident	-.25***	-.23**	-.42***
Perceptive	-.10*	-.12*	-.23**
Individualistic/Conforming	-.10	-.23*	-.12

Fig. 26 -- Self and role changes during training
among all student teachers

Teaching is an intellectual challenge for the high school
student teacher. Some of the material she must learn
to be able to teach is difficult. What she has had the
chance to learn during training has made her feel like
a more able person. As a person she is free to use as
little or as much of this new material as she feels
master of. But living up to the role of teacher is an-
other matter. As a teacher she is expected to have
mastered what was taught. Of course she has not. As
a result she feels less able as a teacher than she hoped
to be. Self has improved but role has deteriorated.

The high school student teacher rates herself less de-
manding, and inspiring than she expected to be. The
decrease in confidence, ego functions, and effective

TABLE 21

CONCEPT DIFFERENCES AT EACH TIME OF TESTING

ME AS A TEACHER - MYSELF

		DIFFERENCES AT TIME 1			DIFFERENCES AT TIME 2			DIFFERENCES AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	0.53***	0.50***	0.72***	0.28***	0.27***	0.30*	0.21***	0.24***	0.11
EGO	ACTIVE	0.56***	0.52***	0.86***	0.50***	0.54***	0.55***	0.64***	0.62***	0.50***
	PERCEPTIVE	0.22***	0.24***	0.33***	0.12***	0.12**	0.11	0.12***	0.08	-0.02
EGO	INDIVIDUALISTIC	0.12	0.22*	0.23	0.02	-0.01	0.12	0.04	-0.11	-0.12
IDEAL	CONTROLLED	0.06	0.35***	0.22	-0.04	0.25***	0.27*	0.07	0.36***	0.38**
HAVE	HAPPY	0.35***	0.30***	0.34***	0.27***	0.13**	0.12	0.09*	0.00	0.
ID	RELAXED	-0.06	-0.35***	-0.22	0.04	-0.25***	-0.27*	-0.07	-0.36***	-0.38**
	IMPULSIVE	-0.21***	-0.24***	-0.33***	-0.18***	-0.18***	-0.27***	-0.06	-0.06	-0.16*
SUPER	OBEDIENT	0.21***	0.24***	0.33***	0.18***	0.18***	0.27***	0.06	0.06	0.16*
EGO	CONFORMING	-0.12	-0.22*	-0.23	-0.02	0.01	-0.12	-0.04	0.11	0.12
SAMPLE SIZES		254	166	88						

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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HIGH SCHOOL STUDENT TEACHERS after Training		Changes in Other Types	
		Low	Mid
MYSELF			
Active	.18	.18**	.02
Perceptive	.11	.10*	.06
ME AS A TEACHER			
Confident	-.34***	-.02	-.23***
Active	-.16	.11*	.05
Perceptive	-.14	.00	-.06
Demanding Behavior	-.40***	-.04	-.20**
Inspiring Behavior	-.21*	.00	-.12*
Happy	-.18*	-.02	-.16**
Understanding Behavior	-.16*	.15***	.00
ME AS A TEACHER - MYSELF			
Confident	-.42***	-.25***	-.23**
Perceptive	-.23**	-.10*	-.12*
Active	-.31**	-.07	.02
Happy	-.22*	-.08	-.17**

Fig. 27 -- Self and role changes during training
among high school student teachers

TABLE 22

MEANS AND TIME CHANGES BETWEEN MEANS

ME AS A TEACHER - MYSELF

		MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	0.53***	0.50***	0.72***	-0.25***	-0.23**	-0.42***	-0.07	-0.03	-0.19	0.21***	0.24***	0.11
EGO	ACTIVE	0.56***	0.52***	0.86***	-0.07	0.02	-0.31**	0.15*	0.08	-0.05	0.64***	0.62***	0.50***
	PERCEPTIVE	0.22***	0.24***	0.33***	-0.10*	-0.12*	-0.23**	-0.00	-0.04	-0.13	0.12***	0.08	-0.02
EGO	INDIVIDUALISTIC	0.12	0.22*	0.23	-0.10	-0.23*	-0.12	0.02	-0.10	-0.23	0.04	-0.11	-0.12
IDEAL	CONTROLLED	0.06	0.35***	0.22	-0.10	-0.10	0.05	0.10	0.12	0.11	0.07	0.36***	0.38**
HAVE	HAPPY	0.35***	0.30***	0.34***	-0.08	-0.17**	-0.22*	-0.18***	-0.13	-0.12	0.09*	0.00	0.
ID	RELAXED	-0.06	-0.35***	-0.22	0.10	0.10	-0.05	-0.10	-0.12	-0.11	-0.07	-0.36***	-0.38***
	IMPULSIVE	-0.21***	-0.24***	-0.33***	0.03	0.06	0.06	0.12*	0.13	0.11	-0.06	-0.06	-0.16*
SUPER	OBEDIENT	0.21***	0.24***	0.33***	-0.03	-0.06	-0.06	-0.12*	-0.13	-0.11	0.06	0.06	0.16*
EGO	CONFORMING	-0.12	-0.22*	-0.23	0.10	0.23*	0.12	-0.02	0.10	0.23	-0.04	0.11	0.12
	SAMPLE SIZES	254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

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behavior go together. Less confidence may be the cause
for feeling less demanding and less inspiring as a
teacher. The high school woman also feels less happy
and understanding. She began training feeling less
happy than the others. We concluded that her needs
had been less well taken care of, and that she had had
less satisfying relationships. After practice teach-
ing she feels less happier still. Less happiness in
herself could make it more difficult for her to under-
stand and enjoy her children.

As for the relation between role and self, the degree
to which role offers self improved ego function or
greater satisfaction through happiness has been cut in
half. The relationship between demanding, inspiring,
and effective ego functioning is also interesting. A
drop in effectiveness is accompanied not only by a
drop in inspiring but also by a drop in demanding.
Does effectiveness for the high school woman mean to
be demanding?

Figure 28 shows the changes that take place in the
self and role concepts for the lower school student
teacher. Activity and perceptiveness increase in the
self for the lower school woman as they do for the
high school woman. But while role activity and per-
ceptiveness decrease for the high school woman, ac-
tivity increases and perceptiveness shows no change
for the lower school woman. This suggests that prac-
ticing lower school represents less of a challenge to
the ego than practicing high school. Lower school
subject matter is easier. It represents less of an
intellectual threat.

LOWER SCHOOL STUDENT TEACHERS after Training		Changes in Other Types	
		High	Mid
MYSELF			
Confident	.22***	.09	.02
Active	.18**	.18	.02
Perceptive	.10*	.11	.06
ME AS A TEACHER			
Understanding Behavior	.15***	-.16*	.00
Active	.11*	-.16	.05
Perceptive	.00	-.14	-.06

Fig. 28 -- Self and role changes during training
among lower school student teachers

The role conception of the lower school student teacher
increases in understanding behavior. After practicing
lower school teaching she finds she is more understand-
ing as a teacher than she dreamed of being. Either
the training of the women in our sample was effective
in eliciting sympathy for pupils. Or the experience
of returning to the lower school classroom aroused in
these women sympathetic memories of their own lower
school days.

There are no shifts in the relation between role and
self unique to the lower school woman. She shows the
same decrease in relative role effectiveness manifested
by all student teachers.

We can examine the shifts in activity of lower and high
school women more closely by looking at the individual
items involved in this score dimension. The data for
all items are given in Table 20C, Appendix C. The
ratings for lower and high school women on the three
items in activity are shown in Figure 29. Activity
increases for the lower school woman because she be-
comes more "responsive." This goes with her increased

ME AS A TEACHER after Training	Low	High
responsive/reserved	.26**	-.12
active/passive	.05	-.21*
loud/quiet	.06	-.15

Fig. 29 -- Changes in role activity
among lower and high school student teachers

understanding. Activity decreases for the high school
woman largely because she becomes less "active." Per-
haps the high school woman has found the challenge of
practicing high school too much and has stepped back
from the action.

While the high school woman becomes less understand-
ing as a teacher after practice teaching, the lower
school woman becomes more. Perhaps this is because
she starts out in a better position to understand her
pupils than the high school woman. She began teacher
training feeling happier and more relaxed and she re-
sponds as though she had more faith in the possibility
of trust and satisfaction.

The self of the lower school woman becomes significantly
more confident during practice teaching. That of the
high school woman, on the other hand, does not. We
infer that during practice teaching confidence is more
easily achieved at the lower than at the high school
level. Two factors could account for this. First, the
intellectual challenge is less because the subject
matter is easier. Second, the emotional challenge of
teaching lower school has not yet been encountered.
During practice the lower school woman is protected
from full responsibility for a class of young children.
This does not fall on her until she has finished
training and is teaching on her own. The high school
woman, in contrast, has met her toughest challenge al-
ready. The intellectual demands made on her during
training are the most rigorous she will face. Once
she is out of school there will only be inexperienced
students to judge her. She usually knows more than
they do. But in training she is faced with college
professors. They know the subject matter better than
she does and thus can threaten her self-confidence as
an intellectual.

The changes that take place in the attitudes of the
middle school woman during practice teaching are shown
in Figure 30. Like the high school woman, the middle
school woman becomes less confident, demanding, inspir-
ing, and happy. In addition, she becomes more con-
trolled, less relaxed as a person, and more blaming
as a teacher. The gain in control is consistent with
the inference in previous chapters that the middle
school woman is more conforming than the other teacher
types. The gain in blaming suggests that she has more
repressed impulses which have been aroused and which
must be dealt with. One way she can work out the inner
conflict created by these aroused impulses is to see
the children as her all bad self and to exemplify in
her own actions an all good one. In this way she puts

MIDDLE SCHOOL STUDENT TEACHERS after Training		Changes in Other Types	
		Low	High
MYSELF			
Controlled/Relaxed	.17*	.06	.03
ME AS A TEACHER			
Confident	-.23***	-.02	-.34***
Demanding Behavior	-.20**	-.04	-.40***
Inspiring Behavior	-.12*	.00	-.21*
Happy	-.16**	-.02	-.18*
Blaming Behavior	.15*	-.02	.02
ME AS A TEACHER - MYSELF			
Individualistic/Conforming	-.23*	-.10	-.12
Happy	-.17**	-.08	-.22*

Fig. 30 -- Self and role changes during training
among middle school student teachers

her bad feelings into the children and tries to settle
her own conflicts on the battle ground of her class-
room at the expense of her children.

How do the advantages of role over self fare under
the impact of practice teaching? The middle school
woman is distinguished by significant losses in indi-
viduality and happiness. The individuality role had
to offer self is gone completely, and the advantage
in happiness of role has been cut to a third.

Of all groups it is the high school student teacher
whose self-concept is least effected by practice teach-
ing. It is as though the high school woman remained
personally aloof from the throes of practicing, not
allowing her professional role to impinge on her per-
sonal self. Perhaps this is because the main challenge
for her is intellectual rather than emotional. Be-
cause of the intellectual nature of her main task, she
need not involve her whole personality in teaching and
can preserve her personal self from the vicissitudes
of professional experience.

The changes in the relation between role and self for
prospective teachers deserve careful consideration.
The half-real exposure to reality which practice teach-
ing represents is bound to bring dreams down to earth,
to reduce fantasy to reality. But if the role of teacher
is felt to be no better than self, then where will the
motive to become a teacher come from? How can becoming
a teacher appeal to ambition unless the role is seen in
a more favorable light than the self? If no differences
in favor of the role were to remain, we might infer that
the inner reasons for becoming a teacher had been wiped
out by experience.

Fortunately there are advantages in the role which
endure even after the first year of teaching. They
can be seen in Table 21 and will be discussed at the
end of the next section. But the losses which the
dream of being a teacher suffers to the reality of
practice teaching are significant among these women.
We feel they bear careful consideration when the ques-
tion of how best to train teachers is under study.
What can be done to preserve and enrich basic motives
for teaching? Is disillusion inevitable? If it is,
can more realistic and reliable motives for teaching

be so aroused and nourished during training, that young
teachers can confidently count on them when faced with
the challenge of real teaching.

The Stage of Life

After the first year of experience there is little room
left for imagination to operate with respect to role.
To the first year teacher the teaching role has become
a living reality. She is no longer dreaming or play-
ing. She has been, and is being a teacher. This is
the stage of _life_, the stage of role in action. The
women are rating themselves the way they were today
in the classroom. The image of self as a teacher has
passed from dream, through play, to life. It has been
tested against reality and revised in terms of what is
personally and socially possible. The dreams that
existed before training have been eroded by the abrasion
of actual teaching. Indeed, the image Me as a Teacher
may now be more real than Myself itself. To explore
the phase of _life_, we will study the changes in mean
scores for Myself and Me as a Teacher between testing
times 2 and 3. These also appear in Tables 19, 20,
21 and 22.

Figure 31 summarizes the salient changes that have
taken place in self and role conception following the
first year of teaching for all teachers. Both role
and self have lost obedience as a result of the first
year of experience. What is more, role has signifi-
cantly lost to self in the extra obedience it offers.
The data in Table 21 show that by the end of the first
year the only group for whom the role of teacher makes
a significant offering of obedience to self is the high
school woman. For the other young teachers the dream
of increased obedience as the result of becoming a
teacher has been washed away by the vicissitudes of
training and teaching.

	ALL FIRST YEAR TEACHERS after Teaching		
	Low	Mid	High
MYSELF			
Obedient/Impulsive	-.11**	-.10	-.12
ME AS A TEACHER			
Blaming Behavior	.43***	.55***	.51***
Inspiring Behavior	-.25***	-.37***	-.35***
Happy	-.29***	-.30***	-.24**
Obedient/Impulsive	-.22***	-.24***	-.24***
Confident	-.19***	-.12	-.20
ME AS A TEACHER - MYSELF			
Happy	-.18***	-.13	-.12
Obedient/Impulsive	-.12*	-.13	-.11

Fig. 31 -- Self and role changes during teaching
among all first year teachers

Role has gained significantly in blaming behavior. The
use of teaching as an opportunity to handle inner prob-
lems through projection is still increasing. The
first year teachers have also become less inspiring,
less happy, and less confident. And the loss of role
to self in relative happiness wipes out the dream of
becoming happier by becoming a teacher for the middle
and high school women. Table 21 shows that only the
lower school woman retains a role conception which
embodies significantly more happiness than self.

There are no significant changes in activity as a dimen-
sion for the three types of teachers. But when we look
at the changes in individual word-pairs shown in Figure 32
we find that all three types view themselves as more
"loud," but less "responsive" after a year of teaching.

ME AS A TEACHER after Teaching	Low	Mid	High
loud/quiet	.39***	.17	.41**
responsive/reserved	-.14	-.32*	-.16
active/passive	-.09	-.18	-.11

Fig. 32 -- Changes in role activity among
all first year teachers

The experiences of practice teaching and first year of
teaching seem to be making these women feel less social
and less happy. We wonder if the discomfort which in-
terferes with their inner contentment is not brought
about by a kind of regression. The residual child in
these young teachers becomes aroused by the emotional
impact of working with children. The resulting sensa-
tion of their own childish impulses makes them feel
like bad children. These feelings must be dealt with.
Projection is the original mechanism for getting rid
of bad feelings. So they project their bad feelings
onto the children.

Blaming increases in the feelings these teachers have
about themselves after their first year of teaching.
In blaming, they can unconsciously identify the un-
comfortable feelings in themselves with the impulses
they infer in their pupils. By projecting their own
feelings into their pupils they can escape personal

responsibility and need not recognize the cause for
these childish feelings in themselves. Unfortunately
while this is going on, it is especially hard to per-
form the role of teacher as well as they planned to
or to be as inspiring a teacher as they originally
hoped to be.

There is one other significant change in attitude
during the first year of teaching for all three types
of teachers. This change occurs on the teaching be-
havior item, "Makes school fun/makes school boring."
The data from Table 20C, Appendix, C, are presented
in Figure 33. After a year of teaching all three
types of teachers judge that they make school more
boring than they thought they would. This change
also goes along with the finding that the women have
not become the inspiring teachers they expected to be.

	ALL FIRST YEAR TEACHERS after Teaching		
ME AS A TEACHER	Low	Mid	High
Makes school boring	.32***	.47***	.28*

Fig. 33 -- Rise in "making school boring"
among all first year teachers

So far we have been considering changes in attitudes
common to all first year teachers. These are the only
changes in attitudes that occur on dimension scores for
the high school teacher. There are, however, three
changes on individual items which add significantly
to our picture of her. These changes are shown in
Figure 34.

HIGH SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		Low	Mid
ME AS A TEACHER			
Always thinks we'll do badly	.46**	.15	.39***
Doesn't know what worries us	.34**	.12	.34**
Acts young	.29*	.27**	.17

Fig. 34 -- Projection of inadequacy
among first year high school teachers

The high school woman rates herself higher on the items,
"Always thinks we'll do badly," and "Doesn't know what
worries us." These women know they are not doing as
well as they hoped to. The increase in thinking their
children will do badly may be a projection of their own
inadequacies. But successful projection depends on
blindness to what is going on in others. Perhaps this
is why these teachers feel they know less about what
worries their children. This would provide first year
high school teachers with a reason for denying their
similarity to and identification with children. They
withdraw from knowing about their children in order to
increase their projection of blame onto them. If they
did not repress their identification with the children
they could not blame them.

These first year high school teachers also feel that
they "act younger." In comparison with the more ex-
perienced teachers in their schools they are younger,
and they would be bound to become more aware of this
as they taught. But, perhaps the change in their re-
sponse to this item is also effected by the arousal of
their childish impulses. Teaching takes them back,

to their own school days. It brings out the child be-
neath the skin. This makes them feel even younger
than they are.

What are the changes that take place in attitudes
toward self and role among lower school teachers after
a year of teaching? The significant changes are shown
in Figure 35. As a teacher the lower school woman feels
more controlled and more demanding, but less perceptive
than she did before.

LOWER SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		High	Mid
MYSELF			
Confident	-.12*	-.02	-.08
Perceptive	-.11**	.07	-.12**
Active	-.10	.05	-.13*
Happy	-.11**	-.06	-.17***
ME AS A TEACHER			
Controlled/Relaxed	.18**	.05	.26**
Demanding Behavior	.19**	.04	.19*
Perceptive	-.11**	-.05	-.16**
ME AS A TEACHER - MYSELF			
Active	.15*	-.05	.08

Fig. 35 -- Self and role changes during teaching
among first year lower school teachers

How are we to understand these changes which occur in
the lower, but not in the high school first year teacher?
Let us begin with the decline in perceptiveness. The
lower school woman acts more on the basis of feeling and
emotion than reason and thought. She has less energy
to put into the intellectual methods by which a teacher
copes with the reality of the classroom. She must put
her energy into efforts to cope with her feelings.
The high school woman has already met her main chal-
lenge, the intellectual one, in practice teaching. The
intellectual demands in teacher training were the
toughest she will meet. The lower school woman, in
contrast, was protected during practice from her main
challenge, the emotional one of being solely respon-
sible for a class of children. This is what she strug-
gles with now in real teaching.

The rise in control on the part of the lower school
woman implies defensiveness. Her impulses have been
aroused through being exposed to the children, and
she must keep these impulses to herself by controlling
them. But she can do more. By being demanding she
can supplement this control of herself with control
of the children. In this way she can act out an even
stricter conscience than she might be able to live up
to by herself. We surmise that the lower school woman
feels that she has gone too far with her impulsiveness,
and that she must pull in not only her own reins but
also those of her children. This is what is suggested
by her change in response to individual items on the
questionnaire. These changes, are shown in Figure 36.

Like the high school woman, the lower school woman
feels that she acts younger. We think this is the
effect of having her childish impulses aroused by
her experiences in the classroom. The other two

LOWER SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		High	Mid
ME AS A TEACHER			
Acts young	.27**	.29*	.17
Never sticks up for us with the authorities	.20**	.15	.11
Never helps us	.19*	.06	.35**

Fig. 36 -- The beginning of identification with authority
among first year lower school teachers

changes shown in Figure 36 may be consequences of this.
By less frequently sticking up for her children against
authority and less often helping them too much, the
lower school woman may be resisting perhaps even deny-
ing her vicarious identification with her children.
This suggests that she is moving towards becoming the
authority herself.

Unlike the high school woman the self-conception of
the lower school woman is also affected by the experi-
ence of first year teaching. It is as though the chan-
ges which have taken place in her role are seeping into
and becoming part of her self. The confidence, per-
ceptiveness, and activity of her self increased during
practice teaching. But now they decline. Exposure to
the reality of the classroom makes the lower school
woman less sure of herself than she was before. She
also feels less happy. Perhaps in becoming more im-
pulsive and less obedient she feels that she has
failed in her responsibilities to herself and her

parents. The energy consumed in coping with these feel-
ings is not available to help her be effective in meet-
ing the responsibilities her role demands of her in
the classroom.

