Impact teaching: an idiographic study

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IMPACT TEACHING: AN IDIOGRAPHIC STUDY

by

Alice Wright Petersen

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INTRODUCTION

In the past few years college students have become vocal in expressing a desire for personal encounter with their teachers. Apparently they want to engage in educative processes which can have meaning in their living of life; they want to explore values and make commitments. Some teachers are able to create a learning environment wherein old ideas and values do not have to be possessed and new ones can be considered. What happens in that magical moment when a student can relinquish an old idea and reach out for a new one? What are the environmental qualities which evoke trusting and growing? How is such an environment created? What transpires in the classroom which facilitates growing? What is felt by the students? The teacher? A study in depth of a teacher who appeared endowed with the ability to provide a growth climate for students should afford some enlightenment on these questions.

The purpose of this study was to describe one teacher; her personal qualities, teaching methods, the atmosphere in her classroom and the extent and types of growth her students achieved. The specific objectives were:

1. To describe the atmosphere in the subject's classes.
2. To describe the methods the subject used in teaching.
3. To describe the subject's personal qualities.
4. To describe the feelings of students for the subject.
5. To describe the growth students achieved in the subject's classes.

1The subject of the study was Jean McDermid Hansen (Mrs. Earl N.) who taught at Iowa State University from 1950-1964.
6. To relate the above to the personal philosophy of the subject as revealed in the transcriptions of interviews with the subject and class sessions led by the subject.

7. To explore differences which existed between students who responded favorably and those who did not respond favorably to the subject.

Educational research typically has measured teaching characteristics cross sectionally thus yielding nomothetic knowledge on the ways that teachers are similar. In contrast this study of one teacher was undertaken to discover the uniqueness of one teacher. Stern has written:

"Intensive case studies of individual teachers, . . . constitute a source of information about the teaching process which has not been explored in any way comparable to the clinical studies which have been made of professionals in the other fields and deserves further treatment by researchers in the field" (Stern, 1963, p. 411).

Idiographic Method

Nomothetic science seeks to study general principles which are common to all men (Holt, 1962) whereas idiographic science seeks to study individuality and thereby to understand the uniqueness of the individual (Maslow, 1961). Allport (1960) and Maslow (1966) have emphasized the need for idiographic studies believing that only when such knowledge is fused with nomothetic knowledge will scientific aims be fulfilled. Oppenheimer supports this call for pluralism of methods:

"The whole business of science does not lie in getting into realms which are unfamiliar in normal experience. . . . It is not always tactful to try to quantify; it is not always clear that by measuring one has found something very much worth measuring. . . . It is a real property of the real world that you are measuring, but it is not necessarily the best way to
advance true understanding of what is going on; and I would
make this very strong plea for pluralism with regard to
method that, in the necessarily early stages of sorting out
an immensely vast experience, may be fruitful and may be
helpful" (Oppenheimer, 1956, pp. 134-135).

The basic premise of idiographic methods is that the whole is some­
thing other than the sum of its segmented parts. This premise originated
with Gestalt psychology and is a primary principle in the organismic theory
of personality development (Hall, 1957). Maslow (1966) and Moustakas
(1967) have pointed out that to achieve comprehension of an individual the
knower must avoid reductionism and perceive the subject interpersonally
and holistically.

One of the major criticisms of idiographic research is that the know­
ledge acquired is artistic understanding and therefore is not scientific
knowledge (Holt, 1962). Maslow (1966), Moustakas (1967) and Polyanni
(1958) have addressed themselves to this issue:

"Briefly stated, my thesis is: if you love something or some­
one enough at the level of Being, then you can enjoy its
actualization of itself, which means that you will not want to
interfere with it, since you love it as it is in itself. You
will then be able to perceive it in a noninterfering way, which
means leaving it alone. This in turn means that you will be
able to see it as is, uncontaminated by your selfish wishes,
hopes, demands, anxieties, or preconceptions. Since you love it
as it is in itself, neither will you be prone to judge it, use
it, improve it, or in any other way to project your own values
into it. This also tends to mean more concrete experiencing
and witnessing; less abstracting, simplifying, organizing, or
intellectual manipulation. Leaving it alone to be itself also
implies a more holistic, global attitude and less active
dissecting. It adds up to this: you may be fond enough of
someone to dare to see him just as he is; if you love something
the way it is, you won't change it. Therefore you may then
see it (or him) as it is in its own nature, untouched, unspoiled,
i.e., objectively. The greater your Being-love of the person,
the less you need to be blind" (Maslow, 1966, pp. 116-117).
"We can know the meanings experiences have for others by listening with objectivity and attempting to understand the essence of the experience through the person's relating it. Objectivity here refers to seeing what an experience is for another person, not how it fits or relates to other experiences—not what cause it, why it exists, or what purpose it serves" (Moustakas, 1967, p. 4).

"Comprehension is neither an arbitrary act nor a passive experience, but a responsible act claiming universal validity. Such knowing is indeed objective in the sense of establishing contact that is defined as the condition for anticipating an indeterminate range of yet unknown (and perhaps yet inconceivable) true implications. It seems reasonable to describe this fusion of the personal and objective as Personal Knowledge" (Polyanni, 1958, pp. vii-viii).

The present study is based on the assumption that all knowledge is personal knowledge and is accurate to the degree the perceiver is open in observing.

Because the purpose of the study was to comprehend the whole of an individual no attempt was made to categorize the subject into component parts but only to organize the data, which after all are only reflections of the subject's totality, into a presentation that, it is hoped, may allow the reader to feel and perceive the qualities and states of the subject without analysis, diagnosis or evaluation. The appendices contain substantial amounts of the data collected for this study to allow the reader to peruse the original data on the topics of interest to him. Should some readers discover insights not seen by the researcher the implicit goal of this study will be fulfilled.

The method of study, as might be expected, created a personal growth experience for the researcher as she grew to know the subject phenomenologically. The writer participated openly in all phases of the study and in a real sense the study happened to, in addition to being completed by,
her. No claim is made for being impartial or objective in the sense of being a "detached" observer of a "phenomenon". The writer believes that her personal involvement contributed depth to the knowing of the subject.

Impact Teaching

Impact teaching is the term used by Jacob (1957) to designate teaching which promotes the consideration of and commitment to values by students. Very few studies were found that had investigated the methods of impact teaching.

Jacob (1957) reviewed many investigations on college teaching and concluded that students generally did not change values in college unless they came in contact with teachers "whose own value-commitments were firm and openly expressed and who are outgoing and warm in their personal relations with students" (Jacob, 1957, p. 8). There were some indications that institutions where the students and faculty frequently had unhurried conversations outside the classroom were the colleges where teachers had the most impact on their students (Jacob, 1957, p. 8).

A study by Eddy (1959) investigated learning experiences at 25 college campuses by sending two recent graduates to each campus where they attended classes and interacted with students on that campus for a period of a few days to three weeks. Their daily observations were reported to Eddy. He concluded that the college teachers who were rated as excellent by students almost unanimously were the ones who accepted some degree of responsibility for character education, were willing to make known their commitments to their students, acted as a catalyst by introducing their subject matter in such a way that the student wanted to explore the subject on his own, were
often more demanding than less effective teachers, felt that learning was
a fascinating adventure for both student and teacher, seemed to become a
living reflection of what they taught, appeared never to be ashamed to
search for truth in the presence of their students and maintained intel-
lectual discipline and humility in their scholarship (Eddy, 1959, pp. 42-
50).

Raushenbush (1964) selected and held depth interviews with 170
students from several campuses during 1962-1963. She selected for inter-
viewing

"students who were trying to develop competence; who had or were
seeking, a sense of worth through understanding themselves and
their present or possible achievements; students for whom intel-
lectual life was an instrument of growth" (Raushenbush, 1964,
p. xv).

She selected these unique students by various methods. For example, at one
college she read through a hundred randomly selected questionnaires com-
pleted by freshman at the end of a special seminar program and selected 20
who indicated something valuable had happened to them during that freshman
year. At another college four or five persons who worked with students
made a list of those they thought were using their education creatively and
she selected those whose name appeared several times on the lists. Her
purpose was to discover what in the educational experiences of these
students helped them create their values; what had advanced their educa-
tion. During talks with these students she found that teachers made impact
by being open and sharing experience with students.

"Among the scores of things these students said about their
teachers, one of the most important was the great spur it was to
them when they had a sense that a teacher was really sharing his
experience with them in a serious way. . . . What counted was the
teacher's communication, not only of knowledge but of his own commitment—a quality that gave students the sense that they and the teacher were occupying the same world" (Raushenbush, 1964, p. xvi).

Rogers (1963) and Moustakas (1966), drawing from pertinent research and observations of the educative process, agree that the following conditions are usually present when a student feels free to grow and develop new attitudes and values:

1. Usually the individual student is in contact with a real problem. He is therefore not passive, he becomes totally involved.

2. The teacher has a profound trust in the growth potential of the human organism and therefore can permit the student to choose his own way to learn.

3. The teacher is sincere, real, congruent, and has no facade.

4. The teacher prizes a student, his feelings and opinions. This allows the teacher to accept each student as an imperfect human being while prizing their potential for growth.

5. The teacher is able to understand empathically the student's reactions from the inside.

6. Resources are provided that are rich in relevant raw materials (Rogers, 1963, pp. 280-283).

These research findings and theories indicate that teaching which results in the student being able to change his values and reconsider his commitments, i.e. impact teaching, occurs most frequently when the teacher is genuinely open, honest, willing to share experiences and prizes the individual potential of students. The present study attempts to describe one teacher who appeared to teach with impact in an effort to illustrate
how she expressed openness, honesty, sharing of experience and the prizing of individuals.
METHOD OF PROCEDURE

The researcher had been informally studying the subject's teaching style for two years when the subject decided that she would discontinue teaching at the end of the 1964 spring quarter due to illness. With the subject's approval the formal study was then initiated. The data selected as pertinent for the study included (1) tape recordings and observation notes of class sessions during the spring quarter of 1964, (2) interviews with the subject tape recorded during the summer of 1964, and (3) interviews with a random sample of the subject's former students tape recorded during the spring quarter of 1965.

Collection of Data

Class sessions

During the winter quarter of 1964 a trial tape recording was made to ascertain the quality of recording that could be obtained under classroom conditions. During the spring quarter the researcher attended one section of the class, Child Development 270, "The Individual and His Family". This section met at 8 o'clock five days a week. During the first two weeks she contributed daily to class discussion to allow the students to know and accept her in the classroom. After the introduction of the tape recorder her contributions to discussion were less frequent to allow time for taking notes on the general atmosphere in the classroom and the sequence of the students' contributions to the class discussion.

At the tenth class meeting the study was explained and permission asked of the class to make tape recordings of class discussions as an aid
in the study. Since there were no objections, the class meetings, 20 in all, were recorded except when films were shown and tests administered until the time the subject discontinued teaching due to illness. Three of the 20 class recordings were of inferior audio quality but the remaining 17 were transcribed.

Interviews with subject

To secure knowledge of her philosophies of teaching and living interviews with the subject were recorded on tape during the summer of 1964. Four interviews, each approximately two hours in length, were conducted in the home of the subject or the researcher.

Interviews with students

The 170 students who had been enrolled in one of the subject's classes and were attending Iowa State University in the spring of 1965 were considered as the population. Students were interviewed using random selection until a sample of 33 was drawn. Six were unavailable for interviewing because they were off campus for student teaching and two students did not

\[1\]
\[2\]

A classroom diagram showing seating assignments, microphone and tape recorder placement is in Appendix E.

The transcription of a representative class discussion is in Appendix A.

Segments selected from the transcriptions of the interviews with the subject are found in Appendix B.
cooperate. Of the 25 interviews conducted^1 21 were of useable audio
good quality and were transcribed.2

The purpose of the student interviews was to elicit comments that
would describe how students felt about this teacher and her style of
teaching and how they believed they changed as a result of this class
experience. The interviewer attempted to maintain a friendly and accepting
manner. To encourage depth responses she reflected the feeling content of
interviewee responses. For example, to a question on how she felt about
the subject an interviewee's response might be, "Oh, I really liked her." The
interviewer would reflect: "You had a sort of special feeling for
her." This reflection of feeling usually resulted in the student pro­
ceeding to specify how and why she liked the teacher.

The initial contact with interviewees was made by telephone as
follows:

"Hello. Is this ________? Good. This is Alice Petersen. I am a graduate student in Home Economics Education. You can
help me with my research if you will. You were in Mrs. Hansen's
C.D. 270 class in the ___ of 196__, weren't you? Good. I am
studying teaching styles and Mrs. Hansen is a teacher I am
studying. What I would like to do is to talk with you about
your reactions to her and her style of teaching. I wonder what
time would be most convenient for you to meet me on campus to
talk about this?"

The remainder of the telephone conversation was devoted to establishing a
time to meet and the location of the room reserved for the interviews.

1 The number of interviews to be conducted was not predetermined.
Interviewing students continued until no new data were obtained during
several interviews.

2 The transcription of a typical student interview is found in
Appendix C.
The interviews were conducted in a small lounge on campus. The room was quiet, pleasantly decorated and the window revealed a tree in bloom. Furniture in the room included two lounge chairs and a card table with four wooden chairs. The researcher arrived prior to the time for the interview, placed the tape recorder on the chair facing the entrance door and seated herself in a contiguous chair at the table. The microphone for the tape-recorder was placed in the middle of the table. Upon entering the students seated themselves in the chair facing the interviewer. After some "small talk" the interview proceeded.

The interview procedure was developed in cooperation with a counseling psychologist and the theory of self-actualization, Maslow (1954 and 1962), was helpful in developing questions. The interviews were conducted informally from notes with the content typically as follows:

Introduction:

"Because I would rather not have to take notes on what you say during our interview I would appreciate being able to use this tape recorder. Anything you say will be held confidential and if I include any statement from this interview in my research I will not identify you by name. If it is all right with you I will turn the recorder on now. [No student objected.]

"As I told you on the phone I am interested in studying teaching styles and student reaction to these styles. I am interested in your telling me your reactions and feelings about Mrs. Hansen and her class. Some students liked her style of teaching and others did not.

Topic 1:

"What was your general feeling about this class and Mrs. Hansen as a teacher? [After the student's initial response to this question additional evoking leads would be used such as: Can you tell me more about that? Do you have an idea of why you felt this way? How did she do that? Any other feelings you can recall?]


Topic 2:

"Your class met in Room 41 downstairs in MacKay Hall [or other location], didn't it? You met at what time of day? Now if you can close your eyes for me and recall being in that room at that time of day; what do you recall feeling? What is going on in the classroom? What is Mrs. Hansen doing? [Again the student's initial response was followed by additional evoking leads.]

Topic 3:

"Now I would like for you to give me word descriptions of Mrs. Hansen as a teacher. To do this I would like for you to think of three people. One, the ideal good teacher; second, the stereotyped poor teacher; and third, Mrs. Hansen. Now please tell me descriptive words or phrases that would fit two of these people but not the third. [About half of the students asked to have this explained again. With the second explanation a diagram with three circles was drawn and labeled. Initial responses were followed by reflection of feeling content by the interviewer.]

Topic 4:

"What kind of a person did you feel Mrs. Hansen was? [After the initial response and some further evoking leads the interviewer asked the following questions if they had not been covered already.] What fears did she have? What would she worry about? How did she feel about herself? What was most distinctive about her? With what would she become angry? How did she feel about students?

Topic 5:

"How was this course different from the typical courses at the University? Did you grow as a person as a result of being in this course? How do you feel you grew? [Followed by additional evoking questions.]

Conclusion:

"I want to thank you sincerely for cooperating with my study. Your comments have been very interesting and I am sure will aid my research a great deal. In case you should think of anything else you'd like to tell me about Mrs. Hansen I am going to give you my name and telephone number. [Information was written on a small piece of paper and given to interviewee.] I hope you will call me if you should think of anything. I am usually at home at all times except for a few hours at class and I am always up until midnight. Please call me if you think of anything else. And thank you." [No interviewee called with additional information.]
Transcript verification

Since the transcription of tape recordings usually contain errors each transcription was verified by listening to the tape while reading the transcript. Omissions were added and punctuation and emphasis marks were affixed to communicate the feeling of the speaker. Passages of poor audio quality were replayed several times to determine the precise words spoken. This verification process was performed by the researcher on all tape recorded data: class discussions, subject interviews and student interviews.

Data Integration

The strategy for achieving integration of the data was to sort the student statements into categories and then match the data from the subject interviews and class sessions with these categories.

Immediately after verifying each student interview transcript it was again monitored while overmarking with water color pen statements which were pertinent to the study. All statements were marked which described student feelings in the classroom, the subject's teaching methods, personal qualities and philosophy, and personal growth attributed by the students to the class experience. The pertinent remarks were abstracted into concise statements which covered only one topic or idea and were then copied from the transcript with the alphabetic code letter assigned to each student placed in front of every statement. This resulted in 788 separate statements from the 21 student interviews.

The statements were classified by induction using no preconceived classification system. If the meaning of a statement read alone was not
clear the transcript of the interview was consulted and the statement was expanded to reveal the context. Statements were classified into general topics and then reclassified several times until they were tentatively allocated into approximately 65 categories with 5 to 15 statements in each. As these categories were examined some were combined and the data clearly fit into four main parts containing 45 categories.

Descriptive headings were written which summarized the meaning of the statements in that category. The statements were classified under each descriptive heading as supporting or non-supporting.

The data from subject interviews, class sessions and participant-observer notes were reviewed and segments abstracted which were relevant and listed subsequent to the student statements under each descriptive heading.

Data Evaluation

Since the researcher might have been unconsciously biased in abstracting statements from the student interviews, the transcripts of two interviews with a list of the statements selected from each were submitted to a counseling psychologist for evaluation. One of the interviews submitted was with a student who held a highly favorable opinion of the class and the teacher whereas the second was with a student with an unfavorable opinion of the class and the teacher. This evaluation indicated no bias in the selection and abstraction of statements from the student interviews.

The integrated data (categorized student statements matched with data from subject interviews, class sessions and participant-observer notes) were submitted to a panel of four judges. The judging panel included two
professional educators, a family life educator and a sociologist. Each judge evaluated one of the four main sections of the data: the professional educators evaluated Part I. Learning Milieu and Part II. Learning Facilitation Methods; the family life educator evaluated Part III. Personal Qualities of Subject; and the sociologist evaluated Part IV. Personal Growth of Students. They were asked to (1) examine the descriptive heading for each sub-section and decide if it accurately summarized the supporting student statements, (2) analyze each student statement to determine if it were congruent with the other statements in that sub-section and (3) evaluate the relevance of the data from subject interviews, class sessions and participant-observer notes to the topic of the sub-section. Since only minor suggestions for changes were made by the judges, it was assumed that the data with the minor changes incorporated met the criteria for acceptance. In addition to the judging panel's evaluations an anthropologist reacted generally to the data integration and assisted in clarifying some data presentations.