What happens to the middle school first year teacher?
The changes in her attitudes are shown in Figure 37.
What makes these women feel more demanding, more con-
trolled? The motive may go back to the identificatory

MIDDLE SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		Low	High
MYSELF			
Relaxed/Controlled	-.18*	-.07	.06
Happy	-.17***	-.11**	-.06
Active	-.13*	-.10	.05
ME AS A TEACHER			
Controlled/Relaxed	.26**	.18**	.05
Demanding Behavior	.19*	.19**	.04
Perceptive	-.16**	-.11	-.05
Participating	-.18*	-.03	-.08

Fig. 37 -- Self and role changes during teaching
among middle school first year teachers

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relationships they had and may still have with their
parents. They see themselves as obedient persons who
want to maintain continued parental approval. How
can they maintain the love of the people important to
them unless they mend their ways, so to speak, and
reinstate control and conscience? This should be an
especially important issue for the conforming middle
school woman.

The basic motive might be called "teaching to be good."
It is driven by the need to satisfy belatedly the an-
cient demands of the clean mother. Such a need grows
out of a mixture of internalized sanctions against
being bad, and sorrow over love lost by not being good.
Together these create lingering guilt and the sorry
feeling, "I wish I had been better." If the middle
and lower school women neglect this feeling, gnawing
pangs of guilt may weaken their pride and cramp their
comfort. The middle school woman also stands out in
feeling less participating. This suggests that she is
giving up more id satisfaction in teaching than is
the lower school woman.

Responses to individual items round out the picture
for the middle school woman. These responses are
shown in Figure 38. Like the high school woman, the
middle school woman rates herself higher on "Always
thinks we'll do badly," and "Doesn't know what worries
us." She has withdrawn from intellectual contact with
the children and she burdens them with the blame for
failure in her classroom. Like the lower school woman,
she helps the children less. Her emotional identifi-
cation with them has decreased. She is less child-
oriented.

MIDDLE SCHOOL FIRST YEAR TEACHERS after Teaching		Changes in Other Types	
		Low	High
ME AS A TEACHER			
Always thinks we'll do badly	.39***	.15	.46**
Doesn't know what worries us	.34**	.12	.34**
Never helps us	.35***	.19*	.06

Fig. 38 -- Withdrawal from intellectual contact
and emotional identification with pupils
among middle school first year teachers

The middle school woman, like the lower school woman,
becomes less happy and less active as a person. She
also becomes less relaxed. It would seem as though
she feels more need to deny expression of her feel-
ings than the lower school woman. This fits in with
her greater conformity and her need to keep up good
relationships with both parents at the same time.

From Dream to Disillusion

Tables 21 and 22 present a bird's eye view of the chang-
ing relationship between role and self as the pros-
pective teacher experiences training and teaching.
These relationships show what happens to dream under
the pressure of practice teaching and what happens to
the expectations formulated out of practice when they
are exposed to the vicissitudes of real life teaching.
Before practice teaching role appears to have every-
thing to offer self. Role is significantly more con-
fident, active, perceptive, happy, and obedient for

all prospective teachers. But practice teaching takes
its toll on these opportunities for self improvement
through role assumption. Confidence and perceptive-
ness drop significantly for all three groups of women
during student teaching. In addition, happiness drops
significantly for the high school and middle school
women, while activity drops for the high school woman
and individuality drops for the middle school woman.

By the time a year of teaching has been digested, role
has only activity to offer all prospective teachers.
It offers confidence to the lower and middle school
teachers, but perceptiveness and happiness to the
lower school teacher only. Only the middle and high
school teachers get a significant increase in control,
and only the high school teachers a significant in-
crease in obedience.

The original superego dream of gaining obedience is
lost completely for the lower and middle school
teachers. This suggests that among them obedience can
no longer be seen as a motive that can be satisfied
by remaining a teacher. The ego functions of per-
ceptiveness, the ego-ideal quality of individuality,
and the id-satisfying quality of happiness are lost
for the middle and high school teachers. And for
the high school teacher, the ego quality of confi-
dence is also gone.

What is left in the way of satisfaction? The lower
school teacher can still acquire ego and satisfy id,
because even after a year of teaching role has activ-
ity, confidence, perceptiveness, and happiness to
offer self. The middle school woman can also acquire
ego in terms of confidence and activity and she can

augment the restrictive side of her ego-ideal with the
control role offers self. Finally, the high school
woman can acquire activity, control, and obedience.
By being a teacher she can acquire more ego-ideal and
superego.

If we were to associate changes in attitudes for each
type of teacher with the development of psychic struc-
ture through teaching, we would say that role offers
id satisfaction to the lower school teacher, ego-ideal
restrictions to the middle school woman, and both ego-
ideal and superego restrictions to the high school
woman.

CHAPTER XI

TEACHER DEVELOPMENT AND THE FUTURE OF TEACHER TRAINING

This has been a study of self and role conception, of
the childhood relationships out of which they are
formed, and of the changes that take place in them dur-
ing practice and first year teaching. It is based on
the premise that early satisfactions and frustrations
set the stage for subsequent attitudes toward teachers
and teaching and that the kind of teachers young women
enrolled in teacher training try to become is governed
by the effect this childhood heritage has on their
personalities. We believe that the study of self and
role conceptions yields insight into the motivation
to become a teacher and that vicissitudes through which
motivation passes can be seen in the course self-con-
ception follows as prospective teachers work their way
through training and first year teaching. We also be-
lieve that our findings have important implications for
the counseling, training, and professional success of
young teachers.

The questionnaire we used recorded the prospective
teacher's conceptions of her self and role and her
images of the people in her life most likely to have
influenced her development. For the effects of child-
hood experience we asked her who was most important
in various childhood relationships. To determine
how interpersonal experiences affected her feelings
about herself and others we had her rate herself, her
parents, and her best-liked teacher on adjectives
describing feelings. For her attitudes about teach-
ing we had her rate herself as a teacher and her best-
liked teacher on the adjectives and on phrases describ-
ing classroom behaviors.

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The theory underlying the analysis of the data obtained
is outlined in Chapter III and pictured in Figure 5
on page 47. It views personality as determined by the
character and balance of three psychic structures; id,
ego-ideal and superego, and their coordination with
reality by the ego. This personality is experienced
through the four structural conflicts which express
the equilibrium ego is able to maintain among id,
ego-ideal, superego, and reality. The connections
between the personality theory and the relationships,
feelings, and behaviors recorded by the questionnaire
are described in Chapter IV and pictured in Figure 7
on page 75.

Each of the childhood relationships implies a struc-
tural role and a kind of identification. We can infer
from them the parts mother, father, and teacher played
in the development of the prospective teacher's per-
sonality. The self and role ratings express the pros-
pective teacher's inner balance and ego functioning.
We can infer from these the status of her structural
conflicts. The differences between the way the pros-
pective teacher rates herself and significant others
show what these others have had to offer as models for
personality development. We can infer from these dif-
ferences the motives for identification with signifi-
cant others. The differences between the way she rates
her role and her self reveal her professional ideals.
We can infer from these differences her dreams about
being a teacher and how she imagines expressing her-
self in the classroom.

The Family Romance Theory of Teacher Development

At the end of our discussion of personality theory we
analyzed the various ways in which mother, father, and
teacher could fill the structural roles of friend,
enemy, hero, and rival. These are pictured in Figure 6

on page 49. From this we formulated a family romance
theory of teacher development in which two of these
configurations are supposed to have a special effect
on the desire to teach and to influence the grade level
preferred. In the Father Romance where father is
friend and hero and mother is enemy, daughter should
be inclined toward _having_ the experiences of lower
school teaching. In the Teacher Romance, where teacher
is friend and hero and parents are enemy, the young
woman should be especially interested in _being_ a high
school teacher.

When we compared the childhood recollections of dif-
ferent types of teachers in Chapter VII we saw that
the basic theory was supported by the data. Father
was a special friend and influence among prospective
lower school teachers. Teacher was a special friend,
influence, and hero among prospective high school
teachers. But there were details which did not fit.
Figure 15 on page 127 shows the modifications in
theory provoked by the data analysis in Chapter VII.

We failed to identify father as a hero for the lower
school woman. She recalled wanting to be like her
father no more often than the others. We failed to
identify both parents as enemies for the high school
woman. Father was less often recalled as close,
but mother was more often recalled as a friend. The
role of friend implied by the relation of sympathy
turned out to have two sides. The high school woman
recalled sympathy _from_ her mother but _for_ her teacher.

In Chapter IX we studied the way images of parents and
best-liked teacher might serve prospective teachers
as models for teaching. We did this by evaluating the
differences between self, parent and best-liked teacher
images. These differences sharpened our picture of the

relative standing of mother, father and teacher. In
Table 15 on page 145 and Figure 22 on page 149 we saw
that mother offered the lower school woman a signifi-
cant example of confidence, perceptiveness, and indi-
viduality. These are choice qualities for emulation.
We had to conclude that the lower school woman had
reason to emulate her mother. But how could this fit
with the father romance theory of lower school teach-
ing? In our original conception father was the only
hero.

When we returned to the data of Chapter VII we found
that the lower school woman recalled mother as a person
whom she wanted to be like slightly more often than
any other group and significantly more often than the
high school woman. We also found that she recalled
father as the person who was most successful in life
and whom she admired most more often than any other
group. If father was the lower school woman's source
of love and object of love and admiration, mother
could be an example how to be with father. When this
is related to the lower school woman least often re-
calling mother as the person who liked her most, the
picture makes sense. The kind of relationship she
recalls having with father implies competition with
mother. She should expect not to be liked by mother.
In addition, the lower school woman most often re-
called mother as a person "who got her own way most."
Mother was a model for the lower school woman to
emulate, but in the role of rival rather than hero.

This reconsideration of the data obliges us to add
"emulation of a rival" to our personality theory. To
do this we will review how the superego develops and
how heroes become rivals and emulation becomes en-
tangled with interference. The first phase of super-
ego development begins when the infant discovers
that his good mother is inextricably linked to his bad
mother, that his friend is his enemy. This is the

first ambivalence. The provocation for the formation
of the infantile superego is anxiety over separation
from mother. The situation becomes manageable for the
child when he recognizes that his voluntary response
to his mother's demands has an effect on her relation-
ship to him and he learns how to keep his mother by
complying with her demands. In identification to
possess the motive is to have because of love of hav-
ing. In this identification to placate the motive
is to keep because of fear of losing. Possession is a
more or less involuntary, undifferentiated introjec-
tion. Placation is a voluntary, selective compliance
intended to accomplish a goal, in this case to keep
the wanted friend by placating the unwanted enemy.
Thus placation to keep is like possession in motive
but like emulation in action.

Later, as the child grows older and becomes aware of
the flux of family competition, he discovers that
some of the heroes out of which he has been building
his ego-ideal are also rivals. What began as emula-
tion to become a hero is transformed by family compe-
tition into emulation to depose a rival. In emula-
tion to become a hero, the childhood relationship
is admiration and the identification is "personal."
In emulation to depose a rival, the childhood rela-
tionship is envy, and the identification is "posi-
tional." The motivating relationship which began as
personal admiration becomes positional envy. It is
this competitive identification which precipitates a
new need to placate and a new placatory identification.
Now the child placates the rival in order to avoid his
revenge. We will call the earlier placatory identifi-
cation, "placation to keep" and the later one "placa-
tion to avoid," and we will discriminate between
"emulation to become" and "emulation to depose."

PERSONALITY THEORY				DIMENSIONS SCORED BY THE QUESTIONNAIRE		
Psychic Structure	Structural Conflict	Identification	Structural Role	Childhood Relationships	Personal Feelings	Teaching Behaviors
id	comfort vs. anxiety	possession to have	friend	sympathy from — — — — — — — — sympathy for	happy relaxed impulsive	understanding participating
infantile superego	virtue vs. guilt	placation to keep	enemy	antipathy from — — — — — — — — antipathy for	obedient controlled	blaming demanding
ego-ideal	pride vs. shame	emulation to become — — — — — — — emulation to depose	hero — — — — rival	personal admiration — — — — — positional envy	confident perceptive active individualistic	inspiring
social superego	virtue vs. guilt	placation to avoid	rival	interference	conforming	demanding
	Major Childhood Influence:		teacher	influence		

Fig. 39 -- The family romance

RELATIONSHIPS DISTINGUISHING PROSPECTIVE TEACHER

Prospective Lower School Teachers		Prospective High School Teachers	
FATHER	liked me most wanted to be with me most	MOTHER	liked me most wanted to be with me most
was	happy relaxed	was	happy relaxed
- - - - - - - - - - - - - - -		- - - - - - - - - - - - - - -	
FATHER	I was closest to	TEACHER	I wanted to be with most I liked most made me feel best

TEACHER	disliked me most	FATHER	understood me least
- - - - - - - - - - - - - - -		- - - - - - - - - - - - - - -	
TEACHER	I disliked most	FATHER	I disliked most
was	controlled	was	controlled

FATHER	was most successful in life I admired most	TEACHER	was most successful in life I admired most
was	confident perceptive active	was	confident perceptive active individualistic
- - - - - - - - - - - - - - -		- - - - - - - - - - - - - - -	
MOTHER	I most wanted to be like	TEACHER	I most wanted to be like
was	confident perceptive individualistic		

MOTHER	got her own way most	FATHER	got his own way most

TEACHER	frustrated me most	FATHER	frustrated me most
		was	conforming

FATHER	most influenced me to teach taught me most	TEACHER	most influenced me to teach taught me most did most with me

theory of teacher development

Figure 39 brings together the revised personality theory, the dimensions scored by the questionnaire, and the relationships distinguishing prospective teachers. If we compare it with Figure 6 on page 49, we see that the differences on the theoretical side are in the discrimination of emulation to depose a rival from emulation to become a hero and in how the different identifications are specified. To discriminate the identifications more effectively we have added a verb to emphasize the motive precipitating that identification.

Another revision is under childhood relationships and represents a change from the layout of Figure 15 on page 127. Within the relationships of sympathy and antipathy we have included the discrimination of "for" and "from." This recognizes that these generally reciprocal relationships have two sides.

A final modification has to do with the classification of feelings scored by the questionnaire. A picture of how these feelings fit into the personality theory appears in Figure 7 on page 75. The balance score "controlled/relaxed" was inferred to measure the balance between id satisfaction and ideal ego control because control represents the ego's ability to master, while relaxation gives the id freedom to find satisfaction. If control represents an ego function idealized by the ego, we would expect control to be an outstanding characteristic of those childhood figures who fill the structural role of hero. But as the summary of data on the right side of Figure 39 shows this is not the case. No hero is distinguished by control. Instead, control is seen to be outstanding in enemies and rivals. This raises the question of where to classify control.

There is a time when discord between id and infantile
superego is the main inner conflict. At that time
enemies are placated by obedience to their demands
so that rapport with satisfying friends may be re-
tained. Here control and obedience have much in com-
mon. Both are concerned with mastery of the id on
behalf of adaptating to reality. Both can represent
the conflict between id and infantile superego, be-
tween what is wanted from friends and what must be
renounced for enemies. For this reason we move "con-
trolled" from association with the ego-ideal and
heros to association with the infantile superego and
the structural role of enemy.

Following development further we now see that when
the conflict between ego-ideal and social superego
is reached, the most appropriate balance score is
"individualistic/conforming." In the earlier phase
the conflict is between id and infantile superego.
At first there is no ego-ideal. The balance is con-
trolled and obedient against relaxed and impulsive.
The warring roles are friend and enemy and the op-
posite relationships, sympathy and antipathy. The
opposite teaching behaviors associated with this
phase are understanding and participating as against
blaming and demanding. In the later phase the salient
conflict is between the ego-ideal and the social super-
ego. While control may end up more part of the ego-
ideal than of the superego, the crucial balance now
is between individuality and conformity. The conflict-
ing roles are hero and rival and the opposite relation-
ships are admiration and interference. The opposite
teaching behaviors at this phase are inspiring as
against demanding.

On the right side of Figure 39 are the data which bear
on the family romance theory of teacher development.
The data on childhood relationships come from Tables 7,
8 and 9 on page 106 to 111 and Figures 9 and 10 on
pages 114 and 116. The data on feelings come from the
differences in other and self scores in Figures 22, 23
and 25 on pages 149, 151 and 157. Teaching behaviors
do not appear because they were not obtained for
mother, father, or self. The middle school woman does
not appear because her status is unclear. While she
seems in part like the lower school woman her responses,
summarized in Figures 11, 30, 37 and 38 on pages 117,
174, 184 and 186 suggest that she is neither identical
to the lower school woman nor somewhere in between the
lower and high school woman. What marks her childhood
relationships is a more frequent need to please teacher
and to deny negative relations with parents. During
training she is distinguished by the most gain in becom-
ing controlled and blaming. During teaching she is dis-
tinguished by the most gain in becoming controlled and
the most loss in participation. This suggests that her
outstanding characteristic is superego emphasis. But
what this means for the family romance theory of teacher
development is unclear to us.

On the right side of Figure 39 are the data which dis-
criminate the lower and high school woman. From the
relationships recalled with parents and teachers we
can infer the identifications characterizing these
women. From the relative images of parents and teacher,
we can see what these significant others offer in qual-
ities to identify with.

For the lower school woman, father is the major child-
hood influence. He is both friend and hero. Happy
relations with him are preserved by possessive identi-
fication, while his confidence and perceptiveness are
retained as ego-ideals through emulative identification.
Mother is not primarily an enemy as suggested in

Figure 15 on page 127. We cast mother in the role of
enemy there because the lower school woman recalled
that mother "liked her most" less often than other women.
But reconsideration of the data suggests that mother
fits better in the part of an envied rival whose place
and ways are coveted, but whose person is not especially
admired or feared. Teacher is both enemy and rival.

For the high school woman, the major childhood influ-
ence is teacher. While mother is the friend of happy,
relaxed relations and the object of possessive identi-
fication, teacher is the beloved hero sought for emula-
tion and the development of the ego-ideal. Father is
both enemy and rival.

Personality Orientations of Prospective Teachers

On the basis of childhood recollections we might de-
scribe the personality of the lower school woman as
made up of an id elaborated by happy relations with
father; an ego-ideal modeled after mother's competitive
position but father's ego strengths; and a superego
aimed at placating the jealousy of mother and the dis-
ciplinary demands of teacher. The lower school woman's
comfort and pride come from father who is the source
and object of her affection. Her guilt comes from
teacher. She has the kind of personality that em-
phasizes "having" and enjoying personal relationships.

The personality of the high school woman, in contrast,
might be described as made up of an id elaborated by
happy attention from mother and personal affection for
teacher, an ego-ideal modeled after teacher's ego
strengths and personal attractions; and a superego
aimed at placating father by meeting his demands for
control and conformity. The high school woman's com-
fort comes from her mother who is the source but not

the object of her affection. Her pride comes from her
teacher. Her guilt comes from father. She has the
kind of personality that emphasizes "being" somebody
effective rather than "having" gratifying relations.

| | Psychic Structure | Self Conceptions | |
		Lower School	High School
Inner Balance:	id superego	relaxed obedient happy	impulsive controlled
Teaching Behavior:		understanding participating	demanding
Basic Orientation:		having	being

Fig. 40 -- Self conceptions distinguishing
prospective lower and high school teachers.

The basic differences in self conception of the lower
and high school woman have been abstracted into Fig-
ure 40. The data come from Figures 17 and 18 on pages
134 and 135. The lower school woman achieves inner
balance by meeting the requirements of her superego
through obedience, and by being relaxed about the needs
of her id. Because she is obedient she need not be
overly controlled. As a result she feels happy. Her

orientation to "having" rather than "being" inclines her
to be more ready to identify with the children, to under-
stand them in terms of herself and to participate in their
activities. The high school woman meets the demands of
her superego through control. As a result she can only
satisfy her id with impulsivity. Her lesser happiness
and inner satisfaction incline her to emphasize "being"
rather than "having" and to be more demanding.

Personal and Professional Models

The comparison of how prospective teachers rate themselves
and significant others shows what these other have had to
offer as models for personal and professional development.
Figure 41 summarizes the differences between the images
the lower and high school women have of their parents and
best-liked teacher and the images they have of themselves.
These data come from Tables 15, 16 and 18 on pages 145,
147 and 159. The number of + and - signs preceding each
quality correspond to the significance level of the ob-
served difference between model and self.

The lower school woman sees both parents as stronger
than she in qualities appealing to her ego-ideal. The
high school woman does not. The high school woman sees
mother only as more happy and relaxed than she, qualities
appropriate to the satisfaction of her id. But possessive
identification with mother along these lines will not
help her to become the teacher she wants to be. She sees
father only as more controlled and conforming than she,
qualities contributing to her superego. Whatever placa-
tory identification she may make with him, however, will
run counter to the individualistic ambitions of her ego-
ideal. Neither parent offers the high school woman much
with which to build an independent identity. Only the
lower school woman has an image of parents who are worth
emulating.