Student personal growth

The student statements relating their personal growth were examined with reference to possible differences between the students who reported that they grew considerably in the class and those who reported little or no growth. The 21 students were ranked relative to the amount and depth of personal growth they reported and divided into three groups of seven students each.\(^1\)

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\(^1\) The cover sheets to the judging panel and judging form are found in Appendix F.
The class grade for C.D. 270 and cumulative quality point average for all 21 students were also compared with their reported growth in the class. The Guilford-Zimmerman Temperament Survey, the Just Suppose Inventory and the Minnesota Counseling Inventory had been administered to three of the seven students in the top third and in the bottom third during their sophomore year in college. The scores for these six students were plotted on profile sheets for each of the three inventories and the scales were noted where the scores for the two groups of students were extremely different.
The major component in the plan of this study was to integrate the various data and organize them into categories that would explicate the subject, her methods of teaching, the classroom atmosphere and the ways in which students believed they changed as a result of being in the subject's class. This integration and categorization resulted in four main parts: I. Learning Milieu, II. Learning Facilitation Methods, III. Personal Qualities of Subject, and IV. Personal Growth of Students. There are several topic headings for each main part and one or more descriptive headings under each topic heading.

The presentation of findings for the integrated and categorized data include the number of interviewed students who made at least one statement which supported the descriptive heading and the number who made at least one non-supporting statement. These figures are given immediately following the descriptive headings. On a few occasions students made both supporting and non-supporting statements on a topic and therefore the total number of students giving supporting and non-supporting responses may exceed the number of students interviewed. Typical supporting and non-supporting statements are also listed except when all of the latter come from one or more of the four students who collectively made one-half of the total non-supporting statements. The statements of these four students are of special interest and will be discussed in full later. The statements presented as typical are the selections judged by the panel to be representative. In addition succinct examples from class discussions and subject interviews are presented in this chapter. Appendix D contains all
student statements, numerous illustrations from class discussions and
statements by the subject on her philosophy; i.e. the complete set of inte-
grated and categorized data.

Following the presentation of the findings from the integration of
data an analysis of student growth using available additional data will be
discussed.

Part I. Learning Milieu

The topics in this part include Interpersonal Atmosphere, Educational
Atmosphere, Physical Atmosphere and Student Response to Learning Milieu.

Interpersonal Atmosphere

All but one of the 21 students interviewed had at least one favorable
comment about the interpersonal atmosphere in the subject's classes and
four students made unfavorable remarks. This topic, Interpersonal Atmos-
phere, was subdivided into four descriptive headings.

Subject liked students and was interested in them as individuals; she
was concerned for students, respected and trusted them (SP 18, NSP 1)\(^1\)
If the topic did not come up spontaneously during the interview the inter-
viewees were asked how the subject felt about students. The following
quotations are illustrative of their responses:

\(^1\) Here and subsequently SP refers to supporting and NSP refers to
non-supporting; the figures within the parentheses give the number of
the 21 students interviewed who gave at least one supporting statement
and the number who gave at least one non-supporting statement which
related to this descriptive heading.
"I really think she loved them [the students]. And she loved teaching, anything that she could impart to them, to help them be more successful in their lives; this was important to her. She felt that students were important. She was interested in you and your living of life, more the total you, whereas other courses are interested only in the intellectual you."

"It always seemed that she took an interest in each one of us. This made a difference, and you weren't just someone in her class, you were someone that she was willing to help."

"She was concerned about us. It was more than this impersonal thing that you get at the University so often. She was really concerned about us."

"The main feeling I had of being in the course was just that you had respect for Mrs. Hansen because she had so much respect for the students."

The student's comments indicate that most of them believed she was interested in them as individuals and also that this was an unusual and prized relationship between teacher and student in the University.

Students liked, admired, enjoyed and identified with subject and believed she was a good teacher (SP 15, NSP 1) The students were not explicitly asked to tell how they felt about the subject. The responses in this category occurred when they were asked to tell their general reactions to the class and the teacher. These statements are typical:

"I thought Mrs. Hansen was one of the best teachers I've ever had here. I really seriously can say that because this is my last quarter in school and so all the teachers I am ever going to have here, I will have had. And I think undoubtedly she's the best teacher I've had."

"Well, I know just about everyone that ever had her has really enjoyed her as a person and as an instructor."

"You admired her, you admired her for the way she was able to express her own feelings."

It was apparent that the subject enjoyed a general positive response from most of her students.
Stimulus image of subject was generally poor, but did not affect students' feelings for her (SP 9, NSP 0). The statements in this category also were responses of the interviewees to being asked their general reactions to the class and teacher and in addition, towards the end of the interview, this question was asked: What was most distinctive about the subject? Representative student statements on this topic include:

"The first day I was there I was quite surprised because she isn't a cover girl type person physically and yet it seemed as I got to know her better, really used her face as she talked and quite expressive I thought. After she begins to talk you are impressed with her."

"She didn't particularly dress as the modern teacher of the year. But yet you didn't look at that. I mean you didn't stand there and criticize, well she could have worn earrings today or doesn't she ever wear anything but that outfit. But you never noticed that type of thing."

Apparently the appearance of the subject was initially a disappointment to some students but became less important after they knew her as a person. When the researcher asked the subject if she was aware that some students were critical of her stimulus image until they knew her as a person, she replied that she did not always have time for things like polishing her shoes every morning and her concern was that she have ideas to share with students each class day. Evidently the subject did not respond to people on the basis of their style of dress or coiffure and therefore it did not occur to her that the students might react to her on this basis.

In the classroom students felt accepted, relaxed, comfortable and believed that the ideas and feelings they expressed would be accepted and not criticized (SP 17, NSP 2). The student's responses during the interview classified in this category occurred when asked how they felt in
the classroom. Illustrative supporting student statements include:

"I think everyone felt very much at ease in the class. And that was from the atmosphere, feeling like you could talk. ... Yes, it certainly is the teacher. I mean you can go into a class feeling scared that the teacher was going to ask you a question, but you could go into that class feeling confident in yourself and feeling very much at ease."

"I have this speech problem, and as I remember I did stutter when I talked but I didn't care so much in that class."

"Well, you felt comfortable. There wasn't any hesitation on your part of opening yourself to her."

"No, as I remember she didn't actually jump on anyone for saying anything. Sometimes instructors will criticize the student for the answer and say well, you know, obviously you didn't read the material or you aren't thinking right, or something like that. She never did that. You didn't feel like she was going to jump on you for saying something."

A non-supporting statement was:

"I remember feeling embarrassed when she would get sentimental, and tears would come to her eyes, when she was telling personal stories. I mean I like her and I appreciate her and I think she was like that because of her illness."

The initial and overwhelming impression when observing in the class was how totally involved without being tense was the subject and how interested, yet relaxed and comfortable were the students. The class members and the teacher seemed joined in a state of free floating concentration in an atmosphere of acceptance and respect. The students appeared to be entirely free to be themselves because they knew they were completely accepted and non-evaluated as human beings.

Prior to this study the researcher was perplexed about how a teacher communicates to students that she is accepting and non-evaluative of them.

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1A ten minute descriptive observation of the subject in the classroom is included in Appendix D under Part III, Attentive.
While observing in these classes it seemed clear that the subject communicated acceptance and non-evaluation by genuinely and totally accepting and not evaluating. The issue was discussed in an interview with the subject:

S\(^3\): "It's one thing to accept intellectually and it's another one to feel it. They may be poles apart. I mean what people can accept intellectually and what they really feel.

I\(^2\): "And when they ask how can I show acceptance of this person, if you do accept them you don't have to show it. You just do it.

S: "And you don't have to think about how you're going to show it because you don't, there is no particular routine by which you show it. You just are accepting."\(^3\)

**Educational Atmosphere**

Although no direct question was asked about it during the interviews more than half of the students commented that the educational atmosphere in the subject's classes differed from that of the typical University class. Among the differences they mentioned were affective and cognitive growth, and growth in responsibility.

**Cognitive and affective growth: subject evoked from students**

Affective and cognitive growth responses (SP 10, NSP 0) The student's awareness of their affective and cognitive growth is illustrated in these statements:

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\(^1\)Here and subsequently the letter S refers to the subject during interviews.

\(^2\)Here and subsequently the letter I refers to the Interviewer.

\(^3\)Segment 7 of Appendix B contains a discussion with the subject about her philosophy on accepting students.
"She wanted you to be aware, I think this was her main theme. To be aware of everything, and what you want out of life."

"I think she got you to think, more so than all the other type of courses that I've had before."

"We would read these books and then the next day discuss them. We could say anything we felt about them, how they pertained to our living or anything. And I thought this way helped us to do some thinking about the material we read."

"She stressed throughout the course that you do a lot of thinking about this material as it affects you. She didn't care how it affected anybody else, but how it affected you and that's the main thing. It was how you felt. She stressed this many times. I don't know, it made me feel kind of important."

Sitting in her classroom the observer noted that the subject was thinking all during the class and at the same time was totally aware of and open to affective experience. When she heard a tape recording of one of her classes the subject was at first surprised at the number of pauses as she talked and then realized that this was because she was thinking as she talked. It seemed that because she exhibited concurrently affective and cognitive involvement and growth in the classroom the students, as the quarter continued, responded in a like manner contagiously.

**Responsibility growth:** Subject provided an atmosphere where students could discover their individual responsibility for learning, growing and becoming (SP 2, NSP 0). During the interview no questions directly related to this issue were asked, yet almost half of the students mentioned the topic of responsibility. Student statements which illustrate their recognition of this atmosphere include:

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1 This reminded the writer of the description of John Dewey by Irvin Edman; "I had been listening to a man actually thinking in the presence of a class." Quoted in *The Art of Teaching* by Gilbert Highet, p. 238.
"I think they [the 'good' teacher and Mrs. Hansen] challenge the student, every student. If that student has any reactive power at all and wants to learn at all they will challenge them in one way or another. And then I think they aren't easy teachers, in any sense of the word. And they expect you to give your all, I think too often poor teachers—if you don't want to learn it that is O.K. They don't really expect you to give, and they don't give you anything to give to."

"But you really got out of [the course] what you gave to it: I mean that was her purpose."

"And we could see that she enjoyed the class and that made me feel like I wanted to work that much harder to get something out of it when you can see that the teacher's putting a lot into the class."

The attitude the subject projected in the classroom was that she cared deeply that the students would be aware of their own feelings, open themselves to experiencing, think out their attitudes and dilemmas, become significantly involved in taking charge of their life and all without the teacher assuming any part of the student's personal responsibility for that growing. The subject said this in one interview:

"I don't want to change [my students]. But if I can make, if I can help in the environment making it freer for [them] to make positive growth, the growth is [theirs]."

Her desire that they grow was so strong that she seemingly did everything in her power to provide a growth promoting environment but the growing was the student's, she took neither the responsibility nor the credit for their growth.

1Appendix B contains other statements by the subject which pertain to this topic, especially portions of segments 2, 3, and 7.
Physical Atmosphere

The arrangement of classroom contributed to learning (SP 7, NSP 1)

More than one-third of the students interviewed commented on the arrangement of the classroom even though no question was asked concerning it. The tables were in a rectangular configuration and the subject sat at one end, the students along the outside of the remaining three sides. These quotations are illustrative of the student's comments:

"Just the way the class was arranged was better for class participation. And you felt more like you were in the group rather than just one person all by yourself."

"I think it was good that everyone was spread out in sort of a U-shape classroom. You could see each other, you could hear each other, and you could see the reactions on each other's face, and how seriously some people were telling their experiences which you benefited more from by seeing them, I believe."

At least some of the students interviewed seemed to have become aware that when people are facing each other it is easier to be open with each other.

Student Response to Learning Milieu

The subject's classes were interesting and challenging (SP 17, NSP 6)

To the request that they give their general reactions to the class most of the interviewed students responded with a statement which indicated that the class was interesting and challenging. They reported that very few students failed to attend class meetings even under conditions which might have caused them to have "cut" another class. The following statements are illustrative of the supporting statements:

1 A diagram of the classroom is found in Appendix E.
"Kids didn't tend to cut the class either. I know I went to it every single time, and it was at eight o'clock in the morning and five days a week. If you thought about oversleeping you would always think how much you like the class and how much you get out of the class. Like if it were just a lecture class where there's a hundred and fifty kids in there and you can get the notes from somebody else and it doesn't make any difference. But her class wasn't like that. It was interesting and you wanted to be in on the discussion."

"That was a class you went to just because you enjoyed going to class. And sitting down and discussing the things. I mean some classes you go to because you know you have to go because there are things you need to know for the test. But that was just a class you went to and enjoyed it. You kept your mind on the subject just because it was interesting."

Representative of the non-supporting statements are the following:

"I don't cut classes at all, but there were some times I really didn't want to go to class, I went cause I had to."

"As far as variety in methods she certainly didn't have a variety in [teaching] methods."

"I went to class to see what was going on and keep up on the assignments. I always keep up on assignments. But if I am not enthused in the class, that's as far as I go."

"I mean, it's probably a course I think everybody should take but not at the five hour level. Some of those subjects just seemed to drag out and out, and out."

Part II. Learning Facilitation Methods

This part might have been titled teaching methods but the processes manifest in the subject's classes were discovering, sharing, trusting, understanding and developing awareness. Since these behaviors more closely typify the description of learning as the gaining of knowledge and understanding, the ascertaining or discovery of ideas and feelings than the description of teaching as instructing or imparting knowledge, the term learning facilitation methods rather than teaching methods was selected as more accurately describing the proceedings in the subject's classes.
The students were not questioned directly concerning the topics in this section but two leading questions yielded responses on methods. They were asked first to tell their general reactions to the class and to the teacher and later to describe how the subject was similar to the ideal good teacher and to the stereotyped poor teacher.

The topics in this section are: Personal Experience Anecdotes, Class Discussions, Written Assignments, Reading Assignments and Evaluation.

**Personal Experience Anecdotes**

During class discussions the subject occasionally illustrated a concept by relating a personal experience. Eighteen of the 21 students interviewed made at least one favorable statement about her use of personal experience anecdotes and no one an unfavorable statement.

During the class there was very little extraneous noise from side remarks or shuffling of papers but the tape recordings revealed that when the subject began to tell one of her anecdotes the class was especially quiet, listening even more intently than usual.

A curious incident happened several times during the observations. The subject would begin to tell an anecdote that she had related previously, but when she would stop to ask the class if she had told the story earlier the class would indicate she had not. On one occasion when this had happened the researcher, after class, asked one of the students who had given a negative response if the story had not been told previously. The student replied that she knew the teacher had told the story before but she just wanted to hear it again.

This topic includes two descriptive headings.
Subject shared with students relevant incidents from her personal experience (SP 41, NSP 0)  Typical student statements on this topic are the following:

"She could bring in her own personal experiences without making them sound like her family was really great. I mean she made her family sound like they were really normal. She didn't brag about them, she told the bad things. Some teachers can talk about their family and they just put it in such a way that it is completely obnoxious. She talked about when her boy tried to run away one time. Now this is something that the other instructors wouldn't bring out, so her family seemed very human."

"She spent quite a bit of time in telling about an incident of hers. But that incident always had one point that she was trying to get across."

"She used examples of herself and her family in talking. I didn't at all have the feeling that she was trying to hold herself up as something particularly good or better than others."

Subject's use of personal experiences helped students understand principles of human relationships and become aware of their own experiences and feelings (SP 9, NSP 0)  Statements that illustrate the student's opinion include:

"I just enjoyed the class, I don't know why, maybe the way she presented her lessons was probably a big reason. She brought in personal experiences, this helped a lot to make it more meaningful."

"She related things that were pleasant and meaningful to her. And I think by doing, relating these things, these personal things about herself, probably encouraged us to be more personal and more analytical, deeply analytical in these [note] books."

"She would give an example [like something] between her and her family, just little situations that happened and it's a lot easier to understand then."

"She brought in personal experiences and these I think are good. Because they help you feel more a part of the class. You feel like maybe you can bring out your idea too and this is important."
The subject indicated her philosophy on the use of anecdotes in this statement made during an interview with her:

"I think that some of the power in what I say to them comes from the fact that I have strong convictions on these things myself. I mean, I am not just quoting lines from the book, I am backing them up by experience. And I don't hesitate to bring my own experience in when it illustrates a point. I don't bring in anything in the line of experience just to tell them a cute saying, or a witty remark that somebody in the family said, but when we have an experience that relates to what we are talking about, I don't hesitate to bring it in [to make clear that] this is what this means in real living."  

Class Discussions

Eighteen of the 21 students interviewed made at least one favorable comment about the subject's conduct of class discussion even though no specific information was requested. Ten students made at least one unfavorable comment.

The subject typically gave an introduction for the day's discussion at the opening of each class lasting from three to 20 minutes which was followed by open discussion. During the introduction the students were free to raise their hand and when they did the subject usually recognized them immediately, sometimes stopping in the middle of a sentence to take a question or comment from a student. An analysis of the class transcriptions reveals that on the average the teacher talked at least one-half

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1 Examples of personal anecdotes the subject told in class are found throughout the data in Appendix D. Two examples are included with the data under Part II, Personal Experience Anecdotes.

2 Occasionally during the class when the subject was looking in another direction or at her notes and had not noticed a raised hand the student spoke without being recognized or another student would call the subject's attention to the raised hand.
of the class time.\(^1\) This came as a surprise to the researcher because when observing in the class it seemed that the teacher talked only about one-fourth of the time. Perhaps because students were free to ask questions or to offer comments at any time it seemed that the teacher talked less than was revealed in analysis of the transcriptions.

This topic involved four descriptive heading subdivisions.

Subject organized and led discussions, but they were flexible and free to develop along the lines of the students' needs and interests (SP 15, NSP 0) Since there were no questions in the interview schedule directly related to this topic the number of students that made at least one supporting statement about it is surprising. The subject evidently was able to conduct the class in such a manner as to allow the students to discuss topics which fulfilled their needs and interests and yet related to the subject matter of the course. Representative student statements are:

"I was particularly impressed by the way she taught. It seemed to me for a long time that we were just talking about whatever came into our heads, it was such a free flowing conversation. Until one time I was going to be absent during my class period so I went into another class period. And found out from that experience that she had done the very same thing both hours in the day. It was then I realized that she had these points that she was getting across and she got them across in each class period. But it was so subtle that, you know, it wasn't the least bit like a lecture. It just seemed as if it were the time to say that. And she had such a way that she could turn the discussion to bring in the point that she needed to bring in, without any conscious break, you know, now, I would like to make a point. But it just seemed like you were having conversation and yet she got all these points in. I was very impressed with this. It takes a lot of skill to do that."

\(^1\)The representative class transcription in Appendix B is from a class session with high student participation and in it the teacher is speaking about one-half the time.
"Also I can remember feeling really glad and happy that you could sit down and talk about those things and that you didn't have a rigid schedule that you had to follow. It seemed like you were really more free in that class to, you know, divert and not have to stick to a schedule, I don't think she ever handed out a schedule sheet, there wasn't any rigid schedule."