Model	Psychic Structure	Advantages (+) and Disadvantages (-) of the Model	
		Lower School	High School
MOTHER compared with self	id	+++happy	+++happy ++relaxed
	ego-ideal	++individualistic ++confident +perceptive +active	
	superego		
FATHER compared with self	id	+happy +impulsive	
	ego-ideal	+++confident +++perceptive	
	superego	+++controlled +conforming	++controlled +conforming
BEST-LIKED TEACHER compared with role	id	---happy ---relaxed ---participating	-participating
	ego-ideal	+++inspiring +++confident ++perceptive ++active	+++inspiring ++confident +++perceptive
	superego	--obedient	--obedient

Fig. 41 -- The advantages and disadvantages of
parental and professional models

Best-liked teacher is seen by both types of women as sig-
nificantly stronger than self as a teacher in qualities
which enhance the ego-ideal but as significantly weaker
in qualities associated with the id or superego. In con-
trast to parents best-liked teacher does not stand out
as a friend to possess or as a rival-enemy to placate but
only as a hero to emulate.

The Vicissitudes of Training and Teaching

The gains and losses occurring in self and role during
training and teaching for the lower and high school women
are summarized in Figures 42 and 43. These data come
from Tables 19, 20 and 22 on pages 163, 165 and 169.
The number of + and - signs correspond to the significance
levels of the changes observed. Figures 42 and 43 show
that the lower and high school women react differently to
practice teaching and the first year of experience.

Both types of women enjoy an improved self conception
after training. The significant gains are in the feel-
ings of mastery and self-enhancement associated with the
ego-ideal. These gains are greater for the lower school
woman, but training to become a professional teacher ap-
pears to make both types of women feel better about them-
selves.

In contrast to what happens with self conception, only
the lower school woman has an improved role conception
after training. Her picture of herself as a teacher
gains in the ego-ideal feelings of individuality and ac-
tivity and in the id-accepting behavior of understand-
ing. But the high school woman's role conception goes
in the opposite direction. As a teacher she feels less
happy or confident and she sees her teaching behavior as
less understanding, less inspiring and even less demand-
ing after training than before. It is as though train-
ing to become a teacher has made her less confident to
be one.

| Conception | Psychic Structure | Gains (+) and Losses (-) during Training | |
		Lower School	High School
SELF	id		
	ego-ideal	+++confident +perceptive ++active +++individualistic	++individualistic
	superego		
ROLE	id	+++understanding	-happy -understanding
	ego-ideal	+++individualistic +active	---confident -inspiring
	superego	-obedient	---demanding
ROLE compared with SELF	id		-happy
	ego-ideal	--confident -perceptive	---confident --perceptive --active
	superego		

Fig. 42 -- The gains and losses in self and
role conception during training

Conception	Psychic Structure	Gains (+) and Losses (−) during Teaching	
		Lower School	High School
SELF	id	--happy	
	ego-ideal	-confident --perceptive	
	superego	--obedient	
ROLE	id	---happy --relaxed	--happy
	ego-ideal	---confident --perceptive ---inspiring	-confident ---inspiring
	superego	---obedient +++blaming ++demanding	---obedient +++blaming
ROLE compared with SELF	id	---happy	
	ego-ideal	+active	
	superego	-obedient	

Fig. 43 -- The gains and losses in self and
role conception during teaching

After the first year of teaching, however, the picture
is different. The high school woman continues to lose
in role conception but now it is the lower school woman
who shows the most loss not only in role but also in self.
As teachers both types of women feel less happy, confident
and obedient and see themselves as less inspiring and
more blaming than before. But the lower school woman
also feels less relaxed and perceptive and sees herself
as more demanding.

The first year of teaching does not have much effect on
the self conception of the high school woman. Apparently
she can keep self and role compartmentalized. Perhaps
this is because her basic orientation toward "being"
rather than "having" makes it easier for her to remain
aloof and to protect her personal self from the vicis-
situdes experienced in her professional role. But this
is not the case for the lower school woman. After a
year of experience she not only feels worse as a teacher,
but also less happy, confident, perceptive and obedient
as a person.

The high school woman suffers her greatest disillusion
during training. We conclude that training is a tougher
experience for her than it is for the lower school woman.
Why is this? Teaching high school makes greater intel-
lectual demands than teaching lower school and the chal-
lenge to intellect is greater at the training institution
than in the field. Perhaps it is the loss of intellectual
illusions during training which erodes the role conception
of the high school teacher.

The lower school woman suffers her greatest disillusion
during teaching. The impact of her first year of teach-
ing not only affects her role conception but also her
self. Why is that? Teaching lower school makes greater
demands for emotional involvement than teaching high school.
These emotional demands are more intense during the first

year of real teaching, when the teacher has full respon-
sibility for her own class of children, than they are
during training or practice teaching. Perhaps it is
the loss of emotional illusions during teaching which
produces the lower school woman's poorer role and self
conception after her first year in the field.

What happens to the dream of becoming a teacher when
it is exposed to the pressure of training and the vicis-
situdes of teaching? Table 14 on page 139 shows that
when role is compared to self before practice teaching
role is significantly more confident, active, perceptive,
happy and obedient for all prospective teachers. Before
practice teaching role appears to have everything to
offer self. But training and teaching take a toll on
these anticipated self-improvements.

Figure 42 shows that role loses some of the extra con-
fidence and perceptiveness attributed to it before train-
ing for both types of women. But the loss is greatest
for the high school woman and she also loses activity and
happiness. The experiences the high school woman has
during training dispell her dreams of what she hoped to
gain by becoming a teacher. Figure 43 shows that only
the lower school woman experiences a significant loss
in role advantage over self during teaching. After teach-
ing a year role has significantly less happiness and
obedience to offer self but significantly more activity.

We have summed up the effects of experience on the ad-
vantages of role over self in Figure 44. The data come
from Tables 21 and 22 on pages 163 and 165. After a year
of teaching role still offers happiness, confidence, per-
ceptiveness and activity to the lower school woman, but
not obedience. Her dream of achieving obedience through
teaching is lost during her first year of real experience.
Being a teacher still offers her comfort and pride. But
it fails to give her the virtue she once hoped to gain
by becoming a teacher.

Personality Theory		The Advantages of Role over Self			
		Surviving Experience		Erased by Experience	
Psychic Structure	Structural Conflict	Lower School	High School	Lower School	High School
id	comfort vs. anxiety	happy			happy
ego-ideal	pride vs. shame	confident perceptive active	active		confident perceptive individualistic
superego	virtue vs. guilt		controlled obedient	obedient	

Fig. 44 -- The effects of experience on the advantages of role over self

After a year of teaching role still offers activity,
control and obedience to the high school woman, but
not happiness, confidence, perceptiveness or individu-
ality. These dreams were lost during training before
the student teacher ever got into the field. Being a
teacher still allows her to feel virtuous. But it fails
to give her the comfort and pride she once hoped to gain
by becoming a teacher.

For the lower school woman becoming a teacher streng-
thens her ego-ideal and satisfies her id but fails to
strengthen her superego. For the high school woman be-
coming a teacher augments the restrictions of her super-
ego and increases her sense of ego activity but fails
to satisfy her id or enhance her ego-ideal.

The Future of Teacher Training

The first part of this chapter summarizes the differ-
ences found between prospective lower and high school
teachers and draws inferences about personality types
which may be associated with teaching level. Now we
will use these findings to develop some speculations
about the future of teacher training. To do this we
will speak of the lower and high school women as per-
sonality types. We will accept the observed differences
between them as a fact. And we will believe the theory
outlined in Chapter III.

Relations to Parents and Teachers

What are the implications of the family romance theory
of teacher development for the professional life of
the lower and high school teacher? Family life and family
people play an important part in the development of
teacher motivation. We expect the prospective teacher

to transfer the relationships she had with her parents
to those who teach and supervise her during training
and teaching and even to the parents of her pupils.

The lower school type develops out of a father romance.
Because she has been in rapport with father but in con-
flict with teacher and mother she should respond posi-
tively to her male college teachers but negatively to
her female college and supervising teachers.

The high school type develops out of a teacher romance.
Her rejection of father should make it difficult for
her to respond positively to male college teachers who
remind her of him. But she should find it easy to re-
spond to supervising teachers who possess ego-building
qualities like the ones she admired in her best-liked
teacher.

The lower school type sees much to be gained through
emulative identification with her parents. She may have
a weakness for idealizing parents and a tendency to be-
come more involved with them than is constructive or
manageable. She may be too competitive with her pupils'
mothers and too easily charmed by their fathers. She
may be more concerned with the reactions of her pupils'
parents than with those of her pupils.

Where the lower school type may hope and fear for too
much when dealing with parents, the high school type
should tend to remain aloof and even to reject them.
She may be too ready to dismiss her pupils' parents as
unimportant and even inimical to the progress of their
education.

In the school hierarchy, the lower school type should
enjoy relating to paternalistic male principals as a
daughter. But she may experience conflict in her rela-
tionships with maternal or professional female principals
and she may have trouble with older women teachers. The
high school type, in the spirit of rejecting her father,
should tend toward conflict with male principals and
toward rebellion against paternalism in the school.

The young teacher's attitude toward authority and toward
her pupils' parents are a significant part of her emo-
tional resources for teaching. The future of teacher
training depends on taking these attitudes seriously and
doing something about them. Student teachers should have
personal contact with pupils' parents and be taught how
to examine their own ensuing reactions in the light of
the hopes and fears left over from their own family ex-
periences. This would help the young teacher to recog-
nize and understand the part early interpersonal rela-
tions played in making her what she is and how they con-
tinue even today to influence her behavior as a person
and teacher.

Basic Orientation to Life

The lower and high school types differ in their basic
orientation to life. This means that they differ in
what they want and how they go about getting it and in
what they fear and how they go about avoiding it. The
lower school type emphasizes the emotional relation of
"having" and the gratifications obtained through the kind
of human relations occurring in the reciprocal play of
family life. The high school type emphasizes the self-
assertion of "being" and the triumphs accomplished by the
kind of learning and succeeding which occur in the indi-
vidual work of the classroom. The lower school type
should be happy to nourish a relaxed and playful classroom

atmosphere which supports emotional satisfaction. But
the high school type should be ambitious to erect and
maintain a work setting for learning and accomplishment.
The lower school type should encourage feelings. But
the high school type should demand thinking. The lower
school type should take the compliance of her pupils for
granted and be surprised if it fails to appear. But the
high school woman should have a tendency to expect resis-
tance and even to be disappointed if it fails to materi-
alize.

The weak point in the professional development of the
lower school type will be her tendency to provide too
little provocation for ego development because of too
much relaxation and understanding. The weak point in the
professional development of the high school type will be
her tendency to dessicate responsiveness and spontaneity
with too much control and demanding. The lower school
type must take care to keep her children active as well
as happy. The high school type must guard against keep-
ing her students so busy that emotional development is
aborted and thinking becomes a defense against feeling.

Out of her wish to understand and participate, the lower
school type may do too much for her children, too seldom
allowing them to be independent and to work things out
on their own. Out of her determination to be demanding,
the high school type may see too little value in working
with her pupils and expect them to work too much alone.

These basic orientations of "having" and "being" have
implications for the future of teacher training. The
motive of the lower school type is to avoid the prob-
lems and responsibilities of adulthood by "having" the
relationships of childhood and remaining a child. The
motive of the high school type is to defend herself against

the pangs of family disappointment by "being" adult and
denying the feelings of childhood. We do not know whether
a professional work-oriented atmosphere is helpful or
harmful to the prospective lower school teacher. But we
feel certain that it plays a different psychological
part in her training than it does in the training of the
high school teacher.

We expect that a professional atmosphere is frustrating
to the lower school type but satisfying to the high school
type. However, the high school type appears alienated
from warm personal relations of the family kind. It could
be that exposure to the less formal more emotionally satis-
fying side of life would enrich her potentialities of per-
sonal relations and help her to be a better teacher. The
lower school type seeks relief from the unsympathetic de-
mands of adult life. Perhaps exposure to the more struc-
tured life of the well-trained professional could make an
adult orientation more appealing to her. It might also
subvert her motive for lower school teaching. The future
of teacher training depends on recognizing and exploring
the difference between these basic orientations and dis-
covering how to use them effectively in the design of the
training experience.

The Teaching Model

How might those who aim to train good teachers best repre-
sent themselves in order to accomplish their training
goals? The differences between the way prospective teach-
ers rate themselves and their best-liked teachers yield
a significant clue. The best-liked teacher is distinguished
as more competent and inspiring but as less virtuous or
friendly. If the unique views of the women who do not want
to teach are relevant to the motive for teaching then the
worst thing that can happen to the desire to teach is for
the role of teacher to take on a superego connotation and
appear costly in personal satisfaction.

It would seem that the more the training institution can
resist the compulsion to create virtue through moralizing
or the temptation to encourage sympathy through indul-
gence, and the more it can personify the profession with
confident, effective behavior, the better it will do in
providing prospective teachers with the kind of teaching
model they want to emulate. The future of teacher train-
ing depends on giving careful attention to the qualities
of those chosen as supervising teachers. An important
consideration in planning professional training and choos-
ing professional models should be the qualities lacking
in but sought by the student. The supervising teacher
should be chosen for her potential to support and enrich
the ego-ideal of the student teacher.

Changes in Attitudes Toward Self and Role

We have observed a disjunction between the psychological
effects of the practice that is supposed to prepare for
teaching and the psychological consequences of actually
doing it. For the lower school woman most of the improve-
ments in role and self conception acquired during train-
ing are undone by the experience of first year teaching.
Does training adequately prepare these young women for
the experience of lower school teaching? Practice teach-
ing does not seem adequately to expose the student teach-
ers we studied to the experiences they must learn how to
handle when they begin regular teaching. What can be
done to make training more realistic? Longer periods of
practice and practice more like reality would certainly
seem called for.

For the high school woman training deals a blow to role
conception worse than teaching. What effect does the dis-
illusion experienced during training have on her success
as a high school teacher? What can be done to protect her
from feeling so inadequate that she stops teaching?

The future of teacher training depends on coming to grips
with the disillusion that students undergo in the process
of becoming teachers. Frank and penetrating training
sessions in self-evulation and understanding could help
the student teacher to gain insight into the causes for
changes in her attitudes. The better she understands
the origins of her feelings the less likely it is that
disillusion will hit her so hard that she quits teach-
ing. Even the most modest insight into the emotional
vicissitudes with which her teaching life will inevitably
be fraught should help her to deal more effectively with
what she subsequently encounters.

The training institution could also provide active sup-
port for teachers during their first years in the field.
If the training program were extended into the first year
of teaching, much might be done to understand, anticipate
and ameliorate the difficulties of the first year of ex-
perience.

Whether a student's motives can be used or transformed by
her in such a way that she can satisfyingly enact an
acceptable teacher role is vital to her future as a
teacher. The disillusion of dreams brought about by
training and teaching needs to be recognized clearly and
taken seriously. The successful preservation and develop-
ment of robust motives for teaching is crucial to the fu-
ture of teacher training. If the experiences of training
and teaching wipe out the young teacher's motives to
teach, how will she keep going when teaching gets tough
and the temptations to quit are strong? A realistic recog-
nition of what dreams bring young women to teaching and
which of these are apt to survive reality is essential
to the development of motives for remaining a teacher.
The prospective teacher should be encouraged and helped
to consider in what way it can be emotionally rewarding

for her to participate in training and how she might
best be able to gain personal satisfaction in teaching.

Only when psychological exploration of the experience
of being and becoming a teacher plays an integral and
active part in the training program will we begin to
understand the ways a teacher can be successful and sa-
tisfied and what we can do about it.

APPENDIX A

SAMPLE PAGES
FROM
THE TEACHING ATTITUDES QUESTIONNAIRE

THE TEACHING ATTITUDES QUESTIONNAIRE

Cols. 1 - 5

In order to find out what attracts people into teaching, we are comparing attitudes of those interested in teaching with those who are not.

For this, we need your descriptions of people who have taught you. Your own opinion is what counts. Feel free to be imaginative and expressive. This will make the questionnaire more fun to fill out.

Please begin by giving some general information about yourself. Write in or circle the best answer to each question.

ST_____6

YT_____7

TY_____8

IN_____9

_____10

AGE in years. _____

A_____11

_____12

SEX: Male   Female.

S_____13

YEAR OF TRAINING:

High School	College Freshman	Sophomore	Junior	Senior	College Graduate

_____14

CLASSROOM EXPERIENCE: If you do not plan to teach, circle the first item.
                    Otherwise, circle the item describing your classroom experience.

no plans to teach	no classroom experience	observed classrooms	assisted in the classroom	practice taught	substitute teacher	regular teacher

_____15

WHAT GRADE DO YOU PLAN TO TEACH?

Nursery School Kindergarten	1st	2nd	3rd	4th	5th 6th	7th 8th	9th 10th	11th 12th	College

_____16

WHAT SUBJECT DO YOU PLAN TO TEACH?_____

_____17

_____18

IF NOT PLANNING TO TEACH, INDICATE ON THE LINE ABOVE
      THE SUBJECT WHICH MOST INTERESTS YOU.

Now turn to the next page. Read the instructions carefully before beginning.

INSTRUCTIONS: PLEASE READ CAREFULLY BEFORE BEGINNING

This questionnaire asks you to describe a person named at the top of each page.
Beneath each name you will find several pairs of contrasting words or phrases.
Please make <u>one</u> circle between <u>each</u> pair to describe the person named.

For EXAMPLE: Suppose you were rating your FAVORITE TEACHER on the pair of words:

happy   O   o   .   .   o   O   sad

First, you would decide whether your Favorite Teacher was more "happy" or "sad".

Second, you would decide how "happy" you felt your Favorite Teacher to be.

Suppose you felt your Favorite Teacher was <u>rather</u> "happy"; then
you would make one circle between "happy" and "sad" like this:

happy   O   (o)   .   .   o   O   sad

On the other hand, suppose you felt your Favorite Teacher to be <u>slightly</u> "sad";
then you would make one circle between "happy" and "sad" like this:

happy   O   o   .   (.)   o   O   sad

For each pair   first, decide which SIDE of the pair is most appropriate,
second, HOW MUCH you feel the person to be that way

Circle,   O   o   .   .   o   O

for	for	for	for	for	for
<u>very</u>	<u>rather</u>	<u>slightly</u>	<u>slightly</u>	<u>rather</u>	<u>very</u>

Work carefully. Do not skip any items but do not spend too long on any one.
The best answers are impressionistic.

Do not leave any pages blank. Should a question ask you to describe
someone you have never known, rate this person as you <u>imagine</u> they might be.

BE SURE AND MAKE <u>ONE</u> AND <u>ONLY ONE</u> CIRCLE BETWEEN EACH PAIR OF WORDS.

Describe yourself in the job of a teacher, from a student's point of view.

ME AS A TEACHER

Makes the work too easy	O	o	.	.	o	O	Makes the work too hard	21
Always thinks we'll do badly	O	o	.	.	o	O	Always thinks we'll do well	22
Always knows what mixes us up	O	o	.	.	o	O	Never knows what mixes us up	23
Acts old	O	o	.	.	o	O	Acts young	24
Teaches us alot	O	o	.	.	o	O	Doesn't teach us much	25
Never helps us	O	o	.	.	o	O	Helps us too much	26
Never looking for trouble	O	o	.	.	o	O	Always looking for trouble	27
Knows if we are trying	O	o	.	.	o	O	Doesn't know if we are trying	28
Lets us be noisy	O	o	.	.	o	O	Makes us keep quiet	29
Makes school boring	O	o	.	.	o	O	Makes school fun	30
Sticks up for us with the authorities	O	o	.	.	o	O	Never sticks up for us with the authorities	31
Makes us want to learn	O	o	.	.	o	O	Makes us not want to learn	32
Doesn't know what worries us	O	o	.	.	o	O	Knows what worries us	33
Has hardly any rules	O	o	.	.	o	O	Has too many rules	34
Knows which students like each other	O	o	.	.	o	O	Doesn't know which students like each other	35
Often makes students look foolish	O	o	.	.	o	O	Never makes students look foolish	36
Likes us	O	o	.	.	o	O	Dislikes us	37
Doesn't inspire us	O	o	.	.	o	O	Inspires us	38

2 — 47
4 — 48

8

Of all the teachers you ever had, think of the teacher you liked best.

When did you have this teacher?   (Circle one)   Grade School   High School   College   19

What was this teacher?   (Circle one)   Man   Woman   20

Describe your

BEST-LIKED TEACHER

warm	O	o	.	.	o	O	cool	21
ordinary	O	o	.	.	o	O	elegant	22
smooth	O	o	.	.	o	O	bouncy	23
mean	O	o	.	.	o	O	kind	24
responsive	O	o	.	.	o	O	reserved	25
sad	O	o	.	.	o	O	happy	26
neat	O	o	.	.	o	O	sloppy	27
shifting	O	o	.	.	o.	O	sure	28
sharp	O	o	.	.	o	O	blurry	29
loose	O	o	.	.	o	O	tight	30
empty	O	o	.	.	o	O	full	31
soft	O	o	.	.	o	O	hard	32
forceful	O	o	.	.	o	O	retiring	33
impulsive	O	o	.	.	o	O	stable	34
clean	O	o	.	.	o	O	dirty	35
plain	O	o	.	.	o	O	fancy	36
cheerful	O	o	.	.	o	O	solemn	37
weak	O	o	.	.	o	O	strong	38
loud	O	o	.	.	o	O	quiet	39
deep	O	o	.	.	o	O	shallow	40
strange	O	o	.	.	o	O	familiar	41
bright	O	o	.	.	o	O	dull	42
bad	O	o	.	.	o	O	good	43
active	O	o	.	.	o	O	passive	44
vague	O	o	.	.	o	O	clear	45
feminine	O	o	.	.	o	O	masculine	46

9

Below are some phrases describing relations between people.

On the right are three people usually important in childhood, and a space for identifying others. Please choose the one person in your childhood who best answers each question.

For each question: Either, circle one of the persons listed;

Or,   select a person not listed
and write in their relationship to you.

	My Mother	My Father	A Teacher	Someone Else (Relationship to you)
Whom did you admire most?	M	F	T	_____ 51
Who taught you the most?	M	F	T	_____ 52
Whom did you like most?	M	F	T	_____ 53
Who wanted to be with you most?	M	F	T	_____ 54
Whom did you most want to please?	M	F	T	_____ 55
Whom were you closest to?	M	F	T	_____ 56
Who liked you most?	M	F	T	_____ 57
Who was most successful in life?	M	F	T	_____ 58
Whom did you want to be with most?	M	F	T	_____ 59
Whom did you fear most?	M	F	T	_____ 60
Whom did you most want to be like?	M	F	T	_____ 61
Who frustrated you most?	M	F	T	_____ 62
Who did the most with you?	M	F	T	_____ 63
Whom did you dislike most?	M	F	T	_____ 64
Who let you get your own way?	M	F	T	_____ 65
Who understood you least?	M	F	T	_____ 66
Who made you feel best?	M	F	T	_____ 67
Who disliked you most?	M	F	T	_____ 68
Who got their own way most?	M	F	T	_____ 69
Who most influenced you to become a teacher?	M	F	T	_____ 70

14

CIRCLE THE TIME WHEN YOU FIRST THOUGHT ABOUT BECOMING A TEACHER:

Grade School   High School   College   Later   _____71

Please give us some information about your cultural background.

RELIGION: _____   _____72

NATIONAL ORIGIN: _____   _____73

                                                                   _____74

MARRIED: Yes   No

                    If married, HOW MANY CHILDREN _____   _____75

Father's OCCUPATION: Please indicate enough about your father's occupation
                       to enable us to know what it is that he does.
                       If deceased, please give his former occupation.

_____   _____76

_____   _____77

Mother's OCCUPATION: _____   _____78

Father's EDUCATION:

| none | some grammar school | completed grammar school | some high school | graduated from high school | some college | graduated from college | some graduate school | _____79 |

Mother's EDUCATION:

| none | some grammar school | completed grammar school | some high school | graduated from high school | some college | graduated from college | some graduate school | _____80 |

School:_____   Name:_____

Level:_____   Address:_____

                                    _____

To: Participants in Teaching Attitudes Study

From: Benjamin Wright and Shirley Tuska
      Department of Education, University of Chicago

Last year you contributed to our study of attitudes toward teaching by
filling out a Teaching Attitudes Questionnaire. It is very important
to know how attitudes develop with experience. Will you help us again?

1. Are you teaching now?   Yes   No

2. Have you taught since graduation?   Yes   No

3. How many months have you taught? _____ months

4. If not teaching, what are you doing now?

   _____

5. If we mail you a questionnaire, would you help us
   continue our study by filling out the Teaching Atti-
   tudes Questionnaire again?   Yes   No

6. Do we have your address correct? If not, give us
   your address below.

   _____

   _____

7. Telephone_____

Your cooperation in answering these questions, and returning them to us
in the enclosed envelope will make an important contribution to the study
and will be greatly appreciated.

As you know, we will not ask you to put your name on the Questionnaire, and
will protect your privacy in every way possible.

APPENDIX B

STANDARD ERRORS
FOR SCORES IN
TABLES 7 THROUGH 20

TABLE 7B

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS AND DIFFERENCES

AT THE FIRST TESTING

MOTHER

	PERCENTS			DIFFERENCES AMONG PERCENTS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY FRIEND	2.23	2.75	3.74	3.54	4.65	4.36
WHOM WERE YOU CLOSEST TO	2.99	3.72	4.84	4.77	6.10	5.69
WHO LIKED YOU MOST	3.02	3.86	5.24	4.90	6.51	6.04
WHO WANTED TO BE WITH YOU MOST	3.03	3.58	4.34	4.69	5.62	5.29
WHOM DID YOU LIKE MOST	3.13	3.88	5.33	4.99	6.59	6.18
WHOM DID YOU WANT TO BE WITH MOST	3.13	3.86	5.28	4.97	6.54	6.14
WHO MADE YOU FEEL BEST	3.07	3.83	5.26	4.90	6.50	6.09
WHOM DID YOU MOST WANT TO PLEASE	3.06	3.69	5.21	4.79	6.38	6.05
ADMIRATION HERO	2.17	2.58	3.32	3.37	4.20	3.96
WHOM DID YOU ADMIRE MOST	2.95	3.64	4.95	4.69	6.14	5.76
WHO WAS MOST SUCCESSFUL IN LIFE	2.22	2.24	3.56	3.15	4.21	4.19
WHOM DID YOU MOST WANT TO BE LIKE	3.11	3.78	4.42	4.89	5.82	5.41
INFLUENCE TEACHER	2.12	2.60	3.58	3.35	4.42	4.16
WHO DID THE MOST WITH YOU	2.97	3.78	5.18	4.81	6.42	5.97
WHO TAUGHT YOU THE MOST	3.11	3.83	5.21	4.94	6.47	6.07
WHOM MOST INFLUENCED YOU TO BECOME A TEACHER	2.61	3.15	4.58	4.09	5.56	5.27
ANTIPATHY ENEMY	1.55	1.74	2.54	2.33	3.07	2.97
WHO DISLIKED YOU MOST	1.43	1.86	2.72	2.35	3.29	3.07
WHOM DID YOU DISLIKE MOST	1.61	1.95	2.91	2.53	3.51	3.33
WHO UNDERSTOOD YOU LEAST	2.52	2.65	3.82	3.66	4.65	4.57
INTERFERENCE RIVAL	2.04	2.36	3.38	3.12	4.13	3.95
WHO FRUSTRATED YOU MOST	2.84	3.28	4.65	4.34	5.69	5.45
WHOM DID YOU FEAR MOST	2.36	2.55	4.42	3.47	5.10	5.01
WHO GOT THEIR OWN WAY MOST	3.06	3.69	4.95	4.79	6.17	5.82
WHO LET YOU GET YOUR OWN WAY	3.05	3.67	5.28	4.77	6.43	6.10
SAMPLE SIZES	254	166	88			

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

MOTHER

COMPARISON WITH

	NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	L-N	M-N	H-N	TL-L	TM-M	TH-H
SYMPATHY FRIEND	3.63	3.97	4.71	4.16	4.58	6.15
WHOM WERE YOU CLOSEST TO	4.94	5.41	6.23	5.63	6.20	8.56
WHO LIKED YOU MOST	5.04	5.59	6.61	5.78	6.44	8.63
WHO WANTED TO BE WITH YOU MOST	4.88	5.24	5.78	5.70	6.22	8.29
WHOM DID YOU LIKE MOST	5.11	5.60	6.68	5.86	6.44	8.78
WHOM DID YOU WANT TO BE WITH MOST	5.10	5.58	6.64	5.85	6.41	8.02
WHO MADE YOU FEEL BEST	5.04	5.54	6.61	5.62	6.32	8.01
WHOM DID YOU MOST WANT TO PLEASE	5.03	5.44	6.57	5.76	6.26	8.22
ADMIRATION HERO	3.55	3.82	4.35	4.06	4.10	5.25
WHOM DID YOU ADMIRE MOST	4.94	5.37	6.33	5.52	5.85	8.15
WHO WAS MOST SUCCESSFUL IN LIFE	3.57	3.59	4.53	4.72	4.18	4.89
WHOM DID YOU MOST WANT TO BE LIKE	5.05	5.49	5.95	5.70	5.82	7.01
INFLUENCE TEACHER	3.39	3.71	4.45	3.91	4.28	5.45
WHO DID THE MOST WITH YOU	4.99	5.51	6.55	5.71	6.34	8.75
WHO TAUGHT YOU THE MOST	5.07	5.54	6.57	5.78	6.35	7.69
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	3.49	3.91	5.13	4.56	4.73	5.68
ANTIPATHY ENEMY	2.56	2.68	3.26	3.05	3.53	5.62
WHO DISLIKED YOU MOST	2.34	2.63	3.29	2.89	3.99	5.61
WHOM DID YOU DISLIKE MOST	2.61	2.83	3.57	3.14	4.15	6.36
WHO UNDERSTOOD YOU LEAST	4.20	4.28	5.09	4.93	5.09	8.04
INTERFERENCE RIVAL	3.29	3.50	4.26	3.80	4.18	5.91
WHO FRUSTRATED YOU MOST	4.65	4.93	5.93	5.50	5.74	8.42
WHOM DID YOU FEAR MOST	4.07	4.19	5.53	4.34	5.03	7.49
WHO GOT THEIR OWN WAY MOST	4.82	5.24	6.19	5.61	6.28	8.40
WHO LET YOU GET YOUR OWN WAY	4.94	5.34	6.55	5.67	6.10	8.53
SAMPLE SIZES	N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS AND DIFFERENCES

AT THE FIRST TESTING

FATHER

	PERCENTS			DIFFERENCES AMONG PERCENTS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY FRIEND	2.01	2.27	3.06	3.03	3.81	3.66
WHOM WERE YOU CLOSEST TO	2.54	2.97	3.10	3.90	4.29	4.00
WHO LIKED YOU MOST	3.03	3.37	4.58	4.53	5.68	5.49
WHO WANTED TO BE WITH YOU MOST	2.50	2.17	2.72	3.31	3.48	3.69
WHOM DID YOU LIKE MOST	2.89	3.31	4.90	4.39	5.91	5.6
WHOM DID YOU WANT TO BE WITH MOST	2.78	3.28	4.34	4.30	5.44	5.15
WHO MADE YOU FEEL BEST	3.02	3.60	4.95	4.70	6.12	5.80
WHOM DID YOU MOST WANT TO PLEASE	3.08	3.76	5.26	4.86	6.46	6.10
ADMIRATION HERO	2.29	2.76	3.69	3.59	4.61	4.34
WHOM DID YOU ADMIRE MOST	3.05	3.65	4.90	4.76	6.11	5.77
WHO WAS MOST SUCCESSFUL IN LIFE	3.10	3.88	5.26	4.97	6.54	6.11
WHOM DID YOU MOST WANT TO BE LIKE	2.46	3.05	4.25	3.92	5.23	
INFLUENCE TEACHER	1.55	1.67	1.98	2.27	2.59	2.51
WHO DID THE MOST WITH YOU	2.27	2.55	3.26	3.41	4.14	3.97
WHO TAUGHT YOU THE MOST	2.38	2.43	3.10	3.40	3.94	3.90
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	2.17	2.37	2.25	3.21	3.27	3.12
ANTIPATHY ENEMY	1.66	2.31	3.38	2.85	4.09	3.77
WHO DISLIKED YOU MOST	1.43	2.17	3.10	2.60	3.78	3.41
WHOM DID YOU DISLIKE MOST	1.48	2.17	4.05	2.63	4.59	4.31
WHO UNDERSTOOD YOU LEAST	2.79	3.69	5.04	4.63	6.24	5.76
INTERFERENCE RIVAL	2.10	2.67	3.73	3.39	4.58	4.28
WHO FRUSTRATED YOU MOST	2.61	3.49	5.18	4.36	6.25	5.80
WHOM DID YOU FEAR MOST	3.09	3.87	5.18	4.95	6.47	6.04
WHO GOT THEIR OWN WAY MOST	2.90	3.60	5.15	4.62	6.29	5.91
WHO LET YOU GET YOUR OWN WAY	3.08	3.79	5.12	4.88	6.37	5.97
SAMPLE SIZES	254	166	88			

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER

COMPARISON WITH

	NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	L-N	M-N	H-N	TL-L	TM-M	TM-H
SYMPATHY — FRIEND						
WHOM WERE YOU CLOSEST TO	3.10	3.27	3.86	3.52	3.93	5.62
WHO LIKED YOU MOST	4.01	4.30	4.39	4.35	5.26	6.63
WHO WANTED TO BE WITH YOU MOST	4.68	4.90	5.80	5.45	5.93	8.38
WHO DID YOU LIKE MOST	3.51	3.29	3.67	4.33	4.59	6.91
WHOM DID YOU WANT TO BE WITH MOST	4.51	4.79	6.00	5.01	5.71	8.22
WHO DID YOU FEEL BEST	4.39	4.72	5.51	4.66	5.37	8.06
WHO MADE YOU FEEL BEST	4.69	5.09	6.11	5.45	5.93	8.33
WHOM DID YOU MOST WANT TO PLEASE	4.97	5.41	6.55	5.68	5.98	8.79
ADMIRATION — HERO						
WHOM DID YOU ADMIRE MOST	3.64	3.96	4.65	3.93	4.24	6.17
WHO WAS MOST SUCCESSFUL IN LIFE	4.78	5.18	6.12	5.22	5.67	7.90
	5.10	5.60	6.63	5.67	6.11	8.81
WHOM DID YOU MOST WANT TO BE LIKE	3.89	4.28	5.21	4.21	4.66	7.24
INFLUENCE — TEACHER						
WHO DID THE MOST WITH YOU	2.19	2.28	2.52	2.57	3.03	4.14
WHO TAUGHT YOU THE MOST	3.40	3.60	4.14	3.99	4.68	6.34
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	3.43	3.47	3.96	3.84	4.02	6.63
	2.78	2.94	2.84	3.46	4.59	5.12
ANTIPATHY — ENEMY						
WHO DISLIKED YOU MOST	2.97	3.37	4.18	3.17	3.84	4.12
WHOM DID YOU DISLIKE MOST	2.51	2.99	3.72	3.05	3.19	3.10
WHO UNDERSTOOD YOU LEAST	3.26	3.63	4.98	3.61	4.27	4.50
	4.69	5.27	6.29	4.89	6.03	6.82
INTERFERENCE — RIVAL						
WHO FRUSTRATED YOU MOST	3.54	3.90	4.69	3.96	4.43	6.02
WHOM DID YOU FEAR MOST	4.68	5.22	6.48	4.85	5.96	7.67
WHO GOT THEIR OWN WAY MOST	5.09	5.59	6.57	5.82	6.43	8.75
	4.79	5.24	6.41	5.46	5.77	8.18
WHO LET YOU GET YOUR OWN WAY	5.01	5.48	6.47	5.59	6.28	8.50
SAMPLE SIZES	N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

FIRST TESTING = STUDENTS PLANNING TO TEACH.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 9B

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS AND DIFFERENCES

AT THE FIRST TESTING

TEACHER

	PERCENTS			DIFFERENCES AMONG PERCENTS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
SYMPATHY						
WHOM WERE YOU CLOSEST TO — FRIEND	0.90	1.26	2.07	1.55	2.42	2.26
WHO LIKED YOU MOST	0.68	0.85	1.96	1.09	2.13	2.07
WHO WANTED TO BE WITH YOU MOST	1.16	1.57	1.61	1.96	2.25	2.07
WHOM DID YOU LIKE MOST	0.68	0.60	1.14	0.91	1.29	1.98
WHOM DID YOU WANT TO BE WITH MOST	1.33	1.68	3.42	2.14	3.81	1.33
WHO MADE YOU FEEL BEST	1.16	1.95	3.42	2.27	3.93	3.67
WHOM DID YOU MOST WANT TO PLEASE	2.00	2.80	4.15	3.44	5.00	3.61
	2.03	2.97	3.94	3.60	4.93	4.61
ADMIRATION						
WHOM DID YOU ADMIRE MOST — HERO	1.87	2.57	3.84	3.18	4.62	4.27
WHO WAS MOST SUCCESSFUL IN LIFE	2.27	3.15	4.78	3.88	5.73	5.29
WHOM DID YOU MOST WANT TO BE LIKE	2.40	3.49	5.04	4.24	6.13	5.58
	2.76	3.56	5.32	4.50	6.40	5.99
INFLUENCE						
WHO DID THE MOST WITH YOU — TEACHER	1.94	2.47	3.59	3.14	4.35	4.08
WHO TAUGHT YOU THE MOST	1.43	2.17	4.15	2.60	4.68	4.39
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	2.96	3.80	5.32	4.82	6.54	6.09
	3.14	3.88	5.15	4.99	6.45	6.03
ANTIPATHY						
WHOM DISLIKED YOU MOST — ENEMY	2.47	3.06	4.21	3.94	5.21	4.88
WHOM DID YOU DISLIKE MOST	3.11	3.88	5.33	4.97	6.59	6.17
WHO UNDERSTOOD YOU LEAST	3.03	3.85	5.31	4.90	6.56	6.11
	3.10	3.81	5.32	4.91	6.55	6.16
INTERFERENCE						
WHO FRUSTRATED YOU MOST — RIVAL	2.07	2.54	3.47	3.27	4.30	4.04
WHOM DID YOU FEAR MOST	3.06	3.74	4.95	4.83	6.20	5.82
WHO GOT THEIR OWN WAY MOST	2.99	3.70	5.04	4.76	6.25	5.86
	2.31	2.80	4.34	3.63	5.16	4.91
WHO LET YOU GET YOUR OWN WAY	1.77	2.55	3.55	3.10	4.38	3.98
SAMPLE SIZES	254	166	88			

STANDARD ERRORS FOR CHILDHOOD PERSON PERCENTS, COMPARISON WITH CONTRAST GROUPS

AT THE FIRST TESTING

TEACHER

COMPARISON WITH

	NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
	L-N	M-N	H-N	TL-L	TH-M	TH-H
SYMPATHY						
FRIEND	1.54	1.77	2.42	2.00	2.45	3.65
WHOM WERE YOU CLOSEST TO	0.95	1.08	2.07	1.25	2.21	2.78
WHO LIKED YOU MOST	2.19	2.43	2.45	2.93	2.57	2.55
WHO WANTED TO BE WITH YOU MOST	1.17	1.12	1.49	0.68	1.33	4.00
WHOM DID YOU LIKE MOST	1.99	2.24	3.72	3.00	3.62	5.14
WHOM DID YOU WANT TO BE WITH MOST	1.88	2.45	3.72	2.38	3.75	5.45
WHO MADE YOU FEEL BEST	3.53	4.04	5.07	4.41	5.16	7.69
WHOM DID YOU MOST WANT TO PLEASE	3.14	3.81	4.61	3.75	5.40	6.51
ADMIRATION						
HERO	3.03	3.50	4.52	3.70	4.60	6.42
WHOM DID YOU ADMIRE MOST	3.69	4.29	5.60	4.53	5.88	7.83
WHO WAS MOST SUCCESSFUL IN LIFE	3.96	4.71	5.95	4.93	6.19	8.61
WHOM DID YOU MOST WANT TO BE LIKE	4.37	4.92	6.31	5.26	6.26	8.83
INFLUENCE						
TEACHER	3.06	3.42	4.30	3.69	4.18	5.94
WHO DID THE MOST WITH YOU	2.92	3.34	4.87	3.05	3.87	5.65
WHO TAUGHT YOU THE MOST	4.91	5.46	6.60	5.67	6.38	8.81
WHO MOST INFLUENCED YOU TO BECOME A TEACHER	4.70	5.23	6.23	5.86	6.44	8.63
ANTIPATHY						
ENEMY	4.04	4.43	5.28	4.62	5.07	6.98
WHO DISLIKED YOU MOST	5.09	5.60	6.68	5.83	6.44	8.85
WHO DID YOU DISLIKE MOST	4.99	5.53	6.62	5.70	6.43	8.84
WHO UNDERSTOOD YOU LEAST	5.01	5.47	5.62	5.83	6.29	8.48
INTERFERENCE						
RIVAL	3.20	3.52	4.24	3.69	4.02	5.50
WHO FRUSTRATED YOU MOST	4.76	5.23	6.15	5.58	5.73	8.15
WHOM DID YOU FEAR MOST	4.53	5.02	6.08	5.29	5.83	7.87
WHO GOT THEIR OWN WAY MOST	3.80	4.11	5.28	4.02	5.00	6.55
WHO LET YOU GET YOUR OWN WAY	2.64	3.21	4.06	3.73	4.78	6.29
SAMPLE SIZES	N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