Discussions were interesting, broadening, therapeutic, facilitated affective growth and covered topics usually not openly discussed (SP 13, NSP 3). Considering that the students felt that the discussions met their needs and interests it is not surprising they also believed that they were interesting and facilitated growth.¹ Typical student statements are:

"Very infrequently students would volunteer experiences which I am sure to them were relevant, and had meaning for them, but sometimes seemed quite shallow. And I think this is probably because a lot of them had never thought about these things and so they had to start at the top layer and work down. They had to start experiencing their feelings, and I think as the course went on they grew."

"I remember I was kind of surprised to hear talk so freely about; oh, like pregnancy or nursing a child or something like that. I had never, I wouldn't expect people to be talking about in a classroom. So just really freely."

"I think that it is a type of class that should never be abandoned from the curriculum because you are able to have these type of thoughts and you really need something like this because many times you keep them all pinned up inside of you. And if you don't have an actual course you don't take time out to do it. To just sit down, to relax, to be by yourself or share your feelings with others."

Subject encouraged but did not insist upon students contributing to class discussions (SP 12, NSP 5). The supporting statements selected as typical are:

¹Appendix D contains several excerpts from class discussions and Appendix A contains the complete transcription of one class session.
"She had a way of including everyone in a discussion so that the most minute point that someone that wouldn't talk very often would bring up. She would emphasize that point so that that person would contribute the next time."

"I'll always remember being afraid to say something and she eventually brought me out."

"Now if I were she, me being who I am, these people who would sit there all quarter and don't say anything, I can't understand anybody keeping quiet that long. I would be tempted toward needling that person, just needling him a little bit. But she never did that. She never embarrassed anybody."

Typical of the non-supporting student statements are the following:

"We had class discussion. The only thing that I would object to, that was she said she graded us according to this. I have never liked this probably because I am not very outspoken in class. I don't think it did affect the grade that much. I don't like to feel forced to talk in class, but it's good to have an open class discussion."

"I had sort of a negative reaction to her in this way. Because I, I didn't discuss real freely and therefore I didn't feel like she perhaps cared as much for me as an individual student."

The first day of class the subject made a comment similar to this about discussing:

I don't force you into participation, because I have too much respect for personal feelings. I want to say this; the opportunity is available, but you have to take it. I grade little on [class discussion] participation, it is hard to. I want to deal with your ideas, instead of evaluating your contribution. But I can't say participation is unimportant. If borderline it tips the balance. I've never taken an "A" away from anyone who didn't participate, I never gave one because of participating. We want to get to know each other as rapidly as possible. Any questions?

1 Because the tape recorder had not been introduced into the classroom this statement is taken from observation notes and is not verbatim.
During class the subject encouraged contributions by giving the student who was talking her unqualified attention. Never in the period of observation did the subject, during a student contribution, look anywhere else than directly at the student who was talking. She did not turn her gaze to see who had just walked down the hall or look at her notes. When the student had finished the subject seldom commented on the student's contribution. She commonly turned her head in the direction of another raised hand, recognized that student with a nod and then listened to what that student had to say.

She also appeared willing to allow the students to personally experience the joy of insight discovery. Many times when a contribution was made that seemed to indicate that a student was on the brink of an insight, the subject would move on without saying a word, apparently confident that the student would proceed on his own to complete the insight, if not immediately, then in the future. She did not even feel she must say something to show that she understood what the student had been saying, she had been intently listening and it was redundant to make a comment to show the student that she had indeed been listening. The following two statements made during an interview with the subject and in class illuminate her convictions on this subject:

I: [A question had been asked as to how she showed her students that she valued their sharing experiences and feelings in class.]

S: "Well, I showed that value by always listening. Once in a while someone has asked me if some particular contribution didn't bore me or even if I didn't feel defensive about some contributions . . . and frankly I never say it that way. . . . It was valuable because this was what they were saying . . . the way they saw it. I always operated on the assumption that anything that anybody said, they meant. Because anything I said I meant. And I think eventually it got to be that way, if it didn't start [out that way]."
Students freely contributed to class discussions and yet no one monopolized discussions; subject occasionally interrupted a lengthy contributor (SP 21, NSP 8)\(^2\) This heading has the most even distribution between supporting and non-supporting statements of all the headings.

Typical of the supporting statements are the following:

"I remember her policy was to have the students volunteer. She really didn't call on people that frequently. Because she had the rapport with students, even those who might not volunteer in other classes, would volunteer in hers. There was a more even distribution of contributions than in other classes."

"We had good discussions ... where everybody participated, it is usually just a few that do all the talking. This one, everyone seemed to discuss willingly, about everything."

"I think that perhaps at the beginning of the quarter there were fewer students speaking regularly than others. I think that as the quarter went on there were more that got into the discussion. Sometimes we would really have some pretty riproaring discussions."

Typical of the non-supporting statements are the following:

"The class was always free and open but like every class there are always a few people who contributed most of the discussion."

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\(^1\) Here and subsequently T refers to subject when speaking in class.

\(^2\) This happened only once during the quarter of observation. The incident and the student's reaction are fully described under this heading in Appendix D.
"Some of the students talked all the time, and the rest of us sat there."

"She wasn't oriented to lecture only. It was a class participation situation. But yet she didn't draw the students out, not all of them. Some of them that she knew would be willing to talk."

**Written Assignments**

The writing of daily reactions and the comments that subject wrote on them helped students to develop thinking and the ability to understand their experiences and feelings (SP 9, MSP 4). This is a topic upon which no question was included in the interview schedule. Typical of the supporting statements are:

"We had these little notebooks and each day we were to write down any quote from either the lecture or film or some reading that we had done for the class which particularly stood out for us. And then to analyze that into, rather analyze an experience that we had in terms of this quote. And I think this was particularly meaningful because it kept you going all through the quarter. This kept you thinking on a rather even sort of a keel all through quarter. And we would hand in these little notebooks, once every two weeks. And she would make comments. So if we weren't fulfilling the assignment, like for instance when I first started out I didn't include my own experiences as much as she would have liked. Then the next couple of weeks it gave me a chance to improve on this and to analyze my own experiences more deeply so that I think the [note] book improved over the quarter in terms of the analytical approach."

"I thought that she was very encouraging. We had to write something about each day's assignment. And she read these and she kept, I'm sure she kept, them very confidential and she wrote notes that showed that she had read them. And I thought that she was very encouraging."

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1 The manner in which the subject presented and described this assignment is included in the data under this heading in Appendix 3.
"When she gave us the diary assignment I kind of groaned and I thought, what exciting thing happens to me during each day? But then I began to look at things that happened, and I began to find things that I thought were really valuable to my life."

Selected as representative of the non-supporting statements is the following:

"I thought it was valuable in a way, having us write personal experiences in a notebook everyday, but it takes quite a bit of time. I think some of them were very valuable but sometimes you really had to scrape, you know, to think of something to say for that day. But I thought in a way it sort of defeated its purpose when there were too many of them."

Reading Assignments

Reading resources were interesting, thought provoking, challenging, varied and short; the students had time to complete assignments and think over the ideas in the readings (SP 10, NSP 6). The comments in this category were also spontaneous; no questions specifically involved the students' reactions to any of the teacher's methods. It is a topic upon which there was not consensus. The reading list for the course is included in the data under this heading in Appendix D. The supporting statements are represented by the following:

"I remember we read Fromm's The Art of Loving, and I read it again just recently, and looking at it now, it is quite a difficult book in a way. I am quite sure now that we who were in the class didn't really understand what he was trying to say. She introduced it, and she wanted us to at least get some surface understanding so we would start to work from there. I think that this is the challenge that too many teachers fail to take. They think that if you can't understand the whole works, thru a quarter then there is no sense in introducing it at all. They just keep giving you the things you can understand, but they never really challenge you to the most."

"She gave us quite interesting readings to do. You know, Gibran, and Fromm, both Fromm's and Baruch, just an interesting variety
of people, philosophers as well as social scientists. The philosophers were more optional, but I think they were important in the total course. They were extremely interesting to me."

"I remember I thought the books that she choose were appropriate for the course. They were the kind of things you could talk about and discuss and get into. They were like her. And they were like the class she tried to create, I think. They had more discussion of ideas."

"Other courses it seems to me you are always wondering when the next test is going to be and how much you have to read. [In this class] there was time enough so that you could really think about some of the things, you know, that we talked about in class. There was just more time to talk in this class, I think that I really learned more this way because, well, like this one book that we had to read, The Art of Loving, well, in other classes we probably would have been given a week to read it and then had a test on it. But in this course you didn't have to cram in a whole lot of things. There was time enough so that you could really think about things. Since then I have reread The Art of Loving four times."

Representative of the non-supporting statements are the following:

"I don't think the class was especially outstanding. I enjoyed doing some of the readings. Except they were too long."

"I hardly remember the assignments, we did some library reading, but I don't remember how much or how often."

Evaluation

Subject did not focus on tests or grades, the grade became unimportant to some students; testing was acceptable and fair (SP 10, NSP 6) This topic also revealed a lack of agreement among the student interviewees.

Representative of the supporting statements are the following:

"Of all the courses that I have had, the one in which I didn't feel the pressure about the grade, it was there [this one]. Because somehow, it really didn't make any difference. Because what she was trying to teach [was the important thing]."

"I just felt that I was getting so much out of the course that I couldn't ask for anything more."
"She wouldn't change the grade [on a test]. She didn't like to talk about grades. That to her was rather insignificant."

Typical of the non-supporting statements are the following:

"I can't remember what kind of a test it was but the midterm wasn't what we had expected and several students did think that this wasn't a true test of what they had gotten from the course."

"She tried to stress that, of course, the grade isn't the important thing but nevertheless when you are being graded it's important to you."

"I remember that first test and I was really upset about it. Her second test was quite better. In the first one she had a bunch of sentences right from the textbook and we had to fill in the blanks which I didn't think was too good because I don't think you should have to learn one sentence. Other than the first test, her tests were I thought pretty fair."

The subject apparently felt that growth in perception and feeling were the important skills to be gained from her class but she did not prepare tests to evaluate this type of learning. Her tests for the most part involved factual material and included multiple-choice, true-false, matching and completion types of items. To have been told that how you grew as a person was the important thing and then be given a test on factual details was apparently confusing to some students. During the quarter of observation the only day the students appeared hostile was the class after their first test. This was exhibited by reticence in contributing to the class discussion and the contributions made were superficial in quality.

Part III. Personal Qualities of Subject

The student interviewees usually made some remarks about the subject's personal qualities in response to general questions in the first part of
Toward the end of the interview if they had not already reacted to the topic the following specific questions about the subject were asked:

- What kind of a person did you feel she was?
- What fear did she have? What would she worry about?
- How did she feel about herself?
- What was most distinctive about her?
- With what would she become angry?
- How did she feel about students?

There was at least one favorable statement about the subject's personal qualities from each of the 21 students interviewed. From the total of 227 statements only three, from two students, were non-supporting of the descriptive headings.

The personal characteristics of the subject were organized into 18 topics with one descriptive heading for each topic.

**Acceptant**

**Subject totally accepted herself and others (SP 18, NSP 0)**

Representative of the statements by students are the following:

"And she was objective and accepting of other peoples' opinions whereas I feel a bad teacher thinks she is the only one that is right."

"Some teachers say they want what you think but when it comes to a test or something you have to repeat what they've thought. As long as you think the same thing you are okay. But she didn't."

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1The format of the interviews is found in Methods of Procedure. Appendix C contains a transcription of a typical interview.
If you thought that way, well, that was fine and power to you. I respected the way that she treated us."

[How does she feel about herself?] "I think it's quite, well, should I say good? I don't mean that she worships herself but I think she has a lot of self-respect. And I think she has to have that much love to give to other people. And this is one of the things that she taught us, that you do have to have respect for yourself and you have to feel love before you can love another. She was basically accepting of herself and ... that made her free to relate to other people."

It is interesting to notice the similarity of these statements and those of the subject which follows:

I: "How do you feel about yourself as a teacher?

S: "Well, I think, if I have to be completely honest with you, I feel satisfied. [Laughter] I hate to think that anyone has to apologize for feeling satisfied with themselves. I think I feel satisfied. I have no feeling that I could have done any better. Now, if you want to get down to specifics like, say more something or other, I probably could have done better. But if you, if you're looking at it in the realm of influence, of influencing students, I have no feeling of having failed, of having not; well, this business of potential or talent or whatever, of not having used this pretty well."

Ontological

Subject was living in the present; she was comfortable with and preferred reality; she enjoyed the moment, savored and tasted each day to the fullest (SP 10, NSP 0). Typical student statements include:

"Another thing I remember especially about her was her saying, you know, to live for the moment. We spend too much time looking for the future. Each day taste it and live for the fullest now. And I think this is something that has particularly impressed me and it's one reason that I feel so happy now even though I've got little trials here and there."

"I think she wanted other people to try to live as fully as she had lived. And in a very unselfish way. She wasn't saying you live my way because I have lived very well. She was satisfied the way she had lived and she wanted other people to be satisfied with the way they would be living."
"She was very realistic in knowing that everything isn't going to be a bed of roses. That you have to prepare for the worst as well as the good."

The subject spoke on this point in an interview:

I: "How do you have a wonderful life? How do you get it?"

S: "Well, partly, certainly it is not what happens to you, because as I said to you, I am sure that my life is not wonderful because it has been a bed of roses. Because it hasn't. Part of it is learning to what the Japanese say 'appreciate the moment'. It is not just having it, it is knowing it, and knowing it right at the time. And knowing that even the struggle and even the pain, and the disillusionment, sorrow, and all of the tough things that come along with it are good and a part of life."

**Spontaneous**

Subject felt free to express her impulses (SP 10, NSP 0) Statements which are representative are:

"She didn't have what she was going to say all prepared beforehand, spontaneous is more the word. She was alive the whole time. She wasn't teaching the same course she had taught for forty years. It was all new to her [each time she taught]."

"Well, she wasn't inhibited. She said what she felt. She pulled examples in of her own family background to point out."

The subject talked about spontaneity in life during one class discussion:

T: "I don't know, and I certainly don't want to mislead you or upset any of you in your ideas about this but believe me I've given it a good deal of thinking. And I, I don't care whether it's giving or what, we have taken so much of the spontaneity out of life. We have, we were talking about the sex relationship the other day and I said I objected to all these books and techniques and all this sort of thing, I do because they have taken all the spontaneity out of it. We've got all the rules and regulations and no spontaneous reaction and this is true in giving. It's true in so many things. We think that if, we should draw several rules about things and then everybody should follow them. And at the same time we keep swearing that we allow for individual differences. Oh yes, we believe in individual differences. But we don't, we've got rules and regulations for everything."
Humanistic

Subject had turned away from ego concern toward being important in the lives of others (SP 10, NSP 0) Typical student statements are:

"She is a very conscientious type person who is very interested in other people and she thought of other people before she did herself, and she enjoyed doing little things for other people which mean a lot. This is what made her great."

"I don't think she thought about herself very much. I think she was one of those people, that's part of her goodness."

"I think, I bet she's more concerned about her family than herself. This is the impression I received."

"And the good teacher [the subject is like the good teacher] has a great concern for you as far as the work you're doing in their class, not because of the grade, but because of what it can do to you as a person. A good teacher cares about you. They don't bury themselves in a bunch of notes. And a poor teacher most likely will hide behind his notes because he is scared."

Enthusiastic

Subject embraced experiences; enjoyed students, work and living (SP 10, NSP 0) The statements selected as representative are:

"She was very interested in everyone's ideas. And she had sort of an enthusiasm for life and it was, you know, it would come out and it would come across to the students."

"When she presented [topics in class] she always seemed like she was real enthused about it and that it was something that really interested her and she wanted us to be, to have as much interest as . . . not excited, but to really want to learn it as much as she thought it was interesting."

"She seemed to be in the classroom because she liked people, and she enjoyed people. And enjoyed youth. She wanted to help you if you wanted as much as possible from the class."
Related effectually

Subject's interpersonal relationships were warm, friendly, and thoughtful (SP 10, NSP 0) Typical student statements are:

"And the humaneness is something about Mrs. Hansen that made her so much more acceptable for this course. I mean she was much warmer. You can feel so much more of her personality probably than any other teacher."

"Everytime you'd see her outside the classroom, even now, she remembers your name. And she'll give you a hello there or hi. Many teachers don't even remember that you have been in their class. But she still remembers my name."

"She wasn't the type where she wouldn't recognize you, if she saw you in the hallway. She knew you were one of her students. It wasn't a cold type of atmosphere."

The subject spoke about her relationship with students during one interview:

"[Students] don't bother me as much as they bother other people. I mean the same thing does not bother me that seems to bother other teachers. It has always seemed incredible, and I don't know whether it is true or not, but it oftentimes seemed that because I was always available that they were more considerate. I am not sure that this is true, or not but I not only felt that students, that I was not annoyed, but when they came and when I gave them time, I didn't give them the impression that I should have been doing something else, or that they should make an appointment for next week, or something else, I always gave them time, as much as I could, right now. But they never seemed to take advantage of this. I don't know whether this is true that they didn't take advantage of it, or that I didn't feel that they were taking advantage of it."

Democratic

Subject believed in the worth and dignity of each individual; she respected and was concerned for the development of each individual (SP 9, NSP 0) The following are the student statements selected as typical:
"I don't know if I should say Mrs. Hansen is the ideal teacher because there is no ideal teacher. But she came the closest. An ideal teacher understands her students, is concerned about them, expresses an understanding, a genuine warmth towards them, and she helps them as much as possible. She is warm, enthusiastic, and understanding. And she would evaluate her students not only on grades but on what they get out of a class, what effort they put into the class, and how they enjoy it."

"She wanted us to be as interested as she was and cared that we were learning something instead of. . . . A good teacher is concerned about students I guess you'd say."

"She just had a tremendous respect for all individuals, not just students, but people, an appreciation for people. She wasn't as concerned with things as much as with people."

An anecdote the subject told in an interview illustrates the subject's concern and respect for an individual's dignity:

"That reminds me about the time that [our oldest son], he was eight or nine. He was going to get something for me, a loaf of bread or something. It was in the wintertime and he lost this half dollar. And I wouldn't have thought of asking him, because this was something I had asked him to do, for me. If I had given him the half dollar for himself and he had lost it, that would have just been too bad. You lost it. But since I had sent him on his errand I was not thinking of this, but he thought of it, he said, and money was not too flush, and he said I will pay it back. Almost immediately I thought, oh you don't need to, you don't have to pay this back. And then I thought, no, since he feels this way about it, I had better take it. So he paid me back something like ten cents a week, out of his allowance. . . . in the spring I went walking around the house. The snow had gone off and we had some grape hyacinths and some of these little spring flowers that come up under the snow and here standing right on edge, in the snow was a half dollar. Just where he would have walked around the house and it had fallen and was standing straight up, standing on edge, and so I just left it there and I went and got him. And I said, I'll bet that is your half dollar."

Contented

Subject knew healthy anxiety but was free of neurotic anxiety (SP 13, NSP 2) Healthy anxiety is defined here as coming from involvement in
problems while neurotic anxiety arises from avoiding problems. The representative student statements are:

"I don't know if I'd say worried, concern is when you do something about it, worry is sort of worthless. She was probably concerned for her family, her children."

"She was comfortable in the classroom herself. You could tell that she wasn't so concerned about getting points across, that what she wanted was for us to discuss this and evaluate it for ourselves."

"She's not a carefree person at all, by no means. I don't think a lot of things would probably bother her. If anything did, mainly about her family or something."

The two non-supporting student statements were:

"Certainly not her housekeeping. She just wasn't that kind. I think she'd worry about other people, her friends, her family, probably to an excess. Because she was so particularly orientated to people. I'm sure she didn't worry about position or what people thought of her as a person."

"And it seemed she had a very deep concern for her family and how they were going to be developing. Maybe even she had too much of a concern. I mean maybe she worried about this too much."

The subject made the following statement during an interview:

"I have done very little looking back, over my shoulder. Maybe all my decisions have not been the best decisions but then when I make it I go ahead and see what I can do with it. I don't constantly look back and say, now maybe if I had done the other thing. . . . I read a little statement that Eleanor Roosevelt made, 'It's not that I have more energy [than other people], it's just that I waste no time on indecision or regret.' And I think maybe there's an element of that [in my life]."

Responsible

Subject held high expectations for herself and for students in accepting personal responsibility (SP 7, NSP 0) Selected as typical student statements are the following:
'Veil, she got angry when we didn't know anything to say about the reading. She would make a point of saying, that was assigned for today. That we had the responsibility for taking care of that.'

"She told us that as you improve yourself you can give more to others. And I think she always lived this also."

During interviews the subject made the following statements on the subject of accepting personal responsibility:

"Early in my senior year [of college] I found a quote somewhere, a statement somewhere that I copied into my notebook, not realizing that it would ever make any difference, or be of interest to anyone. I didn't even put down the source. But it certainly has been a potent one in my life. It was, the statement was:

This main miracle that I am I,
With power on my own act and the world.

... from that moment on I would catch myself whenever I was passing the buck. Whenever I was saying, well, I didn't want to do it. I did it because somebody wanted me to or because somebody said a thing, I knew that it didn't make any difference, if somebody else wanted me to. It didn't make any difference if I felt crowded by culture to do it or anything like that. I still was responsible for what I was doing. And I don't think I ever passed the responsibility for my behavior since then."

"I was never good even at apologizing for errors that I had made and this was not because I did not want to admit that I had made an error. It was because I was saying to myself, there really wasn't any excuse. It always seemed to me to go around yak, yak ing all of this, well, was sort of an alibi. I have never been very good on excuses. Because this always seemed to me that this was another way of sloughing responsibilities for behavior."

Open

Subject was open to share experience with others (SP 5, NSP 0)

Typical student statements on this topic are:

"She shared a good deal of herself with us. I don't know how to say it because I think she gave everything she possibly could give to us. I think she is that kind of a person. She is that kind of a person who in doing so enriches not only her, she enriches everything."
"Well, I liked her as an individual. I thought she was a wonderful person. I mean she was ready to open up to you. I mean and give her heart out to you and everything. Her style in that type of situation is what you have to have."

"She had so much. And what she had was love for everyone, and she wanted to give it, give it away. She was just happy in doing things for others."

**Genial**

Subject was cheerful, pleasant and humanly humorous (SP 6, NSP 0)

The following are illustrative of the student statements:

"And a sense of humor that is not flippant, but maybe more optimism, that's tempered with a knowledge of life."

"She was able to laugh at herself, she was always happy, no matter what. She would always give us her little chuckle or laugh, you know. She had a sense of humor too, which is so important. She is so human, such a human person. Warm. She wasn't stiff, just relaxed."

"She had fun there, right in the classroom. And I think learning is best achieved when you can [have] fun learning it."

**Attentive**

Subject knew if her ideas were being communicated because she sensed perception in others; she was a good listener and willing to talk with students (SP 7, NSP 0)

"I would say she had had enough experience that she could discern, quite often when people weren't really thinking and pondering over what she had said."

"If we didn't understand something then she would start all over, we would go back again and we, she would present it in a different way. This probably made a difference. Sometimes you can say you understand but you can tell just by the look on your face that you don't understand. And I think she could sort of sense this a lot more than probably some people do. She could sure tell what you were thinking, I think, especially in our discussion."
"The atmosphere was different in this course, feeling you were able to express yourself because you felt the instructor was willing to listen and did understand and really was interested in you. You gained more because you had a personal feeling and you felt that you were personally involved in everything."

"Well, she was willing to listen to us, willing to talk with us if we ever wanted to talk with her."

Nature

Subject had a mature set of values, attitudes and philosophy of life (SP 8, NSP 0) Typical of the student statements are the following:

"Oh, about Mrs. Hansen I thought one reason that she was such a good teacher was because she had such a great philosophy of life."

"She'll be one of the instructors who I have remembered longer than any of them and always will because of her outlook on life. It's quite different than most of them, I believe. And this is what stood out, more than her teaching method."

"She was trying to do her part to make the world a better place to live."

"I remember that I enjoyed her attitudes especially."

Congruent

Subject was the same person in all situations; she did not put on different roles for various situations (SP 6, NSP 0) Representative of the student statements are:

"I don't think she was a person to put on something that she didn't really feel. So she just kept living, in every experience to it's fullest. Here was a person that practiced what they were trying to teach."

"You could tell that she practiced what she believed. She was an example of what she believed in."

"I think we all probably enjoyed the course more because she wasn't in any way hypocritical."
The subject made the following statement in class:

"And there are two kinds of fatigue. There is a sort of physical fatigue just from general work but this is not as bad as the fatigue that you may get just from boredom. A woman who is bored with life and what she is doing is consumed by fatigue that is kind of bad. Lindberg also says there is no fatigue, there is nothing quite as fatiguing as the artificial kind of social life in which we engage. Because we are not really being ourselves. And not being yourself is one of the greatest strains that can happen. And yet when you think about the number of people who spend almost 24 hours a day not being themselves it sounds pretty pathetic."

**Equalitarian**

Subject was not omnipotent but was a coequal with her students; she did not see herself as above, as better or more important than her students; she felt she could learn from students (SP 7, NSP 0) Typical student statements include:

"I don't think she felt them [the students] being below her like some teachers do. You know I can't teach them anything. She was always very helpful."

"I never got the feeling that she felt she was superior to anyone, or to any of the students. I think she felt that she was more or less trying to present what she knew. It wasn't this feeling like, well, I know all this and you've got to learn it. It wasn't the kind of relationship where you felt here's a professor and here am I, the student; that she was so much more above me."

"The good teachers [like this teacher] are interested in the students and interested in drawing out your points because to me it seems like they think they can actually learn from what you have to say, whereas a poor teacher really doesn't care if you speak or not."

**Temperate**

The subject was neither explosive or unpredictable in anger, nor short on patience; she was not pleased, however, with superficiality, shallowness, conformity and lack of responsibility and awareness (SP 16, NSP 0)
following are illustrative of the statements made by interviewees:

"I can remember her expressing concern as far as getting the
fullness out of life and just not going halfway."

"I think people that would not accept responsibility or who would
let the other person do everything [would concern her]."

"As far as being angry at personalities, I can never remember her
having a discipline problem of any kind."

"She was very indulgent, she was really, with me she really was
and I appreciate it no end. But she had her own opinion. If it
was wrong and she felt it was wrong she felt free to say it was
wrong and that's the way it should be. This surprised me. I
wasn't quite prepared for that."

"Possibly she would become angry at people who followed rules for
rules sake. I'm not sure she would ever become angry at people.
She might be disappointed in people for acting blindly, for not
realizing why they shouldn't do something. I think she would be
disappointed in people who are not aware, were not trying to be
aware of what is going on around them."

Intrepid

Subject knew little fear; she did not appear to fear her imminent
death (SP 8, NSP 1) The supporting student statements are represented
by the following:

"Her physical illness, you certainly never got the impression that
she feared death. She didn't fear pain, or life, because this was
a part of life to be lived. Fear just never seemed to be a part
of her."

"But fears, I hadn't even thought about her having fears. I thought
she had confidence to a point where she had no fears. She didn't
have them or she kept them hidden. She had a superhuman sort of
ability to face something like cancer."

"Well it seems like one of the biggest fears that anyone can have
in life is death and I don't believe that she really had that at
the time she was in our classroom. Perhaps deep down she did but
she was able to convince us in class she didn't."

The non-supporting student statement was:
'I think she had a fear of disease and now the rumors are that she had cancer. I mean she had fear of this and fear of illness. I mean I think that was more or less prevalent throughout the course. I mean this was obvious.'

Honest and fair

Subject was honest and fair (SP 4, NSP 0) Representative of the student statements were:

"I think the honesty with which she treated us was outstanding. I would say honesty and responsibility to students would fit the good teacher and Mrs. Hansen."

"She was a very honest person, and she was very honest with us, all the time."

"She was a very fair teacher, and reasonable in anything like assignments and papers and so on."

Part IV. Personal Growth of Students

Some of the statements in this section were made in response to general questions in the first part of the student interviews but the majority were in answer to the question of how the students felt they had grown or changed as a result of being in the subject's class. The topics in this section are arranged by depth of growth; the first topic, acquired knowledge and skills, represents little personal growth whereas the last topic manifests the deepest level of growth.

Acquired knowledge and skills (SP 8, NSP 2)

Representative student statements for this topic are:

"I can see through her teaching how my teaching could be improved, and it has improved."

"I learned how to stimulate others to think a bit more deeply."
"I acquired the ability to express myself."

The two non-supporting statements are:

"I can't put my finger on anything that I learned in the class."

"I got some facts, but I didn't grow, I just took the course and it was over with."

**Acquired new ideas and attitudes (SP 14, NSP 2)**

Typical of the supporting statements are:

"I learned it is O.K. to talk about things that are bothering you."

"I learned new general attitudes toward children."

"I quit feeling sorry for myself."

The two non-supporting statements are:

"I have kinda forgotten what I did learn."

"I didn't feel like this course furnished all the answers."

**Developed awareness of themselves, their internal feelings and the feelings of others (SP 9, NSP 1)**

Typical supporting statements are:

"I found how I myself and how others are thinking and feeling."

"I realized the way I felt about things."

"I became more aware of myself as an individual."

The only non-supporting statement is:

"I didn't get much from the course because they didn't talk about my [individual] personal problem, that of how to lower my standard of living when I marry. I mean I will come down from living very well, to practically nothing. But who's going to say in class that is my problem, it's too snooty."
Developed an understanding of themselves and others; their feelings and interpersonal relationships (SP 13, NSP 0)

Illustrative of the student statements are:

"I am more willing to sit down and talk to other people and find out what makes them tick."

"I understand why people do the things they do."

"I can understand some of the conflicts my parents and I had."

"I learned what others think about things. They became people with feelings and ideas."

Developed personal acceptance of themselves and others (SP 9, NSP 2)

Representative student statements include:

"It just helped me to grow as a person, and accept me as I am."

"I began to value myself more, because she valued me."

"I learned that I will change my opinions of people when I get to know them."

The two non-supporting statements are:

"But I am not more tolerant of myself [as a result of taking this class]."

"I think any course makes you dissatisfied with yourself. I think everybody is dissatisfied . . . . I mean, just your general attitude and personality. I mean you just, you're not completely happy with yourself. And I mean, sure, this course raised problems that maybe I'm down in this area and you know, you wonder [worry] about it."

Developed a sense of self-identity (SP 5, NSP 0)

Illustrative statements are:

"I really learned to have respect for myself, and that I can't love others unless I really love myself."

"I got my own identity in that course."

"I gained an understanding of what I am striving for."
Developed an openness and commitment to total living (GP 6, MSP 0)

The following are typical of the student's statements:

"What the class really was to me; that to really live life, it was necessary to be you. But this did not mean that you couldn't seek self-improvement, that self-improvement is not selfish necessarily, you can improve yourself so you can give more to others."

"I became more eager to become a person that is living fully."

"I began to realize that life isn't going to be all rosy after I get out of college, that my life is going to be in the future what I am becoming today."

"To think positively, I think this is but one of the things that you developed a little more in that class. To get the most out of everything that we did and to take advantage of the opportunities that come along."

Student Growth Analysis

Students who were interviewed were ranked according to the amount and depth of personal growth they reported and then divided into three groups of seven each. Comparisons were made between the groups on grades, scores on personality inventory scales and the favorableness of their responses to the subject and the class.

Grades

As shown in Table 1 only one difference was statistically significant, between cumulative quality point average and class grade means. The low growth group had cumulative quality point averages similar to those of the students who reported the most growth so apparently it was not a lack of academic ability, as measured by the cumulative quality point average, that prevented the low group from achieving greater personal growth in the class.
Table 1. Personal growth of students and difference between CQPA* and class grade means

<table>
<thead>
<tr>
<th>Amount of Personal Growth</th>
<th>CQPA Means</th>
<th>Class Grade Means</th>
<th>Difference Between CQPA and Class Grade Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>3.15</td>
<td>3.28</td>
<td>+.07 NS</td>
</tr>
<tr>
<td>Moderate</td>
<td>2.59</td>
<td>2.43</td>
<td>-.16 NS</td>
</tr>
<tr>
<td>Low</td>
<td>3.07</td>
<td>2.57</td>
<td>-.50 3*</td>
</tr>
</tbody>
</table>

*Cumulative quality point average at the time of graduation.

*Significant at the .05 level.

Personality inventories

In an effort to understand the factors that may account for the lack of personal growth among the low growth group some additional data that were available for six of the 21 students on the Guilford-Zimmerman Temperament Survey, the Just Suppose Inventory, and the Minnesota Counseling Inventory were examined. Three of the six students for which these data were available were from the high personal growth group and three were from the low growth group. Scores on the three personality inventories were compared for these two levels of growth but no statistical analysis was made because of the small sample size.

On the Guilford-Zimmerman Temperament Survey only on the scales for thoughtfulness and restraint did the high growth group scores all fall above the mean and the low growth scores fall below the mean using norms based on sophomores in Home Economics Education at Iowa State University. The data in Table 2 show that on the thoughtfulness scale the difference between the means of the scores for the high and low growth groups was more
Table 2. Mean scores for the restraint and thoughtfulness scales of the Guilford-Zimmerman Temperament Survey for two growth groups

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean + 1 S.D.</th>
<th>Mean - 1 S.D.</th>
<th>High Growth Mean Score</th>
<th>Low Growth Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughtfulness</td>
<td>24.5</td>
<td>15.5</td>
<td>24.3</td>
<td>11.0</td>
</tr>
<tr>
<td>Restraint</td>
<td>22.5</td>
<td>13.0</td>
<td>24.0</td>
<td>15.3</td>
</tr>
</tbody>
</table>

than two standard deviations and on the restraint scale the mean scores were separated by nearly two standard deviations. According to the manual a high score on the thoughtfulness scale indicates that the respondents are likely to enjoy observing behavior of others, are interested in thinking, philosophizing and reflecting. The low score indicates thoughtfulness, being extroverted, liking overt acts and a dislike of reflection. A high score on the restraint scale is interpreted as a person who is deliberate, consistent, self-controlled, restrained and serious. Low scores indicate impulsiveness, a happy-go-lucky attitude and a person who loves excitement. The scoring on these scales suggests that the low growth group may not have experienced as much personal growth in the class because they did not like to be thoughtful, deliberate and reflective in a class that called for these skills.

With the profiles of the mean scores of the high and the low growth students on the Just Suppose Inventory as seen in Figure 1, the profile lines for the two groups do not cross. The former had the higher means than the latter except on Scale XII where they were the same. High scores on the Just Suppose Inventory indicate a more accepting attitude; the low a critical or negative attitude toward certain groups of people. The scale on which there was the greatest difference between the two groups was VII
Figure 1. Just Suppose Inventory profiles for high and low growth students
which measures attitudes toward persons with religious beliefs different from one's own beliefs; the high growth students were more willing to accept people regardless of their religion whereas the low growth students probably would find it difficult to work with people whose religious beliefs differed from their own. Although not as pronounced as that on the religion scale there was also a noticeable difference for the two groups on scale III which measures attitudes toward two types of deviation from the more typical family pattern: ability to accept divorce as a part of today's society and belief that parent-child relationships can be satisfactory if the mother works outside the home. The low growth students were less willing to approve of divorce and mothers who work outside the home.

When the scores on the Minnesota Counseling Inventory for the two groups were examined it was discovered that all three of the students in the low growth group had scores which made the validity of their profiles suspect. One of the students in the high growth group also had a high score on validity which may have indicated that she is a very highly idealistic person rather than that she was attempting to make socially acceptable responses. Because of these high validity scores comparison of the scores on the Minnesota Counseling Inventory did not appear warranted.

The differences noted on the various scales suggest hypotheses that need to be tested on a larger number of students to determine whether the differences found here between the students who experienced considerable growth in this class and those who experienced little growth are significant. In no case did the scores indicate differences between the two groups which conflicted with expected findings.
Student response to subject and class

The seven students whose statements indicated the greatest amount and depth of growth are those who expressed the most favorable responses about the subject and her classes. All who made more than one unfavorable remark about the subject and her class were found to be in the low growth group. In fact, the four students who ranked the lowest for growth made one-half of the total non-supporting statements.

A look at these four students may help to understand their attitudes. Two of them are in the sample of three from the low growth group for whom personality test data have already been discussed. Another was in the observed class and she made only one contribution to the class discussion during the quarter.

These four students were difficult to develop rapport with during their interviews. The interviewer's attempts to deepen the level of their responses by reflection of feeling were unsuccessful. They were cooperative in the interviews in a crisp, cool and non-reflective manner. For these reasons their interviews tended to be somewhat shorter than average.

As was mentioned earlier it seemed that when students did not develop a warm interpersonal relationship with the teacher their growth in the class was limited. Of all the interviewees these four were the only students who expressed an inability to feel a part of the class and they each placed the responsibility for this feeling on someone or something other than themselves. Their own statements will illustrate.

Student K:

"I think it depends on what kind of a person you are, whether you feel free to discuss things yourself, and I don't especially like
to enter into discussions, especially on some controversial type things that came up."

"I just had the feeling when I was in the classroom that she favored the students that, you know, that spoke out and everything. She stressed this, a lot, that she wanted discussion going, you know, she'd even bring it up in class when she didn't feel we were discussing well enough, you know. And that we should work on it. And this is one thing I have a very negative response to. [The more she reminded me] the more I didn't like it... and then you almost didn't feel like saying anything."

K: "I don't know that she especially was personal with each student. There were so many students in the class that I didn't feel like, like I really got to know her personally except when she did talk about herself in class. This made up for it, in some ways.

I: "But there was not really a personal relationship with every student?

K: "Only certain students, the ones that would be speaking all the time. I think she'd sort of tend to [be more friendly with them].

I: "But then there were others who, kind of, were left out of it, and really didn't get into a relationship with her personally?