TABLE 108

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

MOTHER

STANDARD ERRORS FOR		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.08	0.09	0.15	0.12	0.18	0.17	0.13	0.14	0.18	0.16	0.16	0.26
EGO	ACTIVE	0.08	0.10	0.14	0.13	0.17	0.16	0.14	0.15	0.18	0.17	0.19	0.21
	PERCEPTIVE	0.06	0.07	0.11	0.09	0.13	0.13	0.09	0.10	0.13	0.11	0.14	0.22
EGO	INDIVIDUALISTIC	0.11	0.14	0.17	0.18	0.22	0.21	0.18	0.20	0.22	0.21	0.23	0.29
IDEAL	CONTROLLED	0.07	0.09	0.12	0.12	0.15	0.14	0.11	0.13	0.15	0.15	0.16	0.27
HAVE	HAPPY	0.05	0.05	0.08	0.07	0.10	0.10	0.08	0.08	0.11	0.10	0.10	0.19
ID	RELAXED	0.07	0.09	0.12	0.12	0.15	0.14	0.11	0.13	0.15	0.15	0.16	0.27
	IMPULSIVE	0.06	0.06	0.10	0.08	0.12	0.12	0.10	0.11	0.14	0.12	0.11	0.18
SUPER	OBEDIENT	0.06	0.06	0.10	0.08	0.12	0.12	0.10	0.11	0.14	0.12	0.11	0.18
EGO	CONFORMING	0.11	0.14	0.17	0.18	0.22	0.21	0.18	0.20	0.22	0.21	0.23	0.29
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

TABLE 113

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

FATHER

		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
STANDARD ERRORS FOR								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-N	M-H	L-H	L-N	M-N	H-N	TL-L	TH-M	TH-H
BE	CONFIDENT	0.07	0.09	0.14	0.11	0.16	0.15	0.12	0.14	0.17	0.15	0.15	0.23
EGO	ACTIVE	0.09	0.12	0.16	0.15	0.20	0.18	0.15	0.16	0.20	0.19	0.19	0.25
	PERCEPTIVE	0.06	0.07	0.12	0.09	0.14	0.13	0.10	0.11	0.14	0.12	0.13	0.19
EGO IDEAL	INDIVIDUALISTIC	0.10	0.13	0.16	0.17	0.21	0.19	0.17	0.18	3.21	0.19	0.21	0.27
	CONTROLLED	0.09	0.11	0.18	0.14	0.21	0.20	0.15	0.16	0.21	0.18	0.18	0.24
HAVE	HAPPY	0.06	0.07	0.15	0.09	0.16	0.16	0.11	0.12	0.18	0.14	0.13	0.20
ID	RELAXED	0.09	0.11	0.18	0.14	0.21	0.20	0.15	0.16	0.21	0.18	0.18	0.24
	IMPULSIVE	0.06	0.08	0.14	0.11	0.16	0.15	0.12	0.13	0.17	0.14	0.14	0.21
SUPER EGO	OBEDIENT	0.06	0.08	0.14	0.11	0.16	0.15	0.12	0.13	0.17	0.14	0.14	0.21
	CONFORMING	0.10	0.13	0.16	0.17	0.21	0.19	0.17	0.18	0.21	0.19	0.21	0.27
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

FIRST TESTING = STUDENTS PLANNING TO TEACH.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 12B

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

MYSELF

STANDARD ERRORS FOR		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
BE	CONFIDENT	0.06	0.08	0.12	0.10	0.14	0.13	0.12	0.12	0.15	0.13	0.14	0.21
EGO	ACTIVE	0.08	0.10	0.15	0.13	0.18	0.17	0.13	0.14	0.18	0.17	0.16	0.23
	PERCEPTIVE	0.04	0.05	0.08	0.07	0.09	0.09	0.08	0.08	0.10	0.09	0.09	0.13
EGO	INDIVIDUALISTIC	0.09	0.11	0.16	0.15	0.20	0.19	0.15	0.16	0.20	0.18	0.18	0.26
	IDEAL CONTROLLED	0.06	0.06	0.12	0.09	0.14	0.13	0.09	0.10	0.14	0.12	0.13	0.19
HAVE	HAPPY	0.05	0.06	0.11	0.08	0.12	0.12	0.09	0.10	0.13	0.09	0.10	0.14
ID	RELAXED	0.06	0.06	0.12	0.09	0.14	0.13	0.09	0.10	0.14	0.12	0.13	0.19
	IMPULSIVE	0.04	0.05	0.09	0.07	0.11	0.10	0.09	0.10	0.12	0.10	0.10	0.14
SUPER EGO	OBEDIENT	0.04	0.05	0.09	0.07	0.11	0.10	0.09	0.10	0.12	0.10	0.10	0.14
	CONFORMING	0.09	0.11	0.16	0.15	0.20	0.19	0.15	0.16	0.20	0.18	0.18	0.26
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

TABLE 13

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

ME AS A TEACHER

| STANDARD ERRORS FOR | | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TM-H
BE	CONFIDENT	0.05	0.05	0.09	0.07	0.11	0.11	0.10	0.10	0.13	0.10	0.11	0.20
EGO	ACTIVE	0.06	0.07	0.10	0.09	0.12	0.11	0.10	0.11	0.13	0.13	0.11	0.17
	PERCEPTIVE	0.04	0.04	0.07	0.06	0.09	0.08	0.08	0.08	0.10	0.08	0.08	0.14
EGO IDEAL	INDIVIDUALISTIC	0.10	0.13	0.16	0.16	0.20	0.19	0.16	0.18	0.20	0.19	0.19	0.25
	CONTROLLED	0.06	0.08	0.11	0.10	0.14	0.13	0.13	0.14	0.16	0.12	0.15	0.21
	INSPIRING	0.05	0.05	0.08	0.07	0.10	0.10	0.09	0.09	0.11	0.09	0.10	0.17
HAVE	HAPPY	0.03	0.04	0.09	0.05	0.10	0.10	0.09	0.09	0.12	0.09	0.08	0.14
ID	RELAXED	0.06	0.08	0.11	0.10	0.14	0.13	0.13	0.14	0.16	0.12	0.15	0.21
	IMPULSIVE	0.03	0.04	0.07	0.05	0.08	0.07	0.07	0.07	0.09	0.09	0.09	0.15
	UNDERSTANDING	0.04	0.05	0.07	0.07	0.09	0.09	0.09	0.09	0.11	0.08	0.11	0.12
	PARTICIPATING	0.04	0.06	0.07	0.07	0.09	0.08	0.07	0.08	0.09	0.10	0.10	0.15
SUPER EGO	OBEDIENT	0.03	0.04	0.07	0.05	0.08	0.07	0.07	0.07	0.09	0.09	0.09	0.15
	CONFORMING	0.10	0.13	0.16	0.16	0.20	0.19	0.16	0.18	0.20	0.19	0.19	0.25
	DEMANDING	0.06	0.07	0.10	0.09	0.12	0.12	0.10	0.11	0.14	0.13	0.13	0.18
	BLAMING	0.05	0.06	0.08	0.07	0.10	0.10	0.09	0.09	0.11	0.10	0.11	0.15
SAMPLE SIZES		254	166	88					N = 153		102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

TABLE 148.

STANDARD ERRORS FOR
CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

ME AS A TEACHER - MYSELF

STANDARD ERRORS FOR		DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
BE	CONFIDENT	0.05	0.07	0.12	0.09	0.14	0.13
EGO	ACTIVE	0.06	0.08	0.12	0.09	0.15	0.14
	PERCEPTIVE	0.04	0.04	0.08	0.05	0.09	0.09
EGO IDEAL	INDIVIDUALISTIC	0.07	0.09	0.12	0.12	0.15	0.14
	CONTROLLED	0.06	0.07	0.12	0.09	0.14	0.13
HAVE	HAPPY	0.04	0.05	0.09	0.07	0.10	0.10
ID	RELAXED	0.06	0.07	0.12	0.09	0.14	0.13
	IMPULSIVE	0.03	0.05	0.09	0.06	0.10	0.09
SUPER EGO	OBEDIENT	0.03	0.05	0.09	0.06	0.10	0.09
	CONFORMING	0.07	0.09	0.12	0.12	0.15	0.14
SAMPLE SIZES		254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

TABLE 158

STANDARD ERRORS FOR
CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

MOTHER-MYSELF

STANDARD ERRORS FOR		DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
BE	CONFIDENT	0.09	0.11	0.15	0.14	0.19	0.17
EGO	ACTIVE	0.10	0.12	0.18	0.16	0.21	0.20
	PERCEPTIVE	0.06	0.07	0.12	0.09	0.14	0.13
EGO IDEAL	INDIVIDUALISTIC	0.10	0.12	0.17	0.16	0.21	0.20
	CONTROLLED	0.07	0.09	0.14	0.12	0.16	0.16
HAVE	HAPPY	0.05	0.06	0.10	0.08	0.12	0.11
ID	RELAXED	0.07	0.09	0.14	0.12	0.16	0.16
	IMPULSIVE	0.06	0.07	0.14	0.09	0.16	0.15
SUPER EGO	OBEDIENT	0.06	0.07	0.14	0.09	0.16	0.15
	CONFORMING	0.10	0.12	0.17	0.16	0.21	0.20
SAMPLE SIZES		254	165	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S., OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

STANDARD ERRORS FOR
CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

FATHER-MYSELF

STANDARD ERRORS FOR		DIFFERENCES			DIFFERENCES BETWEEN GROUPS	
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
BE CONFIDENT	0.08	0.10	0.18	0.13	0.20	0.19
EGO ACTIVE PERCEPTIVE	0.10 0.06	0.14 0.08	0.21 0.14	0.17 0.10	0.25 0.16	0.23 0.15
EGO IDEAL INDIVIDUALISTIC CONTROLLED	0.10 0.09	0.11 0.11	0.17 0.19	0.15 0.14	0.20 0.22	0.20 0.21
HAVE HAPPY	0.06	0.08	0.13	0.10	0.16	0.15
ID RELAXED IMPULSIVE	0.09 0.07	0.11 0.09	0.19 0.16	0.14 0.11	0.22 0.19	0.21 0.18
SUPER EGO OBEDIENT CONFORMING	0.07 0.10	0.09 0.11	0.16 0.17	0.11 0.15	0.19 0.20	0.18 0.20
SAMPLE SIZES	254	166	88			

TABLE 17B

STANDARD ERRORS FOR
MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER

STANDARD ERRORS FOR		MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH					
								NON-TEACHING STUDENTS			EXPERIENCED TEACHERS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-H	TH-H
BE	CONFIDENT	0.04	0.04	0.08	0.06	0.09	0.09	0.07	0.07	0.10	0.07	0.07	0.11
EGO	ACTIVE / PERCEPTIVE	0.06 / 0.03	0.07 / 0.03	0.10 / 0.05	0.09 / 0.05	0.12 / 0.06	0.12 / 0.06	0.10 / 0.05	0.11 / 0.05	0.13 / 0.06	0.12 / 0.06	0.11 / 0.06	0.16 / 0.08
EGO IDEAL	INDIVIDUALISTIC / CONTROLLED	0.11 / 0.08	0.13 / 0.10	0.18 / 0.14	0.17 / 0.13	0.23 / 0.17	0.21 / 0.16	0.17 / 0.14	0.19 / 0.15	0.23 / 0.18	0.20 / 0.16	0.21 / 0.18	0.30 / 0.23
	INSPIRING	0.03	0.04	0.06	0.04	0.07	0.07	0.06	0.06	0.08	0.05	0.07	0.11
HAVE	HAPPY	0.05	0.05	0.08	0.07	0.10	0.10	0.08	0.08	0.11	0.10	0.11	0.14
ID	RELAXED / IMPULSIVE	0.08 / 0.05	0.10 / 0.06	0.14 / 0.11	0.13 / 0.08	0.17 / 0.13	0.16 / 0.12	0.14 / 0.09	0.15 / 0.10	0.18 / 0.14	0.16 / 0.10	0.18 / 0.11	0.23 / 0.19
	UNDERSTANDING / PARTICIPATING	0.05 / 0.05	0.05 / 0.06	0.09 / 0.08	0.07 / 0.08	0.11 / 0.10	0.10 / 0.09	0.08 / 0.08	0.08 / 0.09	0.11 / 0.10	0.09 / 0.10	0.10 / 0.11	0.15 / 0.14
SUPER EGO	OBEDIENT / CONFORMING	0.05 / 0.11	0.06 / 0.13	0.11 / 0.13	0.08 / 0.17	0.13 / 0.23	0.12 / 0.21	0.09 / 0.17	0.10 / 0.19	0.14 / 0.23	0.10 / 0.20	0.11 / 0.21	0.19 / 0.30
	DEMANDING / BLAMING	0.06 / 0.06	0.08 / 0.07	0.10 / 0.10	0.10 / 0.09	0.13 / 0.12	0.12 / 0.12	0.11 / 0.09	0.12 / 0.10	0.14 / 0.13	0.12 / 0.12	0.13 / 0.12	0.18 / 0.15
SAMPLE SIZES		254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

STANDARD ERRORS FOR
CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER - ME AS A TEACHER

STANDARD ERRORS FOR		DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
		LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
BE	CONFIDENT	0.05	0.06	0.09	0.08	0.10	0.10
EGO	ACTIVE	0.07	0.09	0.13	0.12	0.16	0.14
	PERCEPTIVE	0.04	0.04	0.07	0.06	0.08	0.08
EGO IDEAL	INDIVIDUALISTIC	0.11	0.12	0.16	0.16	0.20	0.20
	CONTROLLED	0.08	0.09	0.13	0.13	0.16	0.15
	INSPIRING	0.05	0.05	0.10	0.07	0.12	0.11
HAVE	HAPPY	0.05	0.05	0.09	0.07	0.11	0.10
ID	RELAXED	0.08	0.09	0.13	0.13	0.16	0.15
	IMPULSIVE	0.05	0.06	0.12	0.08	0.13	0.13
	UNDERSTANDING	0.05	0.07	0.11	0.08	0.13	0.13
	PARTICIPATING	0.05	0.07	0.07	0.08	0.10	0.09
SUPER EGO	OBEDIENT	0.05	0.06	0.12	0.08	0.13	0.13
	CONFORMING	0.11	0.12	0.16	0.16	0.20	0.20
	DEMANDING	0.06	0.08	0.11	0.10	0.13	0.12
	BLAMING	0.05	0.07	0.11	0.09	0.13	0.12
SAMPLE SIZES		254	166	88			

TABLE 19B

STANDARD ERRORS FOR MEANS AND TIME CHANGES BETWEEN MEANS

MYSELF

STANDARD ERRORS FOR		MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
		LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE	CONFIDENT	0.06	0.08	0.12	0.06	0.07	0.11	0.06	0.05	0.11	0.06	0.07	0.12
EGO	ACTIVE	0.08	0.10	0.15	0.06	0.06	0.10	0.06	0.06	0.10	0.07	0.09	0.15
	PERCEPTIVE	0.04	0.05	0.08	0.04	0.05	0.08	0.04	0.04	0.07	0.04	0.05	0.08
EGO IDEAL	INDIVIDUALISTIC	0.09	0.11	0.16	0.09	0.09	0.10	0.07	0.09	0.12	0.09	0.11	0.17
	CONTROLLED	0.06	0.06	0.12	0.05	0.07	0.11	0.06	0.08	0.10	0.06	0.07	0.12
HAVE	HAPPY	0.05	0.06	0.11	0.04	0.05	0.06	0.04	0.04	0.08	0.05	0.05	0.11
ID	RELAXED	0.06	0.06	0.12	0.05	0.07	0.11	0.06	0.08	0.10	0.06	0.07	0.12
	IMPULSIVE	0.04	0.05	0.09	0.04	0.06	0.09	0.04	0.05	0.09	0.05	0.06	0.11
SUPER EGO	OBEDIENT	0.04	0.05	0.09	0.04	0.06	0.09	0.04	0.05	0.09	0.05	0.06	0.11
	CONFORMING	0.09	0.11	0.16	0.09	0.09	0.10	0.07	0.09	0.12	0.09	0.11	0.17
SAMPLE SIZES		254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

TABLE 20B

STANDARD ERRORS FOR
MEANS AND TIME CHANGES BETWEEN MEANS

ME AS A TEACHER

STANDARD ERRORS FOR	MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE CONFIDENT	0.05	0.05	0.09	0.05	0.06	0.09	0.05	0.08	0.10	0.06	0.07	0.14
EGO ACTIVE	0.06	0.07	0.10	0.05	0.08	0.08	0.05	0.07	0.09	0.05	0.07	0.13
PERCEPTIVE	0.04	0.04	0.07	0.04	0.04	0.07	0.04	0.05	0.08	0.05	0.05	0.10
EGO IDEAL INDIVIDUALISTIC	0.10	0.13	0.16	0.09	0.11	0.12	0.08	0.11	0.13	0.10	0.12	0.17
CONTROLLED	0.06	0.08	0.11	0.06	0.09	0.13	0.06	0.09	0.12	0.07	0.08	0.13
INSPIRING	0.05	0.05	0.08	0.05	0.05	0.08	0.05	0.07	0.08	0.05	0.06	0.12
HAVE HAPPY	0.03	0.04	0.09	0.04	0.05	0.08	0.04	0.06	0.09	0.05	0.06	0.12
ID RELAXED	0.06	0.08	0.11	0.06	0.09	0.13	0.06	0.09	0.12	0.07	0.08	0.13
IMPULSIVE	0.03	0.04	0.07	0.03	0.04	0.07	0.04	0.05	0.06	0.05	0.06	0.08
UNDERSTANDING	0.04	0.05	0.07	0.04	0.06	0.07	0.04	0.06	0.09	0.04	0.05	0.10
PARTICIPATING	0.04	0.06	0.07	0.05	0.06	0.08	0.05	0.07	0.09	0.04	0.06	0.09
SUPER EGO OBEDIENT	0.03	0.04	0.07	0.03	0.04	0.07	0.04	0.05	0.06	0.05	0.06	0.08
CONFORMING	0.10	0.13	0.16	0.09	0.11	0.12	0.08	0.11	0.13	0.10	0.12	0.17
DEMANDING	0.06	0.07	0.10	0.07	0.08	0.12	0.07	0.09	0.13	0.06	0.07	0.12
BLAMING	0.05	0.06	0.08	0.05	0.07	0.08	0.05	0.08	0.10	0.05	0.08	0.12
SAMPLE SIZES	254	166	88									

TABLE 21B

STANDARD ERRORS FOR
CONCEPT DIFFERENCES AT EACH TIME OF TESTING

ME AS A TEACHER - MYSELF

STANDARD ERRORS FOR	DIFFERENCES AT TIME 1			DIFFERENCES AT TIME 2			DIFFERENCES AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
BE CONFIDENT	0.05	0.07	0.12	0.05	0.05	0.13	0.05	0.06	0.13
EGO ACTIVE PERCEPTIVE	0.06 0.04	0.08 0.04	0.12 0.08	0.06 0.03	0.06 0.04	0.12 0.07	0.06 0.03	0.07 0.05	0.11 0.09
EGO IDEAL INDIVIDUALISTIC CONTROLLED	0.07 0.06	0.09 0.07	0.12 0.12	0.07 0.05	0.08 0.07	0.13 0.11	0.07 0.06	0.08 0.07	0.11 0.12
HAVE HAPPY	0.04	0.05	0.09	0.04	0.04	0.10	0.04	0.06	0.08
ID RELAXED IMPULSIVE	0.06 0.03	0.07 0.05	0.12 0.09	0.05 0.03	0.07 0.04	0.11 0.08	0.06 0.04	0.07 0.05	0.12 0.08
SUPER EGO OBEDIENT CONFORMING	0.03 0.07	0.05 0.09	0.09 0.12	0.03 0.07	0.04 0.08	0.08 0.13	0.04 0.07	0.05 0.08	0.08 0.11
SAMPLE SIZES	254	166	88						

APPENDIX C

INDIVIDUAL ITEM RATINGS
FOR SCORES IN
TABLES 10 THROUGH 20

Note:

In these tables the rows labeled

hard/soft
cool/warm
tight/loose

should have their signs reversed

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
MOTHER

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.53	2.54	2.40	-0.01	0.14	0.13	0.01	0.01	-0.12	-0.09	-0.06	-0.36
HAPPY/SAD	1.85	1.79	1.27	0.06	0.52*	0.58**	0.30*	0.25	-0.28	-0.47*	-0.32	0.01
GOOD/BAD	2.65	2.62	2.60	0.03	0.02	0.05	0.06	0.04	0.02	-0.04	-0.16	-0.22
FAMILIAR/STRANGE	1.99	2.01	1.80	-0.02	0.21	0.19	0.12	0.14	-0.07	-0.33	-0.30	-0.30
CHEERFUL/SOLEMN	2.05	2.08	1.98	-0.03	0.10	0.08	0.10	0.13	0.02	-0.50**	-0.51**	-0.50*
LOUD/QUIET	-0.34	-0.28	-0.09	-0.05	-0.19	-0.24	0.12	0.17	0.36	-0.44*	-0.37	-0.11
RESPONSIVE/RESERVED	1.13	1.25	1.17	-0.11	0.08	-0.04	0.26	0.38	0.30	-0.57*	-0.71*	0.05
FORCEFUL/RETIRING	0.98	0.89	0.84	0.10	0.05	0.15	0.17	0.07	0.02	-0.23	-0.39	-0.08
ACTIVE/PASSIVE	1.81	1.49	1.26	0.32	0.23	0.55*	0.23	-0.09	-0.32	-0.30	-0.32	0.36
SMOOTH/BOUNCY	0.19	0.24	0.31	-0.05	-0.07	-0.12	-0.37	-0.31	-0.25	0.13	0.41	-0.15
STABLE/IMPULSIVE	1.26	1.25	0.76	0.01	0.49	0.50	0.20	0.19	-0.30	-0.18	-0.38	-0.31
CLEAR/VAGUE	1.70	1.59	1.34	0.11	0.24	0.35	0.14	0.03	-0.21	-0.25	-0.17	-0.03
SURE/SHIFTING	1.83	1.72	1.38	0.11	0.33	0.44*	0.18	0.07	-0.26	-0.20	-0.20	-0.00
STRONG/WEAK	1.61	1.56	1.19	0.05	0.38	0.42*	0.15	0.10	-0.28	-0.09	-0.01	0.01
BRIGHT/DULL	2.20	2.04	1.88	0.16	0.16	0.32*	0.14	-0.02	-0.18	-0.06	-0.38*	0.10
DEEP/SHALLOW	1.79	1.59	1.63	0.20	-0.04	0.16	0.13	-0.07	-0.03	-0.19	-0.16	-0.47
SHARP/BLURRY	1.90	1.78	1.53	0.11	0.25	0.37*	0.13	0.01	-0.24	-0.28	-0.29	-0.25
FULL/EMPTY	1.94	1.92	1.93	0.02	-0.01	0.01	-0.04	-0.07	-0.06	-0.01	-0.20	-0.32
SOFT/HARD	1.80	1.67	1.64	0.13	0.02	0.15	0.03	-0.10	-0.13	-0.32	-0.45*	-0.06
WARM/COOL	2.25	2.25	2.11	-0.00	0.14	0.13	-0.13	-0.13	-0.27	-0.32	-0.38*	-0.37
LOOSE/TIGHT	0.07	0.12	-0.03	-0.04	0.15	0.11	-0.27	-0.23	-0.38	-0.55	-0.19	-0.01
FEMININE/MASCULINE	2.63	2.60	2.48	0.03	0.12	0.15	0.15	0.13	0.00	-0.10	-0.10	-0.20
FANCY/PLAIN	-0.19	-0.36	-0.40	0.17	0.04	0.21	0.36*	0.19	0.15	-0.30	-0.31	-0.06
ELEGANT/ORDINARY	0.14	-0.24	-0.03	0.38	-0.21	0.18	0.43*	0.05	0.26	-0.62**	-0.25	-0.61
NEAT/SLOPPY	2.32	2.35	2.10	-0.03	0.24	0.21	0.05	0.08	-0.16	-0.19	-0.28	-0.34
CLEAN/DIRTY	2.67	2.63	2.61	0.05	0.02	0.06	0.13	0.09	0.07	-0.09	-0.10	-0.21
SAMPLE SIZES	254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
FATHER

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.49	2.18	1.88	0.30**	0.30	0.60***	0.55***	0.25	-0.05	-0.54***	-0.15	0.46*
HAPPY/SAD	1.79	1.75	1.09	0.03	0.66**	0.69***	0.29	0.26	-0.40	-0.27	-0.09	-0.07
GOOD/BAD	2.50	2.43	1.98	0.08	0.45*	0.53**	0.26*	0.18	-0.27	-0.23	-0.29	0.40
FAMILIAR/STRANGE	1.77	1.69	0.94	0.08	0.75**	0.83**	0.38*	0.30	-0.45	-0.64**	-0.27	0.52
CHEERFUL/SOLEMN	1.64	1.33	0.99	0.30	0.35	0.65**	0.25	-0.05	-0.40	-0.36	0.28	0.33
LOUD/QUIET	-0.03	-0.30	-0.27	0.27	-0.03	0.24	0.18	-0.09	-0.05	-0.41	0.02	-0.39
RESPONSIVE/RESERVED	0.54	0.30	-0.19	0.24	0.48	0.73*	0.15	-0.09	-0.57	-0.39	-0.09	0.55
FORCEFUL/RETIRING	1.37	1.15	1.19	0.22	-0.03	0.18	-0.04	-0.26	-0.23	-0.23	0.07	-0.31
ACTIVE/PASSIVE	1.73	1.30	1.35	0.42*	-0.05	0.37	0.25	-0.17	-0.12	-0.56*	0.28	0.13
SMOOTH/BOUNCY	0.70	1.01	0.57	-0.32	0.44	0.13	-0.19	0.13	-0.31	0.48*	-0.05	0.43
STABLE/IMPULSIVE	1.94	1.64	1.37	0.30	0.27	0.56*	0.73***	0.43	0.17	-0.54*	0.11	0.26
CLEAR/VAGUE	1.86	1.78	1.42	0.08	0.36	0.44*	0.43*	0.35	-0.01	-0.11	-0.38	0.10
SURE/SHIFTING	2.24	2.04	1.65	0.19	0.39	0.59**	0.35*	0.15	-0.24	-0.13	-0.23	0.14
STRONG/WEAK	2.21	2.07	1.89	0.14	0.17	0.31	0.07	-0.07	-0.24	-0.40*	0.06	-0.13
BRIGHT/DULL	2.24	2.16	1.86	0.08	0.30	0.38*	0.21	0.13	-0.17	-0.20	-0.25	0.04
DEEP/SHALLOW	1.95	1.56	1.49	0.39**	0.07	0.46**	0.34*	-0.05	-0.12	-0.13	0.14	0.05
SHARP/BLURRY	2.05	1.95	1.88	0.10	0.07	0.16	0.27	0.18	0.11	-0.08	-0.25	-0.20
FULL/EMPTY	2.07	1.71	1.39	0.35**	0.32	0.67***	0.44***	0.09	-0.23	-0.10	0.13	0.19
SOFT/HARD	0.91	0.54	0.31	0.37	0.23	0.60*	0.55**	0.18	-0.05	-0.51*	0.02	0.23
WARM/COOL	1.71	1.57	0.84	0.14	0.74**	0.87***	0.37*	0.24	-0.50	-0.36	0.01	0.72*
LOOSE/TIGHT	0.16	0.12	-0.27	0.05	0.39	0.44	0.12	0.07	-0.32	-0.38	0.10	0.36
FEMININE/MASCULINE	-2.79	-2.76	-2.70	-0.03	-0.06	-0.09	-0.06	-0.03	0.03	0.13	-0.05	0.10
FANCY/PLAIN	-0.89	-1.05	-1.12	0.17	0.06	0.23	0.21	0.05	-0.01	-0.68***	-0.30	-0.07
ELEGANT/ORDINARY	-0.23	-0.40	-0.57	0.17	0.17	0.34	0.30	0.12	-0.04	-0.55*	-0.24	-0.53
NEAT/SLOPPY	2.01	1.93	1.72	0.08	0.21	0.29	0.18	0.10	-0.11	-0.56**	-0.38*	-0.32
CLEAN/DIRTY	2.50	2.37	2.08	0.13	0.29	0.42**	0.03	-0.10	-0.39*	-0.20	-0.10	0.26
SAMPLE SIZES	254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 12c

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS AT THE FIRST TESTING
MYSELF

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.19	2.20	1.91	-0.01	0.29*	0.28*	0.16	0.17	-0.12	-0.16	-0.34**	-0.13
HAPPY/SAD	2.09	2.13	1.71	-0.04	0.42**	0.38*	0.39**	0.42**	0.00	-0.21	-0.13	0.33*
GOOD/BAD	2.12	2.07	1.94	0.05	0.12	0.18	0.31**	0.26*	0.13	-0.09	-0.19	-0.08
FAMILIAR/STRANGE	1.45	1.53	0.66	-0.08	0.87***	0.79***	0.60***	0.67***	-0.19	-0.42*	-0.54**	0.50
CHEERFUL/SOLEMN	2.17	2.23	1.65	-0.06	0.58***	0.52**	0.61***	0.68***	0.10	-0.46***	-0.22	0.46**
LOUD/QUIET	-0.23	-0.29	-0.18	0.05	-0.10	-0.05	-0.23	-0.28	-0.17	-0.18	-0.14	-0.25
RESPONSIVE/RESERVED	0.64	0.63	0.16	0.01	0.47	0.48	0.19	0.18	-0.29	-0.32	-0.30	0.92*
FORCEFUL/RETIRING	0.69	0.90	0.71	-0.20	0.18	-0.02	0.06	0.26	0.08	-0.25	-0.32	0.37
ACTIVE/PASSIVE	1.76	1.91	1.44	-0.15	0.47*	0.32	0.24	0.39*	-0.08	-0.34	-0.34*	0.48*
SMOOTH/BOUNCY	-0.12	-0.26	-0.11	-0.15	-0.15	-0.00	0.23	0.08	0.23	0.32	0.34	-0.10
STABLE/IMPULSIVE	0.79	0.75	0.32	0.04	0.43	0.47*	0.80***	0.76***	0.33	-0.08	-0.15	-0.28
CLEAR/VAGUE	1.59	1.83	1.36	-0.24	0.48**	0.23	0.35*	0.59***	0.11	-0.10	-0.36*	-0.07
SURE/SHIFTING	1.39	1.54	1.11	-0.15	0.42	0.27	0.63***	0.78***	0.36	-0.03	-0.24	-0.06
STRONG/WEAK	1.47	1.52	1.42	-0.05	0.10	0.05	0.27	0.32*	0.22	-0.09	-0.12	-0.24
BRIGHT/DULL	2.04	2.01	1.95	0.04	0.05	0.09	0.29**	0.25*	0.20	-0.24*	-0.24*	0.02
DEEP/SHALLOW	1.78	1.74	1.79	0.05	-0.06	-0.01	0.18	0.13	0.19	0.07	0.03	0.04
SHARP/BLURRY	1.62	1.80	1.49	-0.18	0.31*	0.13	0.07	0.25*	-0.06	-0.05	-0.28*	-0.04
FULL/EMPTY	1.92	1.89	1.81	0.03	0.08	0.11	0.28**	0.25*	0.18	-0.07	-0.00	0.16
SOFT/HARD	1.81	1.62	1.15	0.19	0.47*	0.66***	0.24	0.05	-0.42	-0.46**	-0.51**	0.40
WARM/COOL	2.04	2.09	1.52	-0.05	0.57***	0.52**	0.06	0.11	-0.46**	-0.19	-0.48**	0.38
LOOSE/TIGHT	0.18	0.16	-0.33	0.02	0.49*	0.51*	-0.24	-0.26	-0.75**	-0.59**	-0.01	0.54
FEMININE/MASCULINE	2.54	2.49	2.41	0.05	0.08	0.13	0.14	0.09	0.01	-0.30*	-0.11	-0.09
FANCY/PLAIN	-0.27	-0.32	-0.51	0.04	0.19	0.24	0.28	0.24	0.04	-0.37	-0.30	-0.12
ELEGANT/ORDINARY	-0.40	-0.76	-0.27	0.35*	-0.48*	-0.13	0.42*	0.07	0.55*	-0.65**	-0.16	-0.42
NEAT/SLOPPY	2.11	2.14	1.79	-0.03	0.34*	0.32*	0.51***	0.54***	0.19	-0.35*	-0.31*	-0.05
CLEAN/DIRTY	2.70	2.64	2.61	0.06	0.03	0.09	0.24*	0.18*	0.15	-0.17*	-0.11	-0.14
SAMPLE SIZES	254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS
AT THE FIRST TESTING
ME AS A TEACHER

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-H	TH-H
KIND/MEAN	2.44	2.35	1.99	0.10	0.36**	0.46***	0.51***	0.41***	0.06	-0.46***	-0.59***	-0.05
HAPPY/SAD	2.45	2.38	2.04	0.06	0.35**	0.41***	0.47***	0.41***	0.06	-0.29*	-0.23*	0.08
GOOD/BAD	2.43	2.43	2.26	-0.00	0.17	0.16	0.39***	0.40***	0.23	-0.13	-0.35***	-0.21
FAMILIAR/STRANGE	2.05	1.97	1.38	0.07	0.59***	0.66***	0.78***	0.71***	0.11	-0.27*	-0.46**	0.06
CHEERFUL/SOLEMN	2.50	2.56	2.16	-0.06	0.40***	0.34**	0.45***	0.51***	0.11	-0.21	-0.52***	0.11
LOUD/QUIET	-0.05	-0.10	0.22	0.06	-0.33	-0.27	0.02	-0.04	0.29	-0.06	-0.05	-0.36
RESPONSIVE/RESERVED	1.57	1.43	1.70	0.14	-0.27	-0.13	0.43*	0.29	0.56**	0.12	-0.11	-0.14
FORCEFUL/RETIRING	1.47	1.55	1.67	-0.08	-0.12	-0.20	0.01	0.09	0.22	-0.08	-0.00	-0.33
ACTIVE/PASSIVE	2.16	2.35	2.20	-0.19*	0.15	-0.04	0.19	0.38**	0.23	-0.14	-0.24*	-0.38
SMOOTH/BOUNCY	0.	-0.01	0.19	0.01	-0.20	-0.19	-0.25	-0.26	-0.06	0.17	0.24	-0.19
STABLE/IMPULSIVE	1.32	1.26	1.16	0.06	0.09	0.15	0.73***	0.67**	0.58*	-0.24	-0.35	-0.64*
CLEAR/VAGUE	2.23	2.38	2.27	-0.16	0.12	-0.04	0.23	0.39**	0.27	-0.15	-0.51***	-0.57*
SURE/SHIFTING	1.95	2.12	1.94	-0.17	0.18	0.01	0.41**	0.57***	0.40*	-0.01	-0.42**	-0.72**
STRONG/WEAK	1.93	1.93	1.87	0.00	0.05	0.06	0.13	0.13	0.08	0.08	-0.26	-0.35
BRIGHT/DULL	2.27	2.18	2.15	0.09	0.03	0.11	0.29**	0.20*	0.17	-0.12	-0.22*	-0.17
DEEP/SHALLOW	1.96	1.93	2.02	0.03	-0.09	-0.06	0.14	0.11	0.20	-0.08	-0.16	-0.16
SHARP/BLURRY	1.90	2.12	2.07	-0.22*	0.05	-0.17	0.06	0.28*	0.22	0.12	-0.38**	-0.69**
FULL/EMPTY	2.21	2.17	2.19	0.05	-0.03	0.02	0.35***	0.31**	0.33**	-0.11	-0.23*	-0.15
SOFT/HARD	1.12	0.66	0.14	0.47**	0.52**	0.98***	0.68***	0.21	-0.30	-0.28	-0.60*	0.74*
WARM/COOL	2.35	2.26	1.78	0.09	0.48**	0.57***	0.71***	0.62***	0.14	-0.11	-0.56***	0.04
LOOSE/TIGHT	0.33	-0.09	-0.29	0.42*	0.20	0.62**	0.28	-0.14	-0.33	-0.60**	-0.03	0.43
FEMININE/MASCULINE	2.64	2.55	2.49	0.09	0.06	0.15	0.20**	0.10	0.05	-0.35**	-0.23*	-0.25
FANCY/PLAIN	-0.32	-0.37	-0.36	0.05	-0.01	0.04	0.37*	0.31	0.32	-0.21	-0.26	-0.40
ELEGANT/ORDINARY	-0.13	-0.20	-0.02	0.07	-0.22	-0.15	0.55**	0.48*	0.70**	-0.42	-0.52*	-0.62*
NEAT/SLOPPY	2.55	2.59	2.42	-0.04	0.16	0.12	0.22*	0.26**	0.09	-0.26*	-0.46**	-0.46*
CLEAN/DIRTY	2.70	2.70	2.67	0.00	0.02	0.03	0.11	0.10	0.08	-0.16*	-0.24**	-0.23*
SAMPLE SIZES	254	166	88				N = 153			102	94	50

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

ME AS A TEACHER

	MEANS			DIFFERENCES AMONG MEANS			COMPARISON WITH NON-TEACHING STUDENTS			COMPARISON WITH EXPERIENCED TEACHERS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
INSPIRES US/DOESNT IN	2.31	2.42	2.14	-0.11	0.28	0.17	0.47***	0.57***	0.30	-0.13	-0.75***	-0.61*
TEACHES US A LOT/DOES	2.18	2.21	2.32	-0.03	-0.11	-0.14	0.27*	0.30*	0.41**	-0.12	-0.36**	-0.66***
MAKES US WANT TO LEAR	2.53	2.51	2.45	0.02	0.05	0.07	0.21*	0.19*	0.14	-0.21*	-0.56***	-0.59***
KNOWS WHICH STUDENTS	2.29	2.32	2.05	-0.03	0.28*	0.24*	0.38*	0.41***	0.13	-0.06	-0.24	0.11
ALWAYS KNOWS WHAT MIX	1.58	1.51	1.51	0.06	0.00	0.07	0.36*	0.29	0.29	-0.01	-0.37*	-0.33
KNOWS IF WE ARE TRYIN	2.47	2.54	2.33	-0.07	0.21	0.14	0.44***	0.52***	0.31*	0.00	-0.52***	-0.27
KNOWS WHAT WORRIES US	1.86	1.84	1.75	0.01	0.10	0.11	0.38*	0.37*	0.27	-0.09	-0.25	-0.51
STICKS UP FOR US WITH	1.75	1.71	1.52	0.04	0.19	0.23	0.00	-0.04	-0.23	-0.26	-0.25	0.02
ALWAYS THINKS WE DO W	1.90	1.90	1.72	0.	0.18	0.18	0.35***	0.35**	0.17	-0.11	-0.26*	-0.20
HELPS US TOO MUCH/NEV	1.09	1.06	0.97	0.03	0.09	0.12	-0.08	-0.11	-0.21	-0.27*	-0.41**	-0.07
ACTS YOUNG/ACTS OLD	1.48	1.40	1.31	0.08	0.09	0.17	0.14	0.06	-0.03	0.07	0.17	-0.05
MAKES SCHOOL FUN/MAKE	2.41	2.31	2.23	0.09	0.08	0.18	0.31***	0.22*	0.13	-0.18	-0.46***	-0.79***
ALWAYS LOOKING FOR TR	-0.98	-0.99	-0.87	0.01	-0.12	-0.10	-0.22	-0.23	-0.11	0.40*	0.40	0.23
DISLIKES US/LIKES US	-2.75	-2.79	-2.61	0.05	-0.19*	-0.14	-0.32***	-0.36***	-0.18	0.03	0.17*	-0.03
OFTEN MAKES STUDENTS	-2.10	-2.16	-2.03	0.06	-0.13	-0.07	-0.22	-0.29*	-0.16	0.62***	1.12***	1.05***
MAKES US KEEP QUIET/L	0.52	1.19	1.34	-0.67***	-0.16	-0.83***	-1.04***	-0.37*	-0.22	0.72***	-0.09	-0.59
HAS TOO MANY RULES/HA	0.29	0.48	0.20	-0.18	0.27	0.09	0.03	0.22	-0.05	-0.05	-0.09	-0.34
MAKES THE WORK TOO HA	0.83	0.99	1.36	-0.16	-0.37**	-0.53***	-0.03	0.13	0.50***	-0.10	-0.11	-0.78***
SAMPLE SIZES	254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS
AT THE FIRST TESTING
ME AS A TEACHER - MYSELF

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
KIND/MEAN	0.24***	0.15*	0.08	0.09	0.07	0.16
HAPPY/SAD	0.36***	0.24***	0.34***	0.13	-0.11	0.02
GOOD/BAD	0.28***	0.38***	0.28***	-0.09	0.09	0.00
FAMILIAR/STRANGE	0.58***	0.43***	0.73***	0.15	-0.30	-0.14
CHEERFUL/SOLEMN	0.33***	0.33***	0.53***	0.00	-0.20	-0.20
LOUD/QUIET	0.21*	0.20	0.35*	0.01	-0.16	-0.15
RESPONSIVE/RESERVED	0.91***	0.81***	1.51***	0.10	-0.70**	-0.60*
FORCEFUL/RETIRING	0.76***	0.65***	0.92***	0.12	-0.27	-0.15
ACTIVE/PASSIVE	0.40***	0.43***	0.78***	-0.04	-0.34	-0.38*
SMOOTH/BOUNCY	0.08	0.22	0.38*	-0.14	-0.15	-0.29
STABLE/IMPULSIVE	0.49***	0.47***	0.87***	0.02	-0.40	-0.38
CLEAR/VAGUE	0.62***	0.51***	0.91***	0.11	-0.40*	-0.28
SURE/SHIFTING	0.55***	0.57***	0.83***	-0.02	-0.27	-0.29
STRONG/WEAK	0.43***	0.38***	0.43**	0.05	-0.05	-0.00
BRIGHT/DULL	0.22***	0.18**	0.19*	0.04	-0.01	0.03
DEEP/SHALLOW	0.19**	0.20**	0.20	-0.02	0.00	-0.01
SHARP/BLURRY	0.28***	0.31***	0.59***	-0.03	-0.29	-0.32*
FULL/EMPTY	0.29***	0.28***	0.37**	0.01	-0.10	-0.09
SOFT/HARD	-0.69***	-0.96***	-0.99***	0.26	0.03	0.29
WARM/COOL	0.30***	0.17*	0.27*	0.14	-0.10	0.04
LOOSE/TIGHT	0.17	-0.25	0.05	0.42*	-0.30	0.12
FEMININE/MASCULINE	0.10**	0.08	0.05	0.02	0.03	0.06
FANCY/PLAIN	-0.05	-0.09	0.16	0.03	-0.25	-0.22
ELEGANT/ORDINARY	0.28**	0.53***	0.30	-0.25	0.23	-0.02
NEAT/SLOPPY	0.42***	0.42***	0.59***	-0.00	-0.17	-0.17
CLEAN/DIRTY	-0.	0.06	0.06	-0.06	0.00	-0.06
SAMPLE SIZES	254	166	88			