K: "Yes, I think that's true... I think maybe in a way every teacher sort of has more contact with the student who speaks out in class and who discusses and I think if you don't there's no occasion to, for any personal contact.

I: "... she liked them or responded, interacted with them more?

K: "I think she did. This was at first my attitude, in fact, if I remember right I had sort of a negative reaction to her in this way. Because I didn't discuss real freely and therefore I didn't feel like she perhaps cared as much--

I: "For you.

K: "For me as an individual student. Right."

1 Here and subsequently K refers to a specific student.

2 Here and subsequently I refers to the interviewer.
"I'm not sure if she did [grade you on discussion] a lot but I do think that discussion influenced how she felt about you as a person and as a student in her class. And this is why, perhaps, I felt the way I did."

Student D:

"I didn't like the course as such because I don't like to get up in front of everybody and say, well, I did this; this is my problem. I mean I'm not a person that does this. I never have and I don't think I ever will. I mean it didn't break the barrier with me. You know, just get up and tell everything that happened to you . . . . And if you really have a problem, well, I don't think you should spread it around campus. You should go to your minister, or go home with it, or go to a teacher on your own."

"Well, I like her [the teacher] as an individual. I thought she was a wonderful person. I mean she was ready to open up to you. I mean and give her heart out to you and everything. Her style in that type of situation is what you have to have. Because you have to make this atmosphere for people to want to express their problems. And I feel that she did do this. I didn't really have any [problems] and so therefore I didn't feel the need to say anything."

"Well, I guess I more or less sometimes always feel sorry that I can't express myself, the way I feel. I mean, this is the way I've been brought up and I've been doing much better saying no and not telling people. I guess it's because I got hurt telling someone something that I won't tell anybody anything else." [This student was in observed class and she made only one contribution to class discussion during the quarter.]

Student L:

"I didn't participate much. If I'm really interested in a course I'll participate in it pretty thoroughly . . . . I went to class to see what was going on and keep up on the assignments. I always keep up on assignments. But if I am not enthused in the class, that's as far as I go . . . . I did what was required in the class and that is about it. The first few years that I was here at school, I was not particularly people oriented. In the past year this has kind of blossomed and I've become aware of the situation. I think this had a bearing on why I didn't like this class. I didn't like any C.D. or Psych. or Soc. I had completely negative attitudes about them. If I were to take these course over again I would get a lot more out of them."

"I think Mrs. Hansen might have stimulated me more into an interest in the area which she was teaching."
Student Q:

"I don't recall saying an awful lot in the course, and this is sort
of a disadvantage to quieter students. Some of the students had a
tendency to contribute very freely, and talk quite a bit."

"I remember thinking a few people talk too much. A couple of
girls seemed to always be saying something and I did not think
what they said always was too apropos. And just because they were
speaking some of the others didn't have a chance. [Pause] I
think that Mrs. Hansen would now, I'm not sure, I think that I
wanted her to know who I was. I wanted her to be able to say
hello to me and to be able to know me. A lot of times I didn't
particularly care in other classes whether an instructor knows
who I am or not. I guess I felt it was important [in this class]."

To keep the responses of these four students in perspective it should
be pointed out that they made a total of 108 statements and only 25 were
classified as non-supporting. The following are typical of their non-
supporting statements:

"It was a real challenge for me to stay awake. Unless I was
really involved in the discussion I had a hard time staying
awake. If I had not had any experiences of the sort we were
talking about, at times like this I was less interested."

"I can't put my finger on anything that I learned in the class."

"She tried to get more discussion by just saying, you know, I'd
like more of you to discuss, that's what really makes the class.
That didn't get results. Maybe she should have broken us down into
smaller groups and discussion would have been good. Somehow she'd
have to break down the large group."

"I got some facts, but I didn't grow, I just took the course and
it was over with."

"She probably got mad at me because I wouldn't talk. She really
didn't show irritation but I think she felt it. I mean sometimes
you could see just a little grinding. I can just see her getting--
not doing it, but just thinking, O.K., let them go."

Representative of the 83 favorable statements made by these four
students are the following:
"Her personality was more or less like a sunny disposition. She was more or less cheerful. She created an atmosphere always a very informal one. She wasn't one of these stern teachers who come in, well, today's subject is going to be this and this. It was very informal and [she was] a very nice friendly type."

"I remember that I enjoyed her attitudes especially. She seemed enthused about what she was teaching. I thought that this was real important."

"I recall she had a great deal of respect for students in the class, well, all students. She was willing to listen to them and it wasn't impatient listening to what we had to say. It was very, very patient wanting to know, being very receptive to our ideas. Of course this certainly encourages the student to talk in this sort of class."

"She had a great deal of wisdom I think. A very practical person and her philosophy was in everything that she said. She didn't have a double standard of any sort. She tried to do what she thought was right for her. Many students had this same feeling. They felt that she was just a wonderful person."

"I never got the feeling that she felt she was superior to anyone, or to any of the students. I think she felt that she was more or less trying to present what she knew. It wasn't this feeling like, well, I know all this and you've got to learn it. It wasn't the kind of relationship where you felt here's a professor and here am I the student, that she was so much more above me."

A Final Conclusion

The subject, her method of teaching, and the student's responses have been discussed but the description of this teacher is not yet complete. During the study the researcher came to realize that the subject reflected a perspective of life in general, and family life in particular, which is unique and may have contributed significantly to her impact in this class. It was not her nature to analyze and dissect in order to see what was lacking in poor human relationships, neither did she romanticize the virtues of marriage and family life. She was much more inclined to look at what
elements were present in healthy, satisfying, good relationships and to share these insights with her classes. As a result her illustrations and examples typically were what one can do to enrich and enjoy a family situation or a stage of the family life cycle rather than the problem approach which warns of the pitfalls one must avoid. There is, of course, no way to judge whether her effectiveness came from her personal qualities, her methods of teaching or from her positive approach, they appeared to be inseparable.

Since the purpose of this study was to describe one teacher; her personal qualities, teaching methods, the atmosphere in her classroom and the extent and types of growth her students achieved it seems unnecessary to generalize from this subject's qualities and modes of teaching. Some thoughts have, however, been extracted from this experience and are given in Appendix G - Implications of the Study.
SUMMARY

This study undertook to describe one teacher; her personal qualities, teaching methods, the atmosphere in her classroom and the extent and types of growth her students achieved. The data included (1) tape recordings and observation notes of 17 class sessions, (2) four tape recorded interviews with the subject, and (3) 17 interviews with a random sample of the subject's former students.

After the various data were collected and transcribed they were integrated and categorized followed by writing descriptive headings for the various categories. The data were then submitted for evaluation to a judging panel. An analysis of the factors which related to the depth of reported student growth was made.

This study provides evidence that the subject developed an atmosphere in the classroom where: positive regard existed between the subject and her students; students felt accepted; students experienced cognitive, affective and responsibility growth; class sessions were interesting; and the physical arrangement of the classroom contributed to the overall atmosphere.

Evidence is also presented which shows that the subject made use of personal experience anecdotes to illustrate human relationship generalizations, conducted class discussions that were flexible and interesting to which the students were encouraged to contribute, assigned writing experiences which helped the students to develop understanding, assigned readings which were interesting, did not focus on grades.
This study also provides evidence that the subject was seen as an acceptant, ontological, spontaneous, humanistic, enthusiastic, related effectually, democratic, contented, responsible, open, genial, attentive, mature, congruent, equalitarian, temperate, intrepid, honest and fair person by her students.

Evidence is also presented to show that students grew as a result of being in the subject's class along a continuum from acquisition of knowledge and skills to the development of openness and commitment to total living.

The data suggests that student growth in the class was not directly related to academic ability, was related to the personal qualities of students and to the degree of positive response the students expressed in interviews.


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All who know me know of my great obligation to the gentleman who is my best friend, to the subject of this study who has inspired perception of the teaching-learning process uninterrupted by death, and to my major professor who provided a growth atmosphere where my thinking became disciplined without dampening the fire within.

My graduate committee was very helpful in clarifying the study and without their support and encouragement the study could not have been concluded.

The private and institutional research funds that contributed to the completion of this project are deeply appreciated.

I wish also to express my gratitude to my teachers, some of whom by encouraging freedom and others by their fear of it, caused me to realize that freedom in thinking and depth of learning were ultimately my own responsibility regardless of how inspiring or depressing the classroom experience.
APPENDIX A - TRANSCRIPT OF A CLASS DISCUSSION

Wednesday, April 8, 1964

Today I assigned Chapters 1 and 2 of Neisser. This I consider an exceptional book. It is the only book I know of that deals solely with sibling relationships. I've heard Neisser, she is a woman, and she is a better writer than speaker. I think this is a book you might, sometime, would like to come back to. And so I think it is one that you should remember. This is a chapter in here "Peas in a Pod" on twins that is a rather unusual chapter too. I mean you hardly find any of this, any references that are good in that area. There are some questions she raises rather early in the chapter, that might suggest notebook entries to you, that will help each of you explore, where do these things about each one's brothers and sisters come from and why are they so contradictory? How do parents' attitudes about their own relationships with their own mothers and fathers, brothers and sisters influence their feelings toward their own children? How important are the relationships of brothers and sisters through the years and how do they shift as time goes on? We need to make these inquiries before we can examine problems with which this book is concerned. How can parents, teachers, group leaders, and all adults who live with children help them accept their feelings of resentment towards brothers and sisters? What are some of the steps that we may take to go through the intangible atmosphere we create and the practical tangible arrangement of daily life to limit the intensity and extent of rivalry and jealousy? How can we foster friendliness, loyalty, and satisfying relationships between our children in spite of the feeling of resentment?

These are questions that we, anyone of them that you must examine, particularly the early ones would make good notebook entries if you examine your own feelings and how you came by them. What do you think, in your growing up, aided you to adjust to your brothers and sisters, what hindered you in your move toward good relationships with them? Then, Neisser lists some sources of rivalry. The first one she lists is the interplay of opposing forces that exists with every human being. What in the world does she mean by that? The interplay of opposing forces which exist in every human being? Ann?

17: . . 3 [Contribution about how sometimes you think you are really angry at a brother but you aren't.]
T: Well one girl in class told a little incident that happened in her family. She had a sister 13, well I'm not sure she was 13-12 or 13-- along in there, who had a brother a year or two younger. One day she round a little piece of paper, a note that was all folded up on the dresser, and curiosity got the better of her, it belonged to her sister but she unfolded it and opened it up. It had this little note on it. The little boy, the younger brother's name was Walter. [The note said,] "I love Walter, but I hate him. What can I do?" I think it was the other way around. "I hate Walter but I love him. What can I do?" This little girl, or young girl, was in a real dilemma in her own mind. She wrote this down on this paper, this question down on the paper. And it's this very thing here, these are what the psychologists call ambivalent feelings. And it is possible to feel two things about something at the same time. And this doesn't help any in decision making, in deciding what course of action to take. It makes life a little bit more confusing, than ever.

Sometimes you have these feelings, I remember having them when I was in college. This was more on a proficient level but I remember getting done with my studying or at least I had a friend who had, we had an interesting reaction upon each other. It just happened this evening we were through with our studying a little early and the two girls in the next room were very serious studiers and we respected them for it. But we just felt a little bit devilish and so we kept annoying them. Finally they went downstairs to get something in hopes that we would lose interest while they were gone and get away, get out of the way somewhere. They didn't care where. It occurred to us that we might get under, each under a cot in the room and see what they said about us when they came back. And we did that. And I assure you eavesdroppers are no good to themselves. Somebody got dust in their nose and sneezed and it was over with. You have those feelings, I mean you know very well that you shouldn't be doing something like this. I mean no one needs to tell you. You know very well that you've got no business doing it. And yet you do it. You think a great deal of your best girl friend but you're a little selfish. And this is even true with a boy friend. This is even true of your husband sometimes or your wife and it's even true of your children. Sure you know you're fond of them but for a little while you just wish they'd get out of your hair. Stay out of the way. These are very normal feelings, and not particularly serious. What do you think you could do to alleviate these situations that are created like this? If you had two children who just couldn't seem to get along with each other, without each other at a particular moment, what would you do? Jim? [Class attention and response had been sluggish. During the following contribution the teacher goes to a window and opens it.]

2: My first reaction is to, because I think it is a momentary thing, my first reaction would be to deviate around it. In a way, you're passing the buck. To get them on some other track, thinking along some other lines. To forget this difference because one thing or another will probably get their mind off what they were originally thinking which was probably trivial. They're going to be back together again and probably helping one another. And then with age and maturity this problem takes care of itself.
T: Yes, you begin to understand what you are going. I mean when you are being a little bit devilish, where you know you are. And, anyone have any other ideas?

12: Well my mother used to say . . . put one of us in one room and the other one in the other room and say when we could play together we could come back to the same room, you know. It wasn't too long until we got to thinking it over and decided that we'd rather be with someone else rather than be by ourselves to play.

T: Or on an errand to separate you for just a few minutes. Another source of rivalry that she [Neisser] suggests is the desire to possess one's parents completely. How would you handle this? Do you think this is normal? You know, even today probably you are trying to break away too.

2: I think this is sheer futility in younger children. I think this is when the two parts [of the] family come together. Or should come together more often. Where the husband should take his part with the children, where the mother has a youngster, an infant to take care of, the father can be taking care of this two or three year old that is wanting to crawl back onto his mother's lap.

27: . . . [A comment about children learning that there is more affection from where affection first came.]

T: You have to learn that there is more where that came from.

[Pause]

23: I think there is a great value, not only within a family but in all, lots of circumstances of life, where for only a minute or two you give that minute or two as completely as you can. And keep the relationship between these two people in mind. The main point, the main segment of importance and you give your complete attention to it. And somehow or other it becomes of high value, that extremely short time becomes of such extremely high quality that it can be, it sprouts enough that it spreads out over periods that aren't that rich.

T: That I think is a very good point. The quality of the time that you spend with your children is more important than the quantity. And the giving your complete attention, it's very aggravating not to have complete attention, in any kind of situation. In the classroom situation, for instance. In fact I, when I don't have complete attention in the class, I get to stumbling around and I don't know what I am saying. I mean it's essential. It's essential that you've got something going, really going and this is, you'd be surprised how much poor attention is shown to children. I mean, parents they [say] um-um, yes, um-um, and not hear a word of it. You don't fool anybody long that way.

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1Student 23 is same person as student interviewee "G".
23: [While teacher is looking over class notes 23 starts this contribution without being recognized by teacher.] I read a book by Mrs. Roosevelt, I don't know why but I'm intrigued by books about persons who have been in the public eye such as Mrs. Roosevelt. When they will reveal to us and they are willing to share with the general public, and that's where I fit in. Something like that . . . and they're little techniques for succeeding in challenging circumstances was something that I think is wonderful that they want to do this. In her book she said when she went down long receiving lines and had a lot of visitors to face that was something that I think is possible to do, that when she shook hands with anybody, she looked them right in the eye, maybe only for a fraction of a second because there would be so many people. When she shook hands with them she held their hand firmly and looked them right in the eye, maybe for a fraction of a second because there would be so many people. When she shook hands with them she held their hand firmly and looked them right in the eye, maybe for a fraction of a second because there would be so many people. When she shook hands with them she held their hand firmly and looked them right in the eye. And was very pleading, you know, because there were a whole lot of people involved. But she said that was the thing that she kept in mind, the thing that helped her succeed. Giving each one very concentrated, attention even though it was for a short time.

T: And it's all right to look at it as a technique in a sense but with Mrs. Roosevelt it was also a real concern and that's what made it--

23: [Interrupting and speaking over teacher.] It was genuine.

T: She was genuine and that's what made it carry through; to have meaning. And certainly children need our complete attention, even if it's only a brief interval, as you said. And brief intervals will take care of a lot of time, if of high quality. [Pause] The child's preference for receiving rather than giving. This brings up a big subject of what we want, what do we want to teach children about giving anyway? What do you think we are mainly teaching them about giving? In our culture today. What are some of the things that we are teaching them about giving?

2: Well we are, I remember that in the time that I was growing up, it was better to give than to receive and this sort of thing. If you were given a quarter you could go down to the dime store and get something for your two sisters, you know. Then again society teaches [that] a person who has collected things and a millionaire or a wealthy people, that my parents aren't, you know, if I had that kind of money and so forth. So society teaches this that, well, if you don't have it you're not getting anywhere. So actually I think we are teaching our children two different things at the same time.

T: Actually it's a sign of maturity when you come to realize, truly, I mean, not on an intellectual level or anything else, but to truly realize that it is better to give than to receive. But early, we teach our children a lot of things I think, we don't intend to. One time a young man in class told about his nephew when we were talking about this. He told about a situation with his nephew. This nephew, as Christmas was approaching, he wanted to buy a present for his grandmother and he had a little money saved
up from allowances. His grandmother had had a mouse that had been giving her a lot of trouble. She couldn't catch this mouse. Everytime they got together the question of this mouse was brought up. It was an aggravation. So he decided that he would shop around and he would find the best mouse-trap in town for his grandmother. And he did just that and his mother, he said that he was going to give it to his grandmother for Christmas, his mother said you can't give grandma a mousetrap. And she went and bought a scarf. What was she teaching him about giving?

27: ... 

21: I think it was the fact of what you gave rather than the thing.

T: Any other reactions?

23: ...

T: Actually that mousetrap had all the elements of good giving, as I see it. It was his idea. It was to meet the need that his grandmother had expressed. He shopped for it himself. He found the best one, the best one available, and paid for it with his own money. It had all of the elements of good giving in it. And as to grandmother I expect that if that mousetrap would have been given to me, after I caught that mouse I probably would have hung it [the mousetrap] on the wall. I mean this seems to me a tremendous gift. And to have it discredited completely and something else offered would discourage you in giving for some time, I think. I mean, what's the use of putting anything of yourself into it?

21: I think another thing to keep in mind when you're talking about giving is that we usually do receive even though it may not be materialistic. Because you give something because it is your idea ... .