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

TABLE 15C

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS
AT THE FIRST TESTING
MOTHER-MYSELF

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
KIND/MEAN	0.34***	0.34***	0.49***	-0.00	-0.15	-0.16
HAPPY/SAD	-0.25**	-0.35**	-0.48**	0.10	0.14	0.24
GOOD/EAD	0.52***	0.59***	0.61***	-0.07	-0.02	-0.09
FAMILIAR/STRANGE	0.52***	0.47***	1.05***	0.04	-0.57*	-0.53*
CHEERFUL/SOLEMN	-0.12	-0.12	0.29	0.00	-0.41	-0.41
LOUD/QUIET	-0.08	-0.01	0.10	-0.06	-0.12	-0.18
RESPONSIVE/RESERVED	0.53***	0.66**	1.05***	-0.13	-0.38	-0.52
FORCEFUL/RETIRING	0.33*	-0.04	0.17	0.37	-0.21	0.16
ACTIVE/PASSIVE	0.06	-0.42**	-0.15	0.47**	-0.26	0.21
SMOOTH/BOUNCY	0.33*	0.47**	0.42	-0.14	0.06	-0.08
STABLE/IMPULSIVE	0.43**	0.45*	0.48	-0.02	-0.02	-0.05
CLEAR/VAGUE	0.09	-0.27	-0.01	0.36	-0.26	0.10
SURE/SHIFTING	0.45***	0.15	0.27	0.29	-0.12	0.18
STRONG/WEAK	0.13	0.01	-0.20	0.12	0.21	0.33
BRIGHT/DULL	0.16*	0.04	-0.06	0.12	0.10	0.22
DEEP/SHALLOW	-0.01	-0.16	-0.15	0.15	-0.01	0.14
SHARP/BLURRY	0.25**	-0.01	0.12	0.27	-0.13	0.14
FULL/EMPTY	0.05	0.06	0.11	-0.01	-0.04	-0.06
SOFT/HARD	-0.02	0.07	0.49*	-0.09	-0.42	-0.52*
WARM/COOL	0.21*	0.19	0.60**	0.01	-0.40	-0.39
LOOSE/TIGHT	-0.06	-0.07	0.23	0.02	-0.30	-0.28
FEMININE/MASCULINE	0.09	0.11*	0.06	-0.02	0.05	0.03
FANCY/PLAIN	0.07	-0.06	0.10	0.13	-0.16	-0.03
ELEGANT/ORDINARY	0.53***	0.45**	0.23	0.08	0.22	0.30
NEAT/SLOPPY	0.19*	0.18	0.31	0.01	-0.13	-0.12
CLEAN/DIRTY	-0.03	-0.02	0.	-0.01	-0.02	-0.03
SAMPLE SIZES	254	166	88			

TABLE 16c

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS
AT THE FIRST TESTING
FATHER-MYSELF

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
KIND/MEAN	0.29***	-0.01	0.	0.30*	-0.01	0.29
HAPPY/SAD	-0.31**	-0.38**	-0.58***	0.07	0.19	0.26
GOOD/BAD	0.38***	0.38***	0.04	0.01	0.34	0.35
FAMILIAR/STRANGE	0.31**	0.16	0.32	0.15	-0.16	-0.01
CHEERFUL/SOLEMN	-0.53***	-0.91***	-0.65***	0.37*	-0.26	0.11
LOUD/QUIET	0.21	-0.01	-0.02	0.22	0.01	0.23
RESPONSIVE/RESERVED	-0.10	-0.30	-0.33	0.20	0.03	0.23
FORCEFUL/RETIRING	0.69***	0.28	0.48	0.41	-0.20	0.21
ACTIVE/PASSIVE	-0.04	-0.60***	-0.08	0.56**	-0.52	0.05
SMOOTH/BOUNCY	0.83***	1.28***	0.71**	-0.45	0.57	0.12
STABLE/IMPULSIVE	1.12***	0.91***	1.00***	0.22	-0.09	0.12
CLEAR/VAGUE	0.27***	-0.06	0.02	0.32	-0.08	0.24
SURE/SHIFTING	0.85***	0.49***	0.51	0.36*	-0.02	0.34
STRONG/WEAK	0.72***	0.55***	0.51*	0.18	0.03	0.21
BRIGHT/DULL	0.20**	0.14	-0.07	0.06	0.21	0.27
DEEP/SHALLOW	0.16	-0.19	-0.30	0.36*	0.11	0.46*
SHARP/BLURRY	0.46***	0.15	0.39	0.31*	-0.24	0.07
FULL/EMPTY	0.16*	-0.21	-0.40	0.37*	0.20	0.57*
SOFT/HARD	-0.89***	-1.10***	-0.86***	0.20	-0.24	-0.04
WARM/COOL	-0.34**	-0.53***	-0.66***	0.19	0.13	0.32
LOOSE/TIGHT	-0.01	-0.06	0.08	0.05	-0.14	-0.09
FEMININE/MASCULINE	-5.32***	-5.24***	-5.09***	-0.08	-0.15	-0.23
FANCY/PLAIN	-0.62***	-0.69***	-0.55**	0.06	-0.14	-0.08
ELEGANT/ORDINARY	0.19	0.34*	-0.26	-0.15	0.60*	0.44
NEAT/SLOPPY	-0.10	-0.20	-0.06	0.10	-0.14	-0.04
CLEAN/DIRTY	-0.21***	-0.25**	-0.53***	0.04	0.28	0.32
SAMPLE SIZES	254	166	88			

TABLE 17C

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS AT THE FIRST TESTING BEST-LIKED TEACHER

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-M	TH-H
KIND/MEAN	2.38	2.34	1.85	0.04	0.49**	0.53***	0.14	0.10	-0.39*	-0.07	-0.20	0.25
HAPPY/SAD	2.15	2.30	2.08	-0.15	0.22	0.07	-0.12	0.03	-0.20	0.12	-0.26	-0.10
GOOD/BAD	2.60	2.59	2.45	0.00	0.14	0.14	0.05	0.05	-0.09	-0.09	-0.20*	0.13
FAMILIAR/STRANGE	1.59	1.72	1.30	-0.13	0.42*	0.30	0.00	0.13	-0.29	0.00	-0.29	0.03
CHEERFUL/SOLEMN	2.26	2.13	1.98	0.13	0.15	0.28	0.07	-0.06	-0.21	0.06	-0.17	0.24
LOUD/QUIET	-0.23	-0.12	0.06	-0.11	-0.17	-0.29	-0.13	-0.02	0.16	-0.23	-0.36	-0.62
RESPONSIVE/RESERVED	1.71	1.81	1.79	-0.10	0.01	-0.09	0.49*	0.59**	0.58*	-0.25	-0.54*	0.01
FORCEFUL/RETIRING	1.97	1.94	2.08	0.03	-0.14	-0.11	0.01	-0.02	0.12	-0.30	0.01	-0.16
ACTIVE/PASSIVE	2.51	2.50	2.47	0.01	0.03	0.04	0.10	0.09	0.06	-0.31*	-0.20	-0.15
SMOOTH/BOUNCY	0.48	0.60	0.52	-0.12	0.08	-0.04	-0.33	-0.21	-0.29	0.37	0.38	-0.04
STABLE/IMPULSIVE	1.79	1.80	1.31	-0.01	0.50*	0.48*	0.44*	0.46*	-0.04	-0.04	0.13	0.11
CLEAR/VAGUE	2.56	2.63	2.53	-0.07	0.10	0.03	0.09	0.16	0.06	-0.01	-0.04	0.07
SURE/SHIFTING	2.61	2.55	2.26	0.06	0.29*	0.35**	0.20	0.15	-0.15	-0.01	-0.05	0.26
STRONG/WEAK	2.35	2.32	2.11	0.03	0.20	0.23	0.15	0.12	-0.08	0.20*	0.06	0.28
BRIGHT/DULL	2.71	2.71	2.74	0.00	-0.03	-0.02	0.05	0.04	0.07	-0.03	-0.11	-0.08
DEEP/SHALLOW	2.41	2.36	2.51	0.05	-0.15	-0.10	0.12	0.07	0.22*	-0.19	0.11	0.01
SHARP/BLURRY	2.50	2.57	2.61	-0.07	-0.04	-0.11	-0.05	0.03	0.07	0.03	-0.02	-0.21
FULL/EMPTY	2.43	2.48	2.52	-0.04	-0.04	-0.08	0.10	0.14	0.18	-0.07	-0.08	0.01
SOFT/HARD	0.21	-0.04	-0.34	0.25	0.29	0.55*	-0.13	-0.38	-0.67*	0.15	-0.18	0.52
WARM/COOL	2.26	2.01	1.60	0.25	0.40	0.65**	0.29	0.04	0.36	-0.26	-0.31	-0.10
LOOSE/TIGHT	-0.03	0.02	-0.15	-0.05	0.17	0.13	-0.10	-0.05	-0.23	-0.07	-0.37	-0.09
FEMININE/MASCULINE	-0.06	0.07	-0.09	-0.13	0.17	0.03	-0.23	-0.10	-0.26	0.16	-0.22	0.49
FANCY/PLAIN	-0.67	-0.59	-0.65	-0.07	0.06	-0.01	0.31	0.38	0.33	-0.29	-0.49*	-0.12
ELEGANT/ORDINARY	0.35	0.28	0.44	0.06	-0.16	-0.09	0.14	0.08	0.24	-0.43	-0.43	-0.52
NEAT/SLOPPY	2.28	2.31	1.96	-0.03	0.34	0.31	0.01	0.04	-0.31	0.06	-0.12	-0.00
CLEAN/DIRTY	2.63	2.60	2.55	0.03	0.05	0.08	0.04	0.01	-0.04	-0.01	-0.03	-0.15
SAMPLE SIZES	254	166	88				N = 153			102	94	50

MEANS, DIFFERENCES AMONG MEANS AND COMPARISONS WITH CONTRAST GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER

| | MEANS | | | DIFFERENCES AMONG MEANS | | | COMPARISON WITH | | | | | |
| | | | | | | | NON-TEACHING STUDENTS | | | EXPERIENCED TEACHERS | | |
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H	L-N	M-N	H-N	TL-L	TM-H	TH-H
INSPIRES US/DOESNT IN	2.76	2.78	2.74	-0.02	0.04	0.02	0.22*	0.24*	0.20	-0.08	-0.00	-0.06
TEACHES US A LOT/DOES	2.67	2.67	2.62	-0.00	0.05	0.05	0.14	0.14	0.09	0.05	-0.09	0.00
MAKES US WANT TO LEAR	2.77	2.77	2.73	-0.00	0.04	0.04	0.13	0.13	0.09	-0.05	-0.30*	-0.13
KNOWS WHICH STUDENTS	2.03	1.80	1.78	0.24	0.02	0.25	0.21	-0.02	-0.04	-0.31	-0.16	-0.09
ALWAYS KNOWS WHAT MIX	2.05	1.91	1.76	0.14	0.15	0.29*	0.14	-0.01	-0.16	-0.16	-0.27	-0.06
KNOWS IF WE ARE TRYIN	2.56	2.59	2.37	-0.03	0.22	0.19	-0.06	-0.03	-0.25*	-0.02	-0.30*	0.05
KNOWS WHAT WORRIES US	2.03	2.09	1.72	-0.06	0.37*	0.31	0.06	0.12	-0.25	-0.35*	-0.28	-0.08
STICKS UP FOR US WITH	1.83	1.79	1.65	0.04	0.14	0.18	0.11	0.07	-0.07	-0.31	-0.17	-0.16
ALWAYS THINKS WE DO W	1.93	1.96	1.85	-0.03	0.11	0.08	-0.02	0.01	-0.10	0.05	-0.06	-0.05
HELPS US TOO MUCH/NEV	0.84	0.89	0.88	-0.05	0.01	-0.04	-0.15	-0.10	-0.11	-0.09	-0.26	-0.26
ACTS YOUNG/ACTS OLD	0.82	1.02	0.83	-0.20	0.19	-0.02	-0.10	0.10	-0.09	0.13	-0.12	-0.31
MAKES SCHOOL FUN/MAKE	2.54	2.63	2.69	-0.09	-0.05	-0.14	-0.00	0.09	0.14	0.08	-0.17*	-0.39**
ALWAYS LOOKING FOR TR	-1.50	-1.48	-1.06	-0.02	-0.43	-0.45*	-0.11	-0.09	0.33	0.35	0.34	-0.02
DISLIKES US/LIKES US	-2.79	-2.77	-2.70	-0.02	-0.07	-0.10	-0.17*	-0.15	-0.08	0.13	0.20	0.08
OFTEN MAKES STUDENTS	-1.67	-1.82	-1.40	0.14	-0.42	-0.28	-0.11	-0.25	0.17	-0.09	0.52*	-0.38
MAKES US KEEP QUIET/L	0.68	1.15	1.07	-0.46**	0.08	-0.39	-0.38*	0.08	0.00	0.79***	0.04	-0.11
HAS TOO MANY RULES/HA	-0.03	-0.17	-0.30	0.14	0.13	0.27	0.28	0.14	0.01	-0.14	-0.26	0.04
MAKES THE WORK TOO HA	1.25	1.25	1.46	0.	-0.21	-0.21	0.19	0.19	0.40**	-0.22	-0.09	-0.33
SAMPLE SIZES	254	166	88				N = 153			102	94	50

FIRST TESTING = STUDENTS PLANNING TO TEACH.   SECOND TESTING = STUDENT TEACHERS.   THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS   * IS 1.96 TO 2.58   ** IS 2.58 TO 3.29   *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 18C.

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS
AT THE FIRST TESTING
BEST-LIKED TEACHER - ME AS A TEACHER

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
KIND/MEAN	-0.06	-0.02	-0.18	-0.04	0.15	0.11
HAPPY/SAD	-0.30***	-0.10	-0.	-0.20	-0.10	-0.30*
GOOD/BAD	0.17***	0.14**	0.18*	0.02	-0.04	-0.02
FAMILIAR/STRANGE	-0.47***	-0.28**	-0.09	-0.19	-0.18	-0.37
CHEERFUL/SOLEMN	-0.25**	-0.43***	-0.19	0.17	-0.23	-0.06
LOUD/QUIET	-0.19	-0.02	-0.15	-0.16	0.13	-0.03
RESPONSIVE/RESERVED	0.13	0.33	0.09	-0.19	0.23	0.04
FORCEFUL/RETIRING	0.49***	0.37**	0.41**	0.12	-0.04	0.08
ACTIVE/PASSIVE	0.35***	0.14	0.29**	0.21	-0.15	0.06
SMOOTH/BOUNCY	0.44**	0.64***	0.35	-0.20	0.29	0.06
STABLE/IMPULSIVE	0.47***	0.60***	0.1?	-0.13	0.43	0.31
CLEAR/VAGUE	0.34***	0.27***	0.27**	0.07	-0.00	0.07
SURE/SHIFTING	0.64***	0.41***	0.32*	0.24*	0.09	0.32*
STRONG/WEAK	0.41***	0.39***	0.23*	0.03	0.15	0.18
BRIGHT/DULL	0.45***	0.52***	0.60***	-0.07	-0.08	-0.15
DEEP/SHALLOW	0.44***	0.42***	0.48***	0.02	-0.06	-0.04
SHARP/BLURRY	0.58***	0.45***	0.51***	0.13	-0.06	0.07
FULL/EMPTY	0.22***	0.30***	0.32**	-0.08	-0.02	-0.10
SOFT/HARD	-0.89***	-0.75***	-0.51**	-0.14	-0.24	-0.37
WARM/COOL	-0.10	-0.27*	-0.20	0.17	-0.06	0.10
LOOSE/TIGHT	-0.38**	0.04	0.15	-0.41*	-0.11	-0.52*
FEMININE/MASCULINE	-2.66***	-2.46***	-2.57***	-0.20	0.10	-0.10
FANCY/PLAIN	-0.35**	-0.22	-0.27	-0.13	0.05	-0.08
ELEGANT/ORDINARY	0.48***	0.48**	0.45*	0.	0.03	0.03
NEAT/SLOPPY	-0.28***	-0.27**	-0.51**	-0.00	0.23	0.23
CLEAN/DIRTY	-0.07	-0.11	-0.12	0.03	0.01	0.04
SAMPLE SIZES	254	166	88			

CONCEPT DIFFERENCES WITHIN AND AMONG GROUPS

AT THE FIRST TESTING

BEST-LIKED TEACHER - ME AS A TEACHER

	DIFFERENCES			DIFFERENCES BETWEEN GROUPS		
	LOW K-3	MID 4-8	HIGH 9-12	L-M	M-H	L-H
INSPIRES US/DOESNT INSPI	0.47**	0.35***	0.62***	0.12	-0.27	-0.15
TEACHES US A LOT/DOESNT	0.48***	0.45***	0.31**	0.03	0.14	0.17
MAKES US WANT TO LEARN/M	0.24***	0.25***	0.29**	-0.01	-0.04	-0.05
KNOWS WHICH STUDENTS LIK	-0.27***	-0.54***	-0.27	0.27	-0.27	-0.00
ALWAYS KNOWS WHAT MIXES	0.48***	0.38***	0.26	0.09	0.13	0.22
KNOWS IF WE ARE TRYING/D	0.09	0.05	0.05	0.04	0.00	0.04
KNOWS WHAT WORRIES US/DO	0.19	0.27*	-0.03	-0.08	0.31	0.22
STICKS UP FOR US WITH TH	0.09	0.08	0.12	0.01	-0.04	-0.03
ALWAYS THINKS WE DO WELL	0.01	0.04	0.11	-0.03	-0.07	-0.10
HELPS US TOO MUCH/NEVER	-0.26**	-0.20	-0.09	-0.06	-0.11	-0.17
ACTS YOUNG/ACTS OLD	-0.66***	-0.40**	-0.46**	-0.26	0.06	-0.20
MAKES SCHOOL FUN/MAKES S	0.14*	0.32***	0.45***	-0.18	-0.13	-0.31**
ALWAYS LOOKING FOR TROUB	-0.54***	-0.51***	-0.19	-0.03	-0.32	-0.35
DISLIKES US/LIKES US	-0.05	0.02	-0.09	-0.08	0.12	0.04
OFTEN MAKES STUDENTS LOO	0.43***	0.35**	0.65***	0.08	-0.30	-0.22
MAKES US KEEP QUIET/LETS	0.16	-0.06	-0.29	0.23	0.22	0.45*
HAS TOO MANY RULES/HAS H	-0.33***	-0.65***	-0.48*	0.32	-0.17	0.14
MAKES THE WORK TOO HARD/	0.43***	0.26**	0.12	0.17	0.15	0.31*
SAMPLE SIZES	254	166	88			