T: I think that we have been subverting this a little all along, not everybody, but too often it happens. I have been friends and parents at May basket time. I remember--first let me say, I remember my own May baskets some fifty years ago. We didn't have as many paper cartons in those days as you do now. As I remember there was only a matchbox, that was the only thing that I remember that stayed approximately the same through the years, as far as paper containers. And other things were, you got [them] in sacks but very few paper containers. So you had to make, you always had to make your box or cornucopia or whatever it was for your May basket that you made, and to decorate it yourself. You decided who you were going to give it to and you picked some flowers, you made some candy, and you sorted and resorted and handled it a great deal. And ate a little and then had to resort it again. [Class laughs] And then you gave it to whoever you wanted to. I can't remember my mother ever, except probably she did suggest somebody maybe sometime somewhere, but I don't remember very much of it. I just went out on my own and ran around the neighborhood and putting these on doorsteps and knocking. And now what happens? Too often mother goes to the dime store and buys three dozen nutcups, or something, I mean, already made, and a bag of candy, and a bag of peanuts, some
Saranwrap and comes home. And she divides it up exactly the same. I mean you can't give one person more than another just because you like him. You give everybody the same. You count the peanuts and you count the gumdrops so that everybody gets the same. And then you wrap them up in Saranwrap so that they are very sanitary and you have a big tray with 36 of these on. And then when they come home from school you say that we're going out with May baskets. And they get into the car and they go out with the May baskets. Where do you take them? To mother's bridge friends' children, to father's business associates' children, to a few people you think might be influential to you someday somehow, you'd better be nice to them now, and come home. Now I know that this is a pretty bad picture I'm painting and that it doesn't happen everywhere. But it happens an awful lot. Or take the birthday party that the youngsters go to. There you take them? To mother's bridge friends' children, to father's business associates' children, to a few people you think might be influential to you someday somehow, you'd better be nice to them now, and come home. Now I know that this is a pretty bad picture I'm painting and that it doesn't happen everywhere. But it happens an awful lot. Or take the birthday party that the youngsters go to. When this child came to our house they brought a pretty nice gift. So we really ought, you don't dare let the child go and pick out a gift. He might not get one equal according to these adult standards. So you buy the present. They giftwrap beautifully at the store and it saves you all this mess and mess. So mother buys the gift and has it giftwrapped and the child goes to the party and puts it into the child's hand and they take off. And they don't--what have they got invested in this? No thought, no time, no interest, they don't know what it is. What are they learning about giving? Mainly that you have to give something that costs as much as what somebody gave you. Another thing that I don't like about it is that there is no, you have no element of choice, we have to give everybody the same thing. Valentines, you buy 36 valentines that are just about exactly alike and then write the names on them at school. Can't anybody choose who they want to give to anymore? That's when it has meaning, somebody chooses to give to you. There are 32 people in the room and you get 32 valentines. You count on it. They don't mean a thing. I'll say! This is supposed to be democratic. Actually I have serious questions about it. It's losing all the deep meaning it could have. [Pause]

1: Kindergarten children are more honest than most and one little girl came to the door for a party and gave her present and she said, and Mommie even told me what's inside it!

T: Oh, how beautiful [laughs a big laugh]. You know it would be so much more meaningful if you took your own quarter uptown and maybe--a boy is apt to buy a comic book. Now parents don't think much about comic books. But supposing the boy goes up there and he goes through this rack of books and he looks at them. It takes him an hour and a half to pick out the one that is irresistible to give and he buys it with his own money that could have bought two ice cream cones or two packages of gum or something. And so it has significance. He is giving something. He is giving away two bunches of gum. And when this other lad opens it up at the party, he's watching to see if he's interested. And what usually happens then is he brings home [the present] and can't wait to wrap it up. So they wrap it. Well, then after a few hours they begin to wonder was it really as good as I thought it was. And so usually it's unwrapped and looked at. And then rewrapped. And unwrapped until there gets to be a sort of a patina of wear on this package. But this is a real meaningful package. And he's
been interested. He watches to see if he likes it and if he's going to read it. And he's--it has something. [Pause] How you receive is important too. I mean a genuine appreciation of what you get. The Saturday before Easter my oldest son was home and I got out something and showed him. He was talking about how his first paper route, it wasn't a real paper route, it was an advisor. What do they call it? Not advisor. Advertiser. That was a sheet that came out once or twice a week. It was his responsibility to tuck one in every door around several blocks. And the first time he got a paycheck he brought home a locket for me. And it opened up and it had these little covers. You could put pictures under it, you know, under cellophane or whatever they are, these covers that go over them. And we just sat there and admired it and figured what we might put in it and then he couldn't hold himself any longer. He said, "They had some cheap ones there for 39 cents but I didn't get one of those, I got you the 59 cent one." And I still have that locket. And I showed it to him when he was home, at Easter time. He just did that on his own, with his first earned money. And he didn't buy me the 29 cent one or the 39 cent one; he got me the 59 cent one. Sometimes it's necessary for us to wear things that we probably would not be wearing. Or use things that maybe we wouldn't ordinarily use. But believe me we are watched on these things that are given to us. We're checked, there may not be anything said but they're watching to see if you're using them, if you wear them, what you do with them. What you say to your friends about them. And you can do a lot to discourage giving if you're not careful.

23: That's what caused the creation of gift certificates I think. Because just once too often your gift was taken back, and so you just said okay, I'll just write a gift certificate. You can figure it out yourself.

T: Oh there's so much of that. I mean there's nothing very personal about gifts, nothing to indicate that they were bought for a particular person.

17: If you take time to make presents for parents it takes so much time. . . . My father has one over his desk, it is so grotesque, but it makes me feel good.

T: Well it has not, it is a beautiful thing, this is not just fakery. Your father doesn't have that on his desk just to make you feel good. That has some real meaning to him and I'll wager that you have given him more expensive gifts that he has forgotten.

2: I have found this very true, especially in the applied art department we make all sorts of junk, you know. I'd like to burn them but mother has them all sitting around the house.

T: Actually I think giving is synonymous with living. There are two nice lines on this in The Prophet and I can't quote them. But actually and there is so much more, we've been talking about giving of actual tangible gifts. This is only one small element of giving. There is a
giving of yourself, a willingness to give of yourself, in your relationship with other people. There's a generosity of spirit in judgment of other people. Even more important than any of the material, tangible gifts you might give. [Pause] Anyone have anything else? [Pause] There's going to be something interesting in the film that you will be seeing, I think it's next Monday, the 13th, on giving. Now we have not said how do you teach a child to give. We have not said anything about that. Should we wait or do you have some ideas on that?

27: ... I'm kind of wondering about the statements about the valentines. ... and you said that you can't give them to who you want to. Don't you think that part of giving—that just because you like someone and that there is somebody that you don't like quite as well, that if children were allowed to pick out who they wanted to give them to without being democratic that there are some children that may not get any or they may just get one or two? Don't you think that some of these parents may think too that if they are just giving to just two or three friends, that why don't you give to everyone.

T: I'm sure that's what parents think.

27: No, but what I mean, is giving that way bad? That's what I'm wondering.

T: I think giving loses something when it becomes a routine sort of thing. Now I can't say whether it's all bad. Maybe this is a good way to do it. But I assure you that it loses a great deal of it's meaning when it's just routine.

27: I can remember when, you know, when valentines were a big thing. Making a valentine box, and I used to work over and pick out the valentines I liked best and give them to the people that I liked best. And the valentines that I got from the people that I liked best, those were the ones that I kept, I never kept the other ones. And so it was kind of a ... . Everybody got to know everybody a lot better because everybody got valentines.

T: Now why do you think we are fooled? I don't know. I'm only asking the question.

27: ...

T: Anybody want to respond on this?

14: I can't help, the thought keeps running in my mind. Why didn't he get any? Is it because he is a child whose parents said that he was not a desirable for them to be a friend with? Is he a child who lives across the tracks? Why was it that they were against him? Or was it that he was an obnoxious, spoiled kid? You know, what is the reason that one child gets only two or three valentines? That's the thing that I'm concerned about. Not that he only got two or three.
5: Like many times I've thought back and I kind of remember in elementary school and remember some of the children who we just didn't care for so much. And I'm trying to remember why it was. And it wasn't because they were obnoxious. And I can't put my finger on it. There were just always some children who weren't accepted and it's very sad. And I can't figure it out. And for these I think that it was important that they be given valentines because they probably needed them more than everybody else.

T: Anyone else have any comment?

2: I think she brought up a point. We still in essence have the same thing that you were describing. We still give just to those we like but we also at the same time give a smaller token to those that we like. But we go thru and maybe a $1.00 sack and a 50¢ sack and give the best to those we like best.

T: Ed?

11: I had a similar experience to this. When I bought the valentines I always sorted through them and picked out the ones that I like best and gave those to my best friends. And . . .

21: You asked how we teach giving and I think the best way to teach giving is to teach sharing . . . and you can't start too young, I don't think. Children begin to interact and playing with other children and you can stress that you let her use your doll and she'll let you use hers. And that way pretty soon . . . . And that way she's giving her doll.

T: I'm sure that's the way that we work on it right now.

14: The thing that bothers me here is that nobody talked about making them. Don't children make their own valentines any more? Didn't you make your own valentines? And then you made them personally for a person. I'm making this one for Jimmy and I'm making this one for Sarah. And so you feel a little differently about Jimmy than you do about Sarah.

T: This is a real problem. I'm not sure that I know all the answers. It's just, we can get very impersonal in, we can get so impersonal that things lose meaning.

4: It seems to me you give that which is most important to you. And it seems to me that if giving of self is important to you, if time is important to you, that somehow you can teach this to children. I don't know.

T: That's good.

4: There's a real element here that we lost. And yet by giving a valentine to everybody you're giving, you are learning a concern for other people. You will have a direct concern for those who are most meaningful.
to you. And we've lost this.

7: I don't think this has to be kept to valentines because people our own age and our parents. It's the same thing with Christmas cards. And how many different kinds of cards you want to buy and for what people, are they all the same so that nobody can think that one is more. Nobody makes Christmas cards anymore.

T: Well what's wrong, I think I'm a humanitarian, what's wrong with liking one person more than others? Is it a privilege that we are no longer allowed in our society, I mean, we're supposed to like everybody?

26: This is a little different situation. My sister when she was in grade school they had a club, the girls. I mean eight girls who ran around together. They were very close and they voted on this girl to come into the club. When it came time for birthday parties the whole class was invited and everything. These eight girls would pool their money together and buy a teddy bear . . . . And it would only include club members. When the time came around for these girls to go to other girls' parties who weren't in the club, they each would buy individual gifts. It got so that the mothers of these girls who weren't getting the teddy bears would call the other mothers and say, now we think that the club should give our daughter a teddy bear. And the mothers of the club said no we can't, that's their choice, who they want to give a teddy bear to. And they let them go ahead. And perhaps it developed a real rivalry. But they still had the choice of who they wanted to give the teddy bear to.

27: Well I don't think it's a matter of you can't like somebody better than somebody else. Because you do like other people [better], there are some that you don't like at all. Isn't that natural? There are some people I don't like, very well. And, but I think that just because you don't like someone doesn't mean you can't stop learning from them, and you stop associating with them, and you can't stop, you know, trying to give some of yourself to them. Sometimes the people that I don't like very well are the people that, that are kind of like the people that I like to talk to. Just to find out how they feel about things. And I know sometimes that they will come and ask me things, [but] they know I don't like them as well, and I know they don't like me very well. But there still is kind of a getting and receiving, I mean, in a hostile kind of way. [Teacher laughs when this remark is made.] But I think that, you know . . . . Well these girls still went to parties but there are a lot of girls who wouldn't go to parties. Now like a girl who wouldn't bother to give anything. Not even a teddy bear. And that is what I'm saying.

T: But do they have to give anything? I resent it. I guess I'm the radical in class today. I resent it that you have to remember everybody's birthday everytime. Or that you have to, all right, that you have to give

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1Student 26 is the same person as student interviewee "D". This was the only contribution this student made during the entire quarter.
anything anytime. When I give, I want to give, I want to give freely. Because I want to give it at that particular moment. In our family, some people are very shocked at this, we never had to remember birthdays. I remember one time, poor Wink, he always had trouble with his finances and nobody helped him out. I mean if he spent all his money and somebody's birthday came that he had forgotten about and he didn't have anything, he didn't give them anything. Nobody handed him out any money, unless he could go out and earn some in a hurry, he was stuck. I remember, just as plain as can be, when he was about, oh he was at least 13, along in there, and he got caught in this. It was my birthday. And he didn't have anything for me. And nothing had been said about it all day. You don't, in our family you don't have to. If you miss somebody's birthday for a year or two, all right. You don't have to ever get anything. When he went up to bed that night he turned in the door, the stairway door, and he said to me, "Well, happy birthday anyway." And I never forgot that. He's given me lots of birthday presents since, that were not as meaningful to me as that, "well, happy birthday anyway." He didn't have any money. When I was in the hospital I had a birthday in the hospital and my youngest son brought me a little necklace which I cherish very much. And I was very pleased and I said so and he said, "You haven't had a birthday present from me for three years. I thought you had one coming." Now other people are just shocked. I mean, how do I know that they love me? If they don't come to me with a present on birthdays and a present on Mother's Day and this. Even on Christmas, when they are in hard straits, I say for heaven's sake, don't buy any Christmas presents that you can't afford to buy. We know you love us. So some years we don't get any Christmas presents. And some people are just plain shocked at this, I mean, you just--well, we don't need to, we don't have to prove it. My husband has even been known to forget my birthday. This year he came through with a dozen red roses. Well, that will last me in the warm spot in my heart for two or three years. And I think even more so than if he was told to give me a dozen red roses on my birthday [and] he'd better not forget. But this year when he h arted in with this great long box I was just about bowled over. I'd rather be bowled over once every three or four years than to just get a box that I know there is a standing order at the florist to send me out a rose every once in a while.

13: I know someone who is supposed to get a rose. Her husband is an engineering teacher. Well, her husband was late one time with that rose and she went out and bought it herself. I didn't see any meaning to that or [to] her husband.

T: That can, that's part of a routine, sort of giving. I guess that's why I resent routine giving. On the other hand if I see something that makes me think of someone that I think that they would like, then I give it. And it don't have to be a birthday or anything else.

23: This is like, if you were in the hospital you get the whole idea, cards and things like that and you say well, I expected this one, and I expected that one, and I expected this one, but you know I never dreamed that they [would] remember me. I think that's one of the reasons, I think that is where this comes from. The same thing at Christmas time. You know
all these cards are all obligatory and you know all of a sudden one comes and you haven't heard from them in five years. It means so much more to you. It's always the one that you don't expect that you get the biggest kick out of.

4: Something still bothers me about this Valentine thing. [Class laughs, but teacher does not.] What about the children who are given to, they are not accepted or they just gave to the class whom they really wanted to, two or three children, and they may only get a few Valentines. Well, if they get one from everybody and they don't, they can feel surely that these people don't care as they are giving them all valentines and that this is the kind of valentines, I wonder [if that's] a nicer way of saying that I've been rejected. What are you teaching these children anyway? Are we just, is this just a token to pacify us to say--

T: I mean they should feel this. Because you have done something for everybody and nobody says you didn't do something for everybody. What it does for them I'm not positive. I don't know, and I certainly don't want to mislead you or upset any of you in your ideas about this but, believe me, I've given it a good deal of thinking. And I don't care whether it's giving or what, we have taken so much of the spontaneity out of life. We have, we were talking about the sex relationship the other day and I said I objected to all these books and techniques and all this sort of thing. I do because they have taken all the spontaneity out of it. We've got all the rules and regulations and no spontaneous reaction and this is true in giving. It's true in so many things. We think that if we should draw several rules about things and then everybody should follow them. And at the same time we keep swearing that we allow for individual differences. Oh yes, we believe in individual differences. But we don't, we've got rules and regulations for everything.

4: This statement how do I know they love me. This said it very well I think, fits very well with this thing. We're teaching this in terms of quantity vs quality. [Recorder ran out of tape at this point, class was dismissed in a couple of minutes. The topic of giving came up spontaneously several times in subsequent classes.]
Segment 1

I: Would you say you were soft with students? What would be your idea of how you should be with students? . . .

S: I don't know but I think a student that had occasion to find, to test me out on it, on things would think that I was long suffering in many respects but when I reached the limit that there was no use in working on me. Because I really can't complain about having too many students work on me about grades or anything like that. Trying to get their own way. When I say no they seem to take it.

I: I remember you saying one time something about students bothering you--

S: They don't bother me as much as they bother other people. I mean the same thing does not bother me that seems to bother other teachers.

I: Now what you say is that there are just as many that knock on your door, and interrupt you when you are getting ready for classes, or something else, it is not that there were fewer asking for some assistance, but that when they came by after something it didn't bother you. Is that what you are saying?

S: It has always seemed incredible, and I don't know whether it is true or not, but it oftentimes seemed that because I was always available that they were more considerate. I am not sure that this is true, but I not only felt that students, that I was not annoyed, but when they came and when I gave them time, I didn't give them the impression that I should have been doing something else, or that they should make an appointment for next week or something else. I always gave them time, as much as I could right then. But they never seemed to take advantage of this. I don't know whether this is true that they didn't take advantage of it, or that I didn't feel that they were taking advantage of it. But it didn't seem to me that they pestered around too much.

I: Kind of like with a child, if he needs attention and you just stop and really give it to him then you can go ahead and fix supper and he won't be interrupting, he won't need to [keep pestering] if you stop and give him the time [he needs].

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1 Here and subsequently the letter I refers to the interviewer.

2 Here and subsequently the letter S refers to the subject of the study.
S: What were some of the questions that they suggested that you ask? [Refers to the questions suggested by the researcher's graduate committee for the interviews with subject.]

I: One of them was, what were you trying to do in the classroom? What were you trying to have happen to the students as a result of having been there that hour, or that quarter.

S: You know I don't think I ever thought of it in those terms. I think this is honest. I don't think I ever thought of what am I going to do to them today, or what do I want to do to them. Doing something to them was not in the picture. Nearly always when I went to class I had an idea, a prevailing idea about this certain area [topic] that we were going to talk about [that day]. For instance, if it were conflict we were going to talk about, I had a few ideas about conflict that I thought were basic and I hoped that when they came out of this class [discussion] there would be two things they would never forget. If you are going to have individuals in the family you are going to have conflict. Assuming you have already discussed family members remaining and retaining individuality, all right then, everything comes at a price, and the price you pay, the price of individuality is conflict. All right, so it is not, that we should eliminate conflict, it's what we do with it. How we handle it. And then the second basic idea is that there is constructive and destructive conflict. Constructive conflict is the one that attacks the problem and destructive is the kind that attacks the personality. If you get this distinction, then you say to yourself now what is the problem and you stay with it. You never get off into this blaming each other or a husband saying to his wife you are just like your mother. Or drawing in the whole family. You say what is the problem and stay with it.

I: Focus on the problem rather than personalities.

S: And one of my favorite sayings, it is probably on your tapes somewhere, is that early in my marriage that $500 would have been a bargain price for this little piece of information which I am giving today for nothing.

I: Yes, I remember that. But Jean you must have had some concept of how being in the class changed or affected the students.

S: Oh yes, but that was not my focus, ever! I have had some evidence through the years that--well, people have told me that they can tell someone who has been in my class. That they come out of my classes a little different, in the type of thinking, or reaction. I am not sure [how they were identified] but this has been said to me more than once. Certainly I hoped something happened to them.

I: But you don't have any idea of what this is? Can you give me any idea of what you think it is that happens to them? How are they recognized?
S: Well, this question could be better asked of the people who have said this to me. What was it that they saw about this girl, or what was it about her that gave evidence of it? Of course, I have had girls say to me that it has made a difference to them in their life. But I think maybe that the power in what I say to them comes from the fact that I have strong convictions on these things myself. I mean, I am not quoting lines from the book. I am backing them up by experience. And I don't hesitate to bring my own experience in when it illustrates a point. I don't bring anything in in the line of experience just to tell them a cute saying, or a witty remark that somebody in the family said. But when we have had an experience that relates to what we are talking about I don't hesitate to bring it in. This is what this means in real living.

I: Well, what did you want for your students?

S: Well, if you want to get real basic on it I have had a wonderful life and what I want for them is that each one of them have one that is equally wonderful. And if there is anything in what I have got from my reading or my experience that may help them achieve this without this much trial and error, quite as much blood, sweat and tears, that's what I want.

I: How did you have a wonderful life? How do you get it?

S: Well, partly, certainly it is not what happens to you as I have said to you before, because I am sure that my life is not wonderful because it has been easy or has been a bed of roses. Because it hasn't. Part of it is learning to do what the Japanese say "to appreciate the moment". It is not having it, it is knowing it. And knowing it right at the time. And knowing that even the struggle and the pain and the disillusionment, sorrow, and all of the tough things that come along are good and a part of life. How you get to know that, I don't know. But I think it helps sometimes if there is someone in a teaching position points up some of these things and helps you to realize. How I knew myself I am not quite sure. I used to think sometimes when things got pretty tough, well, thank God I can feel. I am alive. Maybe what I was feeling was not so pleasant, but I accepted it as a part of my aliveness.

I: That it would even be worse if you weren't feeling?

S: Yes, I mean, this I couldn't take.

I: Yes.

S: This is a part of my attitude toward medicine also. I think, drugs and what not. As long as I can cope with myself, that's the way I want it. I hope I'm not a fool on that. But in the main I guess I like life in the raw.

I: That you [prefer to] be right there with it. Face to face.
S: Yes. This is what I say to them sometimes early when we talk about marriage, problems of marriage; and somebody said, but you take all the fun and romance out of it. Don't expect me to apologize for facing you with the realities of life. We found the realities of life so much better than anything that I could cook up that I'm not apologizing to anyone for bringing you face to face with the realities.

I: That is, when you confronted them with reality it kind of upset students, really upset a student? Reality that really upsets them, how did you feel? What did you do with it?

S: I don't know. Maybe I was so content that I took some of this out of them. I never had one come up to me after a situation like that and reveal that they were really shook by it. I think too, I don't know because it's a very spontaneous kind of [thing]. I have often been able to inject a bit of humor in this. This sort of things that come out of them, kind of laughing at themselves or what not. And this is not a deliberate device or anything. The only reason I even think of it is because Ruth Brown, one of the teachers who taught 270 and who audited in my class, as preparation, said that this was my saving grace in teaching a good many things. For instance, in the area of sex, that it was not a serious, deadly matter. That when I talked about it, I mean, there was a certain lightness along with it. I can't even describe it and it isn't a deliberate device certainly.

I: I've got a slight problem here. There is a difference in the way you put humor in the classroom [versus other ways of using it]. There's using it to avoid, when things get so tense, you're talking about some topic that is full of tension for some members of the class. To inject humor then is to avoid the issue versus a humor which is accepting, that is humaness.

S: Yes.

I: To be upset or to feel these things or to care about these things. A humor that shows humaness.

S: Yes.

Segment 3

S: I've always had a question going, cooking. A major question in the back of my mind.

I: At all times?

S: Yes, ever since I can remember. I've always had a question back here. There would be a major one that would last over a long period of years. It would stir up minor questions. But always back of it was this [major] one. And the first one that I remember asking myself was in
connection with Sunday School. I used to go around to various Sunday Schools . . . and everywhere I heard the minister pounding on being good. And so I got to answering him back, not out loud but in my own mind and I'd say, O.K. everyone wants to be good, but how? How do you achieve this?

I: He tells us what to do but not how to do it?

S: Yes. What to do? You're supposed to be good, and this is agreeable with me, but how? I know I ran up against a little snag there that I ironed out in college. This snag was that if God doesn't want me to do it, why does He let me? I worked on that for quite a long time. I had it in the back of my mind.

I: If He doesn't want you to be bad why does He let you be?

S: Yes, why does He let me? If He doesn't want me to do this, why does He let me do it? And I got that one answered in college. I'll tell you about it later. Then at home the all prevailing question was why is my father such a happy man? . . . And so I worked on that. Because it seemed to me my father lived a very good life and if I could figure out why it was so good I'd have something.

I was not totally unconscious of what other people were doing and what was happening to them and why, but my major concern was always what I was working on in my own head. Oh yes, and this question that I raised as a child on this buck passing question that if God does not want me to do this why does He let me. I found early in my senior year a quote somewhere, a statement somewhere that I copied into my notebook, not realizing that it would ever make any difference, or be of interest to anyone. I didn't even put down the source. But it certainly has been a potent one in my life. It was, the statement was:

This main miracle that I am I,
With power on my own act and the world.  

I had been working toward this, but this crystallized it. I mean, from that point on I would catch myself whenever I was passing the buck, my behavior or what I was doing. Whenever I was saying, well I didn't want to do it. I did it because somebody wanted me to or because somebody said a thing. I knew that it didn't make any difference, if somebody else

1 The last lines from De Profundis by Tennyson. The exact lines are:
But this main-miracle that thou art thou,
With power on thine own act and on the world.
This quotation has been equated in meaning with the following lines from Echoes IV by Wm. Earnest Henley:
It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my Soul.
wanted me to. It didn't make any difference if I felt crowded by culture to do it or anything like that. I still was responsible for what I was doing. And I don't think I've ever really passed the responsibility for my behavior to anybody since then, or anything. I may have gone ahead, I may have done what the situation seemed to demand of me against my [judgment] but never for a moment did I not know that, even though someone may have told me to do it, that I didn't have to do it.

I: You may have gone ahead--

S: I may have made the choice to go ahead and do it because this seemed, in the situation, well, it didn't seem important enough for me to make an issue of it, and so I would go ahead.

I: But always you knew they didn't make you do it?   

S: No. I did this on my own. I made the choice and I've got nobody to blame for it but myself. I wouldn't be surprised that maybe I have slipped sometimes. I can't remember, in excusing. And yet I was never very good in alibis. And I was never very good even at apologizing for errors that I'd made and this was not because I did not want to admit that I had made an error. It was because I was saying to myself, there really wasn't any excuse, there really isn't any excuse. You knew better than that. And it always seemed to me to go around yak, yak, all of this was just sort of an alibi. I may have carried it too far. I don't know. But I never--

I: Sort of not taking a responsibility for what you did by--

S: Trying to excuse yourself out of it. The only thing that I have allowed myself in that area is extenuating circumstances. Occasionally I have gone to someone and said, now these are the circumstances under which I did this. This is not what I would have liked to think of myself as doing, but these are the extenuating circumstances. I have never been very good on excuses. Because this always seemed to me that this was another way of avoiding responsibility for behavior. Rush around and apologize for everything that I do. If my motives were clear.

I: I've never heard you make an excuse. You never said I didn't teach well today because I didn't feel like it or I didn't feel well. You might have said, I don't feel well today. But that was all. You didn't say, you might have said I didn't do such a good job today, but you didn't make an excuse for it.

S: I've always been pretty leary of [that].

I: So you had these two big questions? One about being good and the responsibility for being good. The main question at home was?

S: Why was my father such a happy man . . . . My father was just exuberant in the morning. He sang, and he whistled, and he was not any singer at all. But he sang, well, he was exuberant a lot of the time. Even
When the bank failed and he lost his shirt.

One thing I found about him, that made him so happy was that he
considered work a glory and not--this was not a sad thing that shouldn't
happen to a dog . . . . My father said, "Why, I'd work for nothing."
This I'm sure my mother never quite completely understood. I thought
about it a long time, but I realized it was true. If my father hadn't had
a job, that paid him, he would have done something, anyway. The pay was
almost incidental and yet at the same time he was not Lorenzo Jones, you
know, I mean you hear about these fellows who have no idea of the meaning
of money. He was Scotch, he handled his money thriftily.

I: So he could be very close with it and yet it wasn't very important.

S: No, that's right. And it seems like a strange combination but it
wasn't. He was very modest in what he wanted, he didn't want many things.
He just didn't. It just wasn't necessary to him to have many things. But
it was necessary for him to do something.

I: To be involved, but to be active. It sounds to me like he wasn't
doing it [his work] for the attention or for the status, but for the joy
of doing it.

S: I think that was it. He was not afraid to take on almost any kind
of thing that appealed to him at all. And yet he had an interesting kind
of humility. He was always surprised, genuinely surprised, at the honors
that came to him.

I: Yes.

S: And very appreciative of them. He was not uninterested in them.
There was nothing false in his reaction. That anyone should think so much
of what he did, this he appreciated deeply. But always a little bit
surprised, because he didn't really feel that he had been doing anything,
I mean doing it was no strain for him. And he was not resenting doing
it. But then I think I made up my mind when I became aware of this that
I would not do things that I resented doing. And this, of course, has not
been possible to carry through entirely. Part of it is handling your own
resentment. I mean sometimes you resent when it isn't necessary. You
have to talk yourself out of that. But in the main, I do not go out of
my way to do things that I resent doing. I have kind of a rule that I
do't do something and then complain about it. Again I feel as though if
I do that I am being, I am not assuming responsibility for my own behavior.
If I'm going to feel resentful, [then] I won't do it in the first place.
But I won't go around doing kind, nice kindnesses for people and then come
home and complain because I had to do something for somebody. Because I
don't have to do it.

I: But didn't you ever feel like you didn't have enough energy to
give all that was out there to be filled up. I mean, not that you
resented that the energy was being taken away, the need was there.
S: Well, I'm sure I felt that this last year.

I: But not until this last year?

S: No, I was never conscious of it before. I didn't, somehow I felt that nothing was going to be required of me that I couldn't do. Does that make sense? I mean that I didn't have to take on the salvation of the world. That anything that I had to take on, I had what it took to do it. And so I lost no time feeling badly that I couldn't go out and do more. I couldn't do it so, is that along the line that you--

I: Yes. But you never felt that you got involved in so many things that it was taking more from you than--

S: Well, again I always felt this was my responsibility. I've become, in my later years, terribly independent on this. That it's my own fault if I let myself get involved in things, either in things that are time consuming, that are not worth the time or energy consuming that are not worth the energy. And if I had to justify this in a teaching situation I asked myself what is the most important thing here? My teaching or all this futiler [sic], and all this futiler [sic] fell to the wayside. I expect the only reason that I felt secure enough in my situation to go ahead to do this was because if I had ever had an ambition, I mean I'm not an "ambitious" woman, in quotes. But if I ever had one when I came back here it would be to be a good teacher. It would be to be as near a good teacher as they ever had on this campus. And I say that humbly. But I have such feeling for this place, for the school. And I wanted to be a good teacher. And with that, I think it's this way, if I am a good teacher then I am making myself valuable to the University. And this is the way I'm making myself valuable. It's not by all the trivia, all the things that are going on around here.

I: Well, didn't you ever have the experience of getting put on committees without your permission? Don't they do that here, or--

S: Oh, yes, they can put them on you but you can protest. And in all honesty I can't say that I've been pressured too much. I mean if I have said with conviction that this is something that I don't have anything to give to, I haven't been pressured. It gets into that old area of academic freedom which I heard a great deal of when I was on Faculty Council, and I've heard a great deal of outside of Faculty Council too. I've come to the conclusion on this academic freedom business that you, it can be available to you but this is not all that is necessary. You have to take it. Now I have felt that I had academic freedom in the same situations that other people felt they didn't have academic freedom. I had academic freedom because here it was available and I took it.

I: And you didn't ask--

S: No.
I: I wonder if I can do this?

S: No, I assumed if I was told that what I did in such a situation was my own choice, I assumed it was my own choice. I went ahead. Maybe it was partly good fortune. Maybe I made good choices but my choices were my own, not imposed upon me.

Segment 4

I: How do you feel about yourself as a teacher?

S: Well, I think if I have to be completely honest with you, I feel satisfied. [Laughter] I hate to think that anyone has to apologize for feeling satisfied with themselves, I think I feel satisfied. I have no feeling that I could have done any better. Now if you want to get down to specifics like say, more class preparation, more something or other, I probably could have done better. But if you're looking in the realm of influence, of influencing students, I have no feeling of having failed, of having not, well this business of potential or talent or whatever, of not having used this pretty well.

I: The best that you could. And when you were talking about that you wanted to be the best teacher the University had ever had--

S: Yes, I wanted to be one of the best teachers on the campus. I wanted this, and this too is true, I wanted this not for personal glorification, I wanted it because I wanted to do something.

I: Then you won't mind if we don't erect a statue?

S: [Laughter] No, I certainly won't. It would have no meaning for anybody who had ever been in my class, I'm sure.

I: No, of course, it wouldn't. [Pause] I keep thinking about this question: What did you want to do to the students? You answer that you didn't work on anyone but yourself and that you wanted to be a good teacher for the students, that is what you wanted to do.

S: Well, I never could see how you could, well of course this is no news to anyone, how you could teach anything effectively that you weren't. So everything that I put stress on in teaching was something that I had worked out myself. I mean, that I felt I had a right to say it.

I: Something that you had struggled with yourself, and not just something you had acquired--

S: As a good piece of information for the students to know, you know, [this] sort of thing . . . it is what I am as much as what I say, or maybe it is what I am more than what I say.
I: [In studying your teaching] . . . there is something overriding here which is much more important than techniques of communication and techniques of teaching.

S: I think there's a validity to it because it is not presented with consideration for any kind of techniques. There is maybe an honesty, a validity, an authenticity about it because it's coming from my vitals, not from a lot of intellectualizing.

I: This is the interesting thing, to see you struggling with these questions because you can't answer them. I mean, you have to struggle with them. You can't give me an answer [quickly] because you didn't think of what you were going to do before you did it. You did what you felt was right, what was consistent with you, and made no judgment even on your own self whether this was good or bad or indifferent. Whether this was the way to do it or not.

S: Yes.

Segment 5

I: How did you feel about these students that you didn't reach? Or you say you didn't know?

S: I didn't know. But you see, I mean, I think this is a place where I have differed from many of my colleagues, is that this is a thing that has not, I've never spent much time thinking about it at all.

I: About whether you were reaching them or not? About how many you were reaching?

S: No. Nor trying to calculate, you know.

I: How long it was reaching?

S: No. No, I haven't. I've just sort of sown it and it has taken root wherever it landed and found fertile soil. I am amazed that there is enough evidence that I have reached so many. I think there is evidence that I have reached a lot of people. A high percentage. I'm pleasantly surprised at this. But this has not been a concern. This is something that--

I: You were pleased at the thought but you weren't shocked. I mean you weren't flabbergasted.

S: No. I hoped to, I wanted to reach people. But I have never set out with this view in mind. Oh, I wonder how many I can reach today. This has never been my concern. My concern has been what have I in the line of experience or knowledge in this particular area that would be most profitable to them. And so I have been concerned with picking out those parts
of my knowledge or background that might be the most helpful. And in this process I have forgotten entirely about any checking on how much they are getting or whether they're [listening with concentration]. However, I will say this, I have never had trouble in my classes with many side conversations going on. I mean that interfered at all with any free discussion that we have had. This may be significant. Mainly, no matter what anybody was doing physically, I think they were listening, mostly. Because they were not, with the exception of one phrase they might exchange at some pertinent point, they were not discussing with each other. And I have heard people say in the discussions they have had trouble with people who are doing a little visiting on the side in class and I never did [have this trouble].

I: Yes, I had trouble with it the first time I taught just this last year. It really dumbfounded me, I had to put my finger on when it started happening. It does happen.

S: Yes. Well, I've heard--

I: Or else you hear people say how do you control them and doesn't it get out of hand?

S: No, I never attempted to control. I was not concerned with control. I was always concerned with what, I think maybe that's it, with what I had to give them that would be most significant to them. And I wasn't checking it. I was so involved in giving it that I didn't know, or checking on, or estimating--

I: No time for saying now how is this hitting them?

S: No. Nor do I have to judge if they are [word not audible].

I: Or, do I need a joke to fill in here?

S: No!

Segment 6

I: I suppose that you like others have felt that universities have, at least since the last war, put more concern on research and less concern with teaching. There are many of us that feel that way. Now if you do, how has this made you feel with your philosophy, feeling that teaching is the important thing. Your one ambition to be a great teacher. How does this make you feel when universities are concerned less and less with--

S: Well, this is awful and I--

I: Do you want me to turn the tape recorder off? [Laughter]
S: No, but actually I think I feel almost as I said this morning as my father felt. If I couldn't teach for money I probably would teach for nothing. That is what I meant was awful. I thought this many times through the years but I hadn't better let administrators hear me say this.

I: Yes.

S: Or they would probably let me teach for nothing. In fact when I started out the first few years, that was just about what I was doing. But my feeling about teaching is that strong. I've never been, this concerned about universities and about the relative importance of research to teaching and what not, you see it's never concerned me. As long as I have my work and continue to teach--

I: As long as they let you teach, you didn't feel what they thought, was important.

S: No, I didn't care what they thought was important. [Laughter] That's not a standard answer but--

I: Well, I've long since quit expecting standard answers [from you].

Segment 7

I: Well, it seems to me one of the closest things to a technique that you have in your teaching is your use of quotations. It seems to me that you always had some there. You had some [in front] of you [in your notebook]. And that when you kind of got to an end of a discussion that flowed out of one stimulation then this was a way of flowing into more discussion. What's your opinion about this?

S: Well, as a technique, I'm not conscious of it but one of the amazing things I have discovered in how well all of the things I have read and stored correlate toward this good living. And these things that I have brought in have come from various sources. Very seldom do they come from someone in our field. Because many of them come from philosophy or from poetry or from great minds that I have admired somewhere along the way and these things I have stored away through many years. I just didn't sit down and learn a bunch of quotations. I stored them away from my reading through many years, when I was not professionally employed. And they seem relevant. Somebody has said something so well that I don't think I can improve upon it.

I: So you're using them, your motivation in using them is because they fit, not because if I throw this out I'll get more discussion.

S: No, that's very true. I mean, I'm not really, that's never been my concern. It's been-- This is the same thing [as] when I have told personal anecdotes about my family. I never told an anecdote in class because I thought it was cute or clever or just happened so I told it. If
I told an anecdote it was because it seemed to illustrate a point and sometimes I think it's so easy for us to intellectually accept a statement without ever seeing what it means in real life. So whenever I find it possible to illustrate from real experience I think I'm making it a little more real, and not just an intellectual experience.

I: But you hear so many teachers say I'm worried about getting the discussion going today. Or, I don't know how I'm going to get the discussion going on this topic today.

S: I never worried about it. If it didn't get going, it didn't get going. But this really never was a major concern. That's true.

I: And if it didn't get going, it didn't get going and--

S: I went on.

I: You didn't do anything to make it?

S: No, I wasn't working to stimulate discussion. I think I'll get back to something. I have thought an awful lot about motivation. And I think it's terribly important what the motivation is. And my motivation was never to get or not to get good, bad or indifferent discussion. My motivation was always looking at this particular subject we were covering and trying to see, what in my experience, what in my background of information that I had, could possibly be valuable to them. And I just let the discussion take care of itself.