TABLE 19C

MEANS AND TIME CHANGES BETWEEN MEANS
MYSELF

	MEANS AT TIME 1			TRAINING TIME 2–TIME 1			TEACHING TIME 3–TIME 2			MEANS AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
KIND/MEAN	2.19	2.20	1.91	0.10	-0.03	0.04	-0.18**	-0.22***	-0.15	2.11	1.95	1.81
HAPPY/SAD	2.09	2.13	1.71	0.09	0.08	-0.17	-0.18**	-0.25***	0.17	2.00	1.96	1.71
GOOD/BAD	2.12	2.07	1.94	-0.01	0.01	0.	0.06	0.04	0.01	2.17	2.12	1.95
FAMILIAR/STRANGE	1.45	1.53	0.66	0.13	-0.07	0.21	-0.14	-0.27*	-0.21	1.45	1.19	0.66
CHEERFUL/SOLEMN	2.17	2.23	1.65	-0.04	-0.31**	0.06	-0.09	0.12	-0.21	2.04	2.04	1.51
LOUD/QUIET	-0.23	-0.29	-0.18	-0.00	-0.06	-0.03	-0.06	-0.02	-0.01	-0.30	-0.36	-0.23
RESPONSIVE/RESERVED	0.64	0.63	0.16	0.35**	0.27	0.33	-0.18	-0.24	0.50*	0.82	0.66	0.99
FORCEFUL/RETIRING	0.69	0.90	0.71	0.21*	0.04	0.22	0.03	-0.07	-0.11	0.94	0.87	0.82
ACTIVE/PASSIVE	1.76	1.91	1.44	0.13	-0.16	0.18	-0.19*	-0.19*	-0.08	1.71	1.56	1.54
SMOOTH/BOUNCY	-0.12	-0.26	-0.11	-0.18	-0.	-0.22	0.04	0.01	0.21	-0.26	-0.26	-0.13
STABLE/IMPULSIVE	0.79	0.75	0.32	0.07	-0.14	0.	-0.18	-0.14	0.20	0.68	0.47	0.52
CLEAR/VAGUE	1.59	1.83	1.36	0.27**	-0.21*	0.	-0.15	0.01	0.13	1.71	1.63	1.48
SURE/SHIFTING	1.39	1.54	1.11	0.23*	0.15	0.11	-0.12	-0.26*	-0.01	1.49	1.43	1.22
STRONG/WEAK	1.47	1.52	1.42	0.18*	0.12	0.16	-0.10	-0.04	-0.18	1.55	1.61	1.40
BRIGHT/DULL	2.04	2.01	1.95	0.	0.	0.04	-0.10*	-0.09	-0.04	1.94	1.91	1.95
DEEP/SHALLOW	1.78	1.74	1.79	0.10	0.15	0.27**	-0.12*	-0.17*	-0.07	1.76	1.72	2.00
SHARP/BLURRY	1.62	1.80	1.49	0.18*	0.01	-0.01	-0.11	-0.11	0.33*	1.69	1.70	1.80
FULL/EMPTY	1.92	1.89	1.81	0.07	0.07	0.23	-0.04	-0.11	-0.05	1.95	1.86	2.00
SOFT/HARD	1.81	1.62	1.15	-0.20*	-0.26*	-0.06	-0.14	-0.22	0.14	1.47	1.14	1.23
WARM/COOL	2.04	2.09	1.52	0.09	-0.20*	0.10	-0.09	-0.16*	-0.15	2.04	1.73	1.48
LOOSE/TIGHT	0.18	0.16	-0.33	-0.06	-0.07	-0.17	-0.02	-0.15	0.25	0.09	-0.05	-0.25
FEMININE/MASCULINE	2.54	2.49	2.41	-0.03	-0.11	-0.08	-0.02	-0.04	-0.05	2.49	2.34	2.29
FANCY/PLAIN	-0.27	-0.32	-0.51	0.33**	0.33**	0.34***	0.00	-0.07	0.07	0.06	-0.05	-0.10
ELEGANT/ORDINARY	-0.40	-0.76	-0.27	0.44***	0.64***	0.29*	0.09	0.19	0.08	0.13	0.07	0.10
NEAT/SLOPPY	2.11	2.14	1.79	0.01	-0.07	0.04	-0.14*	-0.08	-0.18	1.98	1.99	1.66
CLEAN/DIRTY	2.70	2.64	2.61	-0.09*	-0.04	-0.11	-0.09*	-0.12*	-0.08	2.52	2.48	2.41
SAMPLE SIZES	254	166	88									

TABLE 20C

MEANS AND TIME CHANGES BETWEEN MEANS
ME AS A TEACHER

	MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
KIND/MEAN	2.44	2.35	1.99	-0.01	-0.22*	-0.24	-0.52***	-0.53***	-0.24	1.92	1.59	1.50
HAPPY/SAD	2.45	2.38	2.04	-0.04	-0.06	-0.09	-0.27***	-0.41***	-0.37**	2.14	1.92	1.57
GOOD/BAD	2.43	2.43	2.26	-0.02	-0.13*	-0.17	-0.18***	-0.20***	-0.11	2.23	2.10	1.99
FAMILIAR/STRANGE	2.05	1.97	1.38	0.01	-0.23*	-0.23	-0.21*	-0.12	-0.20	1.85	1.63	0.95
CHEERFUL/SOLEMN	2.50	2.56	2.16	-0.05	-0.17*	-0.18	-0.18***	-0.37***	-0.32*	2.27	2.02	1.67
LOUD/QUIET	-0.05	-0.10	0.22	0.06	0.20	-0.15	0.39***	0.17	0.41**	0.40	0.26	0.48
RESPONSIVE/RESERVED	1.57	1.43	1.70	0.26**	0.18	-0.12	-0.15	-0.31*	-0.16	1.68	1.30	1.42
FORCEFUL/RETIRING	1.47	1.55	1.67	0.06	0.05	-0.14	0.13	0.02	-0.11	1.66	1.61	1.42
ACTIVE/PASSIVE	2.16	2.35	2.20	0.05	-0.18*	-0.21*	-0.10	-0.18	-0.10	2.11	1.99	1.88
SMOOTH/BOUNCY	0.	-0.01	0.19	-0.23	-0.21	-0.42*	-0.14	-0.08	0.15	-0.37	-0.30	-0.08
STABLE/IMPULSIVE	1.32	1.26	1.16	0.03	-0.21	-0.42*	-0.28**	0.09	-0.21	1.06	1.14	0.53
CLEAR/VAGUE	2.23	2.38	2.27	-0.04	-0.30***	-0.52***	-0.33***	-0.20*	-0.24*	1.86	1.89	1.50
SURE/SHIFTING	1.95	2.12	1.94	0.01	-0.23*	-0.38**	-0.20**	-0.24*	-0.19	1.76	1.65	1.37
STRONG/WEAK	1.93	1.93	1.87	-0.04	-0.14	-0.13	-0.07	0.06	-0.19	1.81	1.85	1.56
BRIGHT/DULL	2.27	2.18	2.15	0.00	0.02	-0.06	-0.14**	-0.20**	-0.20	2.13	1.99	1.89
DEEP/SHALLOW	1.96	1.93	2.02	-0.01	-0.04	-0.02	-0.10	-0.06	-0.01	1.85	1.83	1.99
SHARP/BLURRY	1.90	2.12	2.07	0.03	-0.17*	-0.35**	-0.10	-0.20*	0.05	1.83	1.75	1.77
FULL/EMPTY	2.21	2.17	2.19	-0.02	-0.01	-0.17	-0.15*	-0.17*	-0.22	2.04	1.99	1.81
SOFT/HARD	1.12	0.66	0.14	0.10	-0.02	0.30	-0.22*	-0.43**	-0.08	1.01	0.21	0.36
WARM/COOL	2.35	2.26	1.78	0.	-0.21*	-0.37**	-0.11	-0.19	-0.09	2.24	1.85	1.31
LOOSE/TIGHT	0.33	-0.09	-0.29	0.03	0.03	-0.19	-0.21	-0.17	0.09	0.15	-0.23	-0.38
FEMININE/MASCULINE	2.64	2.55	2.49	-0.08*	-0.04	-0.07	-0.04	-0.14**	-0.16*	2.53	2.37	2.26
FANCY/PLAIN	-0.32	-0.37	-0.36	0.23*	0.28*	0.30*	0.14	-0.10	-0.21	0.05	-0.18	-0.27
ELEGANT/ORDINARY	-0.13	-0.20	0.02	0.35**	0.25	0.14	-0.02	-0.07	-0.10	0.20	-0.01	0.06
NEAT/SLOPPY	2.55	2.59	2.42	-0.08	-0.12*	-0.07	-0.30***	-0.31***	-0.32***	2.16	2.15	2.03
CLEAN/DIRTY	2.70	2.70	2.67	-0.08*	-0.10*	-0.17**	-0.15***	-0.17***	-0.15*	2.47	2.43	2.35
SAMPLE SIZES	254	166	88									

MEANS AND TIME CHANGES BETWEEN MEANS

ME AS A TEACHER

	MEANS AT TIME 1			TRAINING TIME 2-TIME 1			TEACHING TIME 3-TIME 2			MEANS AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
INSPIRES US/DOESNT IN	2.31	2.42	2.14	0.05	-0.16*	-0.23	-0.22***	-0.40***	-0.29*	2.13	1.85	1.62
TEACHES US A LOT/DOES	2.18	2.21	2.32	0.01	-0.04	-0.23**	-0.16*	-0.32**	-0.32***	2.03	1.85	1.77
MAKES US WANT TO LEAR	2.53	2.51	2.45	-0.04	-0.16*	-0.18*	-0.36***	-0.39***	-0.49***	2.14	1.96	1.78
KNOWS WHICH STUDENTS	2.29	2.32	2.05	0.19**	0.01	0.02	-0.05	0.03	-0.09	2.43	2.36	1.98
ALWAYS KNOWS WHAT MIX	1.58	1.51	1.51	0.19*	0.07	-0.29	-0.01	-0.09	0.01	1.76	1.50	1.23
KNOWS IF WE ARE TRYIN	2.47	2.54	2.33	0.07	-0.08	-0.18	-0.15**	-0.10	-0.03	2.38	2.36	2.11
KNOWS WHAT WORRIES US	1.86	1.84	1.75	0.06	0.11	-0.03	-0.13	-0.34**	-0.34**	1.78	1.61	1.37
STICKS UP FOR US WITH	1.75	1.71	1.52	0.16	-0.05	0.01	-0.21**	-0.11	-0.15	1.70	1.55	1.38
ALWAYS THINKS WE DO W	1.90	1.90	1.72	0.03	0.01	-0.06	-0.15*	-0.39***	-0.46**	1.78	1.52	1.21
HELPS US TOO MUCH/NEV	1.09	1.06	0.97	-0.05	0.04	-0.05	-0.20*	-0.35***	-0.06	0.84	0.75	0.86
ACTS YOUNG/ACTS OLD	1.48	1.40	1.31	0.02	0.19	0.13	0.26**	0.17	0.29*	1.75	1.76	1.72
MAKES SCHOOL FUN/MAKE	2.41	2.31	2.23	-0.02	-0.15	-0.39***	-0.33***	-0.47***	-0.28*	2.06	1.76	1.56
ALWAYS LOOKING FOR TR	-0.98	-0.99	-0.87	0.04	0.19	-0.15	0.25*	0.51***	0.45*	-0.69	-0.29	-0.57
DISLIKES US/LIKES US	-2.75	-2.79	-2.61	-0.10*	0.01	0.05	0.12**	0.21***	3.28*	-2.73	-2.57	-2.29
OFTEN MAKES STUDENTS	-2.10	-2.16	-2.03	-0.01	0.26*	0.22	0.91***	0.93***	0.79***	-1.20	-0.97	-1.02
MAKES US KEEP QUIET/L	0.52	1.19	1.34	0.09	-0.39**	-0.60**	0.24	0.26	0.18	0.85	1.05	0.93
HAS TOO MANY RULES/HA	0.29	0.48	0.20	-0.12	-0.12	-0.28	0.25**	0.28**	-0.06	0.42	0.63	-0.14
MAKES THE WORK TOO HA	0.83	0.99	1.36	-0.09	-0.09	-0.31*	0.08	0.05	-0.07	0.83	0.95	0.99
SAMPLE SIZES	254	166	88									

FIRST TESTING = STUDENTS PLANNING TO TEACH. SECOND TESTING = STUDENT TEACHERS. THIRD TESTING = FIRST YEAR TEACHERS.

VALUES OF T-RATIOS * IS 1.96 TO 2.58 ** IS 2.58 TO 3.29 *** IS 3.29 AND OVER

BENJAMIN WRIGHT AND SHIRLEY TUSKA, UNIVERSITY OF CHICAGO, U.S. OFFICE OF EDUCATION, COOPERATIVE RESEARCH PROJECT NO. 1503.

TABLE 21C

CONCEPT DIFFERENCES AT EACH TIME OF TESTING
ME AS A TEACHER - MYSELF

	DIFFERENCES AT TIME 1			DIFFERENCES AT TIME 2			DIFFERENCES AT TIME 3		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
KIND/MEAN	0.24***	0.15*	0.08	0.13*	-0.06	-0.21	-0.22**	-0.37***	-0.30*
HAPPY/SAD	0.36***	0.24**	0.34**	0.21***	0.12*	0.43***	0.10	-0.04	-0.11
GOOD/BAD	0.28***	0.38***	0.28***	0.28***	0.22***	0.12	0.05	-0.01	0.10
FAMILIAR/STRANGE	0.58***	0.43***	0.73***	0.48***	0.25**	0.31	0.40***	0.42***	0.32
CHEERFUL/SOLEMN	0.33***	0.33***	0.53***	0.32***	0.47***	0.29	0.22***	-0.04	0.18
LOUD/QUIET	0.21*	0.20	0.35*	0.26**	0.43***	0.25	0.68***	0.67***	0.67***
RESPONSIVE/RESERVED	0.91***	0.81***	1.51***	0.80***	0.67***	1.08***	0.82***	0.68***	0.44*
FORCEFUL/RETIRING	0.76***	0.65***	0.92***	0.61***	0.68***	0.58***	0.71***	0.77***	0.59***
ACTIVE/PASSIVE	0.40***	0.43***	0.78***	0.31***	0.42***	0.39***	0.39***	0.42***	0.34*
SMOOTH/BOUNCY	0.08	0.22	0.38*	0.09	-0.01	0.14	-0.11	-0.07	0.12
STABLE/IMPULSIVE	0.49***	0.47***	0.87***	0.45***	0.42***	0.44	0.37***	0.61***	0.
CLEAR/VAGUE	0.62***	0.51***	0.91***	0.31***	0.46***	0.40***	0.12	0.27***	0.01
SURE/SHIFTING	0.55***	0.57***	0.83***	0.32***	0.19*	0.35	0.25**	0.21*	0.14
STRONG/WEAK	0.43***	0.38***	0.43**	0.22**	0.13	0.15	0.25***	0.25***	0.18
BRIGHT/DULL	0.22***	0.18**	0.19*	0.21***	0.18***	0.10	0.18***	0.08	-0.06
DEEP/SHALLOW	0.19**	0.20**	0.20	0.06	0.01	-0.06	0.09	0.11	-0.01
SHARP/BLURRY	0.28***	0.31***	0.59***	0.11	0.16**	0.27	0.11	0.06	-0.02
FULL/EMPTY	0.29***	0.28***	0.37**	0.18*	0.20***	-0.02	0.07	0.13	-0.18
SOFT/HARD	-0.69***	-0.96***	-0.99***	-0.37***	-0.73***	-0.64**	-0.45***	-0.98***	-0.85***
WARM/COOL	0.30***	0.17*	0.27*	0.21***	0.15	-0.20	0.18**	0.11	-0.15
LOOSE/TIGHT	0.17	-0.25	0.05	0.24*	-0.15	0.	0.06	-0.18	-0.15
FEMININE/MASCULINE	0.10**	0.08	0.05	0.06	0.12**	0.06	0.04	0.04	-0.02
FANCY/PLAIN	-0.05	-0.09	0.16	-0.15	-0.13	0.10	-0.00	-0.16	-0.20
ELEGANT/ORDINARY	0.28**	0.53***	0.30	0.19*	0.11	0.13	0.07	-0.08	-0.03
NEAT/SLOPPY	0.42***	0.42***	0.59***	0.35***	0.37***	0.52***	0.16*	0.15*	0.40**
CLEAN/DIRTY	-0.	0.06	0.06	0.00	-0.01	0.01	-0.05	-0.04	-0.05
SAMPLE SIZES	254	166	88						

APPENDIX D

COMPARISONS AMONG IMAGES
ON THE
SEVEN DIMENSIONS OF MEANING

TABLE 23

COMPARISONS AMONG IMAGES

PERCEPTIVE

Images	Prospective Teachers			Non-Teaching
	Low	Mid	High	Women
Myself	1.82	1.84	1.74	1.64
Me as a Teacher	2.04	2.08	2.08	1.88
Mother	1.96	1.80	1.69	1.82
Father	2.07	1.88	1.74	1.81
Best-Liked Teacher	2.54	2.54	2.61	2.50
Mother - Myself	0.13*	-0.04	-0.04	0.18*
Father - Myself	0.29***	0.03	0.01	0.17
Teacher - Mother	0.58***	0.74***	0.92***	0.68***
Teacher - Father	0.47***	0.66***	0.87***	0.69***
Teacher - Myself	0.72***	0.70***	0.87***	0.86***
Teacher - Me as a Teacher	0.49***	0.46***	0.52***	0.62***
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

TABLE 24

COMPARISONS AMONG IMAGES

INDIVIDUALISTIC

Images	Prospective Teachers			Non-Teaching Women
	Low	Mid	High	
Myself	-0.34	-0.54	-0.39	-0.68
Me as a Teacher	-0.22	-0.28	-0.17	-0.68
Mother	-0.02	-0.31	-0.22	-0.42
Father	-0.56	-0.74	-0.84	-0.81
Best-Liked Teacher	-0.15	-0.17	-0.10	-0.39
Mother - Myself	0.30**	0.19	0.17	0.26*
Father - Myself	-0.21*	-0.18	-0.40*	-0.13
Teacher - Mother	-0.13	0.14	0.12	0.03
Teacher - Father	0.41***	0.57***	0.74***	0.42**
Teacher - Myself	0.19	0.37**	0.29	0.29*
Teacher - Me as a Teacher	0.07	0.13	0.09	0.29*
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

TABLE 25

COMPARISONS AMONG IMAGES

HAPPY

Images	Prospective Teachers			Non-Teaching
	Low	Mid	High	Women
Myself	1.97	1.98	1.55	1.59
Me as a Teacher	2.34	2.28	1.94	1.81
Mother	2.26	2.24	2.01	2.13
Father	2.14	2.01	1.47	1.76
Best-Liked Teacher	2.18	2.24	1.92	2.16
Mother - Myself	0.27***	0.28***	0.40***	0.54***
Father - Myself	0.15*	0.04	-0.08	0.17
Teacher - Mother	-0.08	0.00	-0.09	0.03
Teacher - Father	0.04	0.23**	0.45**	0.40***
Teacher - Myself	0.21***	0.26***	0.37***	0.57***
Teacher - Me as a Teacher	-0.16***	-0.07	-0.05	0.35***
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

TABLE 26

COMPARISONS AMONG IMAGES

RELAXED

Images	Prospective Teachers			Non-Teaching
	Low	Mid	High	Women
Myself	1.34	1.30	0.79	1.32
Me as a Teacher	1.27	0.94	0.55	0.71
Mother	1.37	1.34	1.24	1.49
Father	0.94	0.74	0.26	0.57
Best-Liked Teacher	0.81	0.63	0.39	0.78
Mother - Myself	0.04	0.05	0.42**	0.17
Father - Myself	-0.40***	-0.56***	-0.50***	-0.75***
Teacher - Mother	-0.56***	-0.70***	-0.85***	-0.71***
Teacher - Father	-0.13	-0.11	0.13	0.21
Teacher - Myself	-0.53***	-0.67***	-0.40**	-0.54***
Teacher - Me as a Teacher	-0.45***	-0.33***	-0.17	0.07
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

TABLE 27

COMPARISONS AMONG IMAGES

OBEDIENT

Images	Prospective Teachers			Non-Teaching
	Low	Mid	High	Women
Myself	2.41	2.39	2.21	2.03
Me as a Teacher	2.63	2.64	2.55	2.46
Mother	2.49	2.48	2.36	2.40
Father	2.25	2.15	1.90	2.15
Best-Liked Teacher	2.45	2.45	2.25	2.43
Mother - Myself	0.08	0.08	0.15	0.37***
Father - Myself	-0.15*	-0.22*	-0.30	0.12
Teacher - Mother	-0.04	-0.03	-0.11	0.03
Teacher - Father	0.20**	0.30**	0.35**	0.28**
Teacher - Myself	0.04	0.06	0.04	0.40***
Teacher - Me as a Teacher	-0.17**	-0.19**	-0.32**	-0.03
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

TABLE 28

COMPARISONS AMONG IMAGES

CONFIDENT

Images	Prospective Teachers			Non-Teaching Women
	Low	Mid	High	
Myself	1.48	1.62	1.30	1.07
Me as a Teacher	2.03	2.14	2.03	1.78
Mother	1.71	1.62	1.29	1.55
Father	2.11	1.96	1.65	1.81
Best-Liked Teacher	2.50	2.50	2.30	2.35
Mother - Myself	0.23**	-0.02	0.02	0.48***
Father - Myself	0.61***	0.33**	0.34	0.73***
Teacher - Mother	0.79***	0.88***	1.01***	0.80***
Teacher - Father	0.39***	0.54***	0.65***	0.54***
Teacher - Myself	1.02***	0.88***	1.00***	1.28***
Teacher - Me as a Teacher	0.46***	0.35***	0.28**	0.58***
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

TABLE 29

COMPARISONS AMONG IMAGES

ACTIVE

Images	Prospective Teachers			Non-Teaching Women
	Low	Mid	High	
Myself	0.72	0.77	0.57	0.65
Me as a Teacher	1.29	1.31	1.44	1.12
Mother	0.89	0.84	0.80	0.70
Father	0.90	0.63	0.53	0.77
Best-liked Teacher	1.50	1.53	1.59	1.37
Mother - Myself	0.21*	0.02	0.27	0.05
Father - Myself	0.20	-0.14	-0.06	0.12
Teacher - Mother	0.61***	0.69***	0.79***	0.67***
Teacher - Father	0.60***	0.90***	1.06***	0.60***
Teacher - Myself	0.78***	0.76***	1.02***	0.72***
Teacher - Me as a Teacher	0.20**	0.20*	0.15	0.25*
Sample Sizes	254	166	88	153

Values of T-Ratios   * is 1.96 to 2.58   ** is 2.58 to 3.29   *** is 3.29 and over

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