I: But you did value their opening up and talking about how they felt about these things too.

S: Well, I showed that value by always listening. I mean once in awhile, someone has asked me if some particular contributions didn't bore me, or even if I didn't feel defensive about some contributions someone is making, as if they were attacking me or something. And frankly I never saw it that way. I thought [of it] as the whole group attacking a problem and whatever they thought in this was valuable because they saw it. It was not, it didn't necessarily sit up beside the particular value I put on it line for line or number for number but it was valuable because this was what they were saying. And I always had the feeling that if anyone ever did start out attempting to impress by contributions, that before they got done they were making honest contributions and would have been ashamed to continue to impress. Maybe this is an overestimation, I don't know, but I always operated on the assumption that anything that anybody said, they meant. Because anything I said I meant. And I think eventually it got to be that way, if it didn't start [out that way]. With some it started that way.

I: So if you accepted it as a sincere feeling that they had, then after while it's ludicrous to be saying something you think she wants you to say. If she's going to accept it like something I really mean and feel,
so then they would just change. They would just stop trying to impress and give contributions that really did come from their true self.

S: Well, that's what I've always felt. And therefore I never concerned myself— It's the way teachers feel about, you often hear one of them say some student is trying to make an impression. Well, it never worried me. If they were trying to make an impression well, all right. I mean that all right let them try to make an impression because I knew that this was not going to affect their grade. It was not going to affect my feelings about them one way or the other. And they were even free to do that if they wanted to. But I never felt and maybe I'm over-estimating the powers of a relationship, I never felt that they continued it very long, even if they did start out on that.

I: Then it never occurred to you, or you never had any thoughts like how can I make this girl start making meaningful contributions or really exposing, really feeling her own self?

S: Never. She just, because I reacted in the way I did, eventually she did. I expect that being examined closely maybe [this] always didn't go into effect but it certainly did--

I: Many times?

S: An overwhelming percentage of the time.

I: And your feeling is that the best way to get this student, the way that it will happen is that if I will just truly be myself, and not try to make her be anything she will either come out herself or she won't.

S: I think this business of acceptance of students, something I probably need to think a lot more about too, but I'm sure that there are certain degrees of acceptance, and I think that through the years the more that I have learned about human behavior, the more accepting I have become. And this is not an act of virtue, or nobility, or saying to myself come hell or come high water, I will be tolerant. It isn't even tolerance. It's just acceptance. And I have come to the feeling that this total acceptance of the person leaves them, leaves the way open for growth. They are much more apt to make positive growth, in this kind of situation. But it's not a planned sort of thing. I couldn't be true to the things that I have learned about human relations and not automatically be accepting. I mean without effort, without any virtue applied to it, without any stress or strain on me. It just seems to me that this is implicit. The more I have learned the more accepting I have become. And the less often I find myself— And this accepting doesn't mean, necessarily, I don't want to open a whole new area here, which would take about a week to go into [laughter] but it doesn't necessarily mean to accept their behavior, that you treat them more leniently than you think justice demands in the situation or anything else.
I: It doesn't have anything to do with permissiveness?

S: No, not permissiveness or total approval of their behavior or anything like this. It is a total acceptance of this person as she or he is as a result of their heritage and their experience up to this date. But there's also involved in this accepting, a real feeling of, oh, what adjective can I use there, that it is possible for people to grow and become better than they are right now. I mean that in this acceptance, and they are left open. They are not condemned, you are not condemning them, you're not judging them and they are left free to improve and there's an implicit faith that human nature is inclined to improve if given the right circumstances.

I: It's I believe so much that it's organismic for you to grow and to become better than you are that I wouldn't dare think of changing you?

S: That's right, I don't want to change you. But if I can make, if I can help in the environment making it freer for you to make positive growth, that I can do. The growth is yours.

It's one thing to accept intellectually and it's another one to feel it. They may be poles apart. I mean what people can accept intellectually and what they really feel.

I: And when they ask how can I show acceptance of this person. If you do accept them you don't have to show it. You just do [accept them].

S: And you don't have to think about how you're going to show it because you don't, there is no particular routine by which you show it. You just are accepting.
I: All I'm asking you is to tell me how you felt about the class, how you felt about her way of teaching, how you felt about her as a teacher, how, you know, your feelings during class and that kind of thing.

St: So you just want me to start talking?

I: Yes, unless you've got some questions you want to ask me about beforehand.

St: You haven't got any questions?

I: Well, I have some but I'd rather you just start off, first off and tell me what your reaction is and then we'll pick up from there and see where we go. [This hesitancy to start talking was not typical.]

St: Well, when I first was in the class and saw that I had an older teacher I wondered what kind of technique she would use. Since she was older and she put us at ease right away. It was the way about her. She was kind of homey and immediately she developed this informal atmosphere. This helped a little bit. But her lessons were well prepared, and yet, she was very flexible. She'd move into anything. I think one of her main objectives was to have good discussions and she always seemed to get good discussions going. And also she would provide such good examples, relating to her own home life, and she was very honest with us all the time. And, I don't know. Help me out.

I: Well this is--

St: My first impression, my first impressions that have remained with me, that she was a very honest person, very informal. She was concerned about us. It was more than this impersonal thing that you get at the University so often. She was really concerned about us. And she had each of us write down a little diary of certain things that meant a lot to us, that happened during the week or each day. To write down something that really meant a lot to us. And then at the end of the semester, or the quarter, she had us turn this in. And she made a little comment at the end and I always remember a comment she made to me. She said, "You seem to be smiling a lot more." And she noticed things about you. And this helped so much. When you know that someone is concerned about you and wants you to learn, and you know that they are going to help you, and are willing to help you, to take time to help you, and you do want to learn. She was one of my favorite teachers.

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1. Here and subsequently I refers to interviewer.

2. Here and subsequently St refers to student.
I: She was.

St: Yes, she was. I've had other teachers I've thought did a good job but it was the atmosphere in her classroom that I like best.

I: This atmosphere made you feel like learning?

St: Yes, I was at ease in her classroom. There wasn't this pressure to participate. You know how some teachers say I'm going to be grading you on participation. There was nothing like this. Somehow you wanted to participate, because the discussions were so interesting. And you felt something about them. You wanted to say something. Everybody wanted to tell everybody else about their own experiences. Perhaps part of this was the type of class it was too. That it was [C.D.] 270.

I: You mean the subject matter--

St: Yes, it helped a little bit too. But some of my teachers have relied entirely upon lecture, they spent so much time on lecture and getting points across and some teachers are seeking for the right answer. They want the answer. Whereas in this kind of a class, now this isn't specifically her class [that is, other teachers teach this class] and perhaps I'm really not--but any answer is right, any answer is okay. She just wanted to know what you thought. She wanted your reaction. I liked this too.

I: There was not that judgment of what you said or your--

St: That's right. You weren't judged for what you said, or what you thought, or what you felt. Because your reaction or what you had to say would help the group in some way, probably, or some individual in the group.

I: So everything was important and she didn't belittle it or she didn't--

St: No, she didn't. No. Everything was accepted. Was very good. I enjoyed it very much.

I: And the feeling that you remember having during the class was that you just really relaxed, not tense.

St: Yes. Let me think. I had it a couple years ago it seems like, I don't know. Myself, it was easy for me to stand back in the background and not participate. Perhaps this isn't too good if the same people participate all the time. But this is natural with different personalities too. Some people just tend to participate more and are willing to give out more information. But we got into some pretty frank discussions in that class, which I'm sure was what she wanted.
I: Now can you tell me what you mean by frank, we get into some very
frank discussions? You mean--

St: We got right down, well when we were talking about sex, we got
right down to bare facts. And discussed it. And everybody was honest with
everybody else, and very frank. There was no hush-hush or anything like
that. [Pause]

I: And you would say the things that you were thinking about or were
concerned with?

St: Yes, you felt, you felt free to. You knew that people wouldn't
think ill of you or think well, she's funny. Because everybody was
expressing their ideas. The whole quarter everybody was throwing in
ideas. And [pause]

I: Well, this came about because of the atmosphere she was able to
create almost immediately?

St: Yes, yes. I don't know, she always--she was able to laugh at
herself. She was always happy. She was always happy, no matter what.
She would always give us her little chuckle or laugh, you know. She had
a sense of humor too, which is so important. She is so human, such a
human person. Warm. She wasn't stiff, you know. Just relaxed.

I: And you were just real comfortable being around her? And--

St: Oh yes and another thing too. Everytime you'd see her outside
the classroom, even now, she remembers your name. And she'll give you a
hello there, you know, or hi. And [pause]

I: This just wasn't an act. She really did know you and care about
you and because--

St: Yes. So many instructors you know, even now over at the Child
Development Building, you see them and they kind of look the other way or,
and it's that--here you've had them in class!

I: And then they look right through you.

St: Yes, like they don't even remember you. But she still remembers
my name. I was at the hospital when she was at the hospital and I saw her
there. [This student was a part time practical nurse at local hospital.] And
she remembered who I was and everything else. And she was the same
person, the very same person. Cheerful I mean, she didn't have two person-

I: She just was really herself at all times so didn't have to be
something else. She didn't say, now I have to be thoughtful of students.
St: She was comfortable in the classroom herself. You could tell that she wasn't so concerned about getting points across. That she wanted us to discuss this and evaluate it for ourselves.

I: So she, well although she had things that she wanted to cover and get mentioned, she didn't think you have to believe this way.

St: She gave us outside reading to do and then we discussed this outside reading in class.

I: Yes.

St: And we reacted to this outside reading but we didn't form main, well we did come to some conclusions. You just about have to. But a lot of it was left up to us to evaluate for our own selves, which I think was real good.

I: So although you had opinions and she gave her opinions about the reading it was still open ended.

St: Well, of course, there had to be certain conclusions because otherwise there was nothing there to test you on. You had to have certain standards.

I: So you have something to evaluate against.

St: I mean a basic, the basic course was what you got out of it as an individual. [Pause]

I: Would you go back again for me to the feelings that you had in the class. You said that you felt comfortable?

St: Yes.

I: Does this mean that you felt more comfortable than you do in other classes or--

St: Yes.

I: More at ease?

St: Yes.

I: What can you remember, you know, other feelings that you had? Do you recall anything else? Like, I don't know, other class member or--

St: Oh, toward other class members? Oh, I was real surprised at some of them participating. Some of the things that they had to say. And I grew to respect them more as individuals. I grew to know a lot about them than I had ever known before.
I: You mean to students you had, you might have been in other classes with?

St: Yes.

I: You got to know them differently?

St: I got to know what they felt like inside. You know, there was nothing superficial about it.

I: How does this make you feel when you begin to see, you know, to know what a person is really like inside?

St: I respect them and I learned to respect individuals. Because there were so many ideas and so many different types of individuals and each of them, what they had to say was accepted by everyone. And I learned to accept everything, you know that they had to say. I learned to respect them as individuals.

I: How'd she do all this? You know, I mean, you have to some way, can you tell me how you think she did this?

St: I think a lot of it was just her personality. She, well, this may sound funny, but she was kind of like a mother to us. That's what I thought anyway. She was just like a mother that you could talk to about very close things, that you would normally not talk to other people about. And oh, I don't know. Ask me something else.

I: That's very interesting. Now Sue, if you can think of the ideal teacher, there probably is no such animal, but you know, think of an ideal, the characteristics of an ideal teacher, and characteristics of the stereotyped bad teacher. Can you think of some one words, or a few words to describe two of these people, that is Mrs. Hansen and one of the others, but not the third one.

St: What do you mean a third one?

I: You think of three people; the ideal good teacher, the stereotyped bad teacher and Mrs. Hansen. Now can you think of words that would fit two of them but not the third?

St: The third being ideal?

I: Well, how do you want to make the comparison? Like you may think of words that fit the poor teacher and Mrs. Hansen and not the ideal good teacher. Or you may think of descriptive words that fit Mrs. Hansen and this ideal good teacher.

St: Why not all three?

I: You mean you can think of--O.K., however it suits you to describe them.
St: The ideal teacher to me understands her students, is concerned about them, expresses an understanding, a genuine warmth towards them. And she helps them as much as possible. I don't know if I should say Mrs. Hansen is the ideal teacher because there is no ideal teacher, but she came the closest. Everybody has their own ideal teacher but this for me, I think, is so important, a teacher who is warm, enthusiastic, and understanding. And I think she was all this whereas a poor teacher isn't concerned. She is more concerned about getting her subject matter across, about grades, about, you know, about the concrete aspects of a class. She isn't concerned about each pupil as an individual; she grades her pupils according to how they perform on a test, or on daily assignments. Whereas an ideal teacher would evaluate her students not only on grades but on, I think, what they get out of a class, what effort they put into the class. And how they enjoy it.

I: A lot of different things other than just a grade on a test. She would be observing and getting--

St: Yes and Mrs. Hansen, I think, got to know quite a bit about us, about us through those diaries that she had us write up.

I: Yes.

St: And when she read through those I know she learned a lot about me. And it, I remember when she gave the assignment I kind of groaned and I thought what exciting thing happens to me during each day. But then I began to look at things that happened and I began to find things. You know, that I thought were really valuable, to my life. And I became more perceptive about human relationships and this is what she wanted. I know it is. I don't know if she succeeded with anyone else but I know she did with me.

I: And it worked for you. You began to see--

St: It worked for me but of course now everybody is different and others have different ideas.

I: There might have been some students who thought it a complete waste of time?

St: Yes this is true, this is true. I know this is how I felt when I went into it [but] when I got through with it, I found it very valuable, very valuable. And I was glad that she made that remark at the end. Oh, she'd go through [the notebooks] and make remarks you know.

I: What this remark at the end seemed to be saying was you've grown a little bit, or you've found out things about yourself, so you like yourself better now. Something like that she was saying?

St: Yes. She was helping us evaluate ourselves too.

I: Helping you evaluate yourself?
St: All through the course, she'd, you know, we were comparing, well we were, I don't know if this was an objective of hers or not, but we were all the time comparing ourselves to the norm and trying to evaluate ourselves to see if we were maturing or growing, just where we stood. And then at the end I think she was able to see how we had grown, through what we had written in our diaries. Because you know, at the very beginning of our diaries we weren't exactly sure what was required. And our little entries were perhaps stiff, and about trivial things that really weren't important, that probably weren't even valuable with the subject. They were probably more stereotyped than anything. But then towards the end, well, I should only talk about myself, I became more aware of what she wanted or of what she was seeking in us. It was, it was to help us to grow. It was to help us perceive human relationships, to understand others and to respect others. [Pause]

I: And it really worked for you? I mean it--

St: It worked for me. Yes, it did. I'll always remember that class.

I: Yes. What carry-over do you think you've had from the class? I mean, you know, what kind of effect did it have on you, you know, that stayed with you or changed your life?

St: Well, I enjoy people much more. And when someone does something that is negative, I take a look at that person and I think there's got to be a good reason why he did this. And I'll accept this behavior and I kind of have an understanding, there must be a reason why. Before I probably would have gotten mad and said he was out of his mind. Now I take time, to think why he acted this way, or why this happened. And then I respect him, you know, if I can find an answer, why he acted that way. If there's a good reason and there usually is.

I: Yes. Then there's no reason to dislike him anymore or to dislike what he had done.

St: Then I don't think there's anybody I really dislike anymore. Really because everybody is an individual and they're going to act this way sometimes. You've just got to accept it. This is, this is their nature.

I: And you think all this started from the things that happened to you--

St: Well, this is the first class I ever had dealing with human relationships and mental health, I guess that's what it was. It was the very first contact I'd had with anything of this nature and oh, it did me so much good! I wish that in churches ministers would take more of this kind of approach in their sermons instead of all this--[pause]

I: Telling you what you should do?
St: Yes.

I: You mean helping you understand--

St: Be good and God will forgive you for your sins. I think they should take more of this realistic approach to things. Very realistic.

I: And what do you mean by that? This [class] was very realistic in that you didn't expect people to be better than they really were or--

St: Yes. You are what you are and I accept you for what you are.

I: There are good and bad things about everybody. There is about me and there is about you?

St: Yes. We all have our strong points. We all have our weak points.

I: Do you see any other ways, Sue, that the class changed you in your interest or in the way that you do things, or can you see any effect on your interest in studying after that?

St: Well, let me think. I started out as an Applied Art major and this is a required course even in that curriculum. And it seems to me, I had this when I was a sophomore, the winter I was a sophomore, and I switched into Elementary Education at that time. And I was kind of wondering what it was going to be all about and whether I, what kind of a teacher I'd be and if I'd made the right decision. And this is the second Child Development course I'd had. The first one was [C.D.] 236, I guess. And I didn't like that at all. I was very disappointed, very disappointed in Child Development.

I: It seemed cold, or--

St: Yes. It was. Too much lecture, oh, I don't know, there was something missing. But I got into this class and I was afraid it was going [to be] more of the same. And it really had me worried since I was making my major Elementary Education. And they have so much child development background. Well, I went into this and I got so much out of it that it did build my hopes up. It did.

I: You mean that it reaffirmed that you had made the right choice and that teaching really was what you wanted to do, and that this was the department to be studying in?

St: Yes. Well, I wouldn't say that it was responsible for my whole feelings about it but it certainly did help.

I: [Not audible, but probably something to effect that this class came at a good time.]
St.: Yes, at a good time, a good time. Cause I had my doubts.

I.: Do you think you changed any feelings about yourself?

St.: About myself, yes. I'm quite an introvert, at least I used to be. I'm quite an introvert. I still am, to a certain extent. But she took an interest in me as she did the others and I felt that I was accepted, and I felt that I was just as good as everybody else in the class. I did, I did get a lot of positive reinforcement.

I.: You say because she valued you, you began to value yourself more?

St.: Yes, and also the thing we were studying about, this mental health material we were covering, helped a lot too. Perhaps she was just a good teacher to have that subject. Because to me she was a well-adjusted person. And now that I have seen her up at the hospital under the circumstances, I know she is, [by] the way she is handling herself now.

I.: Because it really takes a very mature person to face the things she is facing right now?

St.: Yes, I can't believe how cheerful she was at the hospital and she is very ill.

I.: Yes.

St.: I don't know. I just think so much of her. I wish I could express myself better.

I.: I think you are doing a very good job of it. Of course it's kind of hard to describe some of these things because they're almost--

St.: They're intangible, that's what they are.

I.: Yes.

St.: It's hard to express feelings about them.

I.: This is one of the reasons I've been so interested in this project, because in talking with students, you know, and [when I ask] how did you feel about her as a teacher there is usually a look on the persons face like there is something they want to say, but it is not easy to put into words.

St.: When you asked me about her on the phone I just knew, well, I want to talk about her. She is one teacher I want to talk about. Because I think she is one of the better teachers over there. I really do. And I remember, you know you always go around and people ask you who you have as your instructor for this and for that, and I'd ask people well, did you have Mrs. Hansen for 270 and if they'd say no I'd say oh, you're missing something. You really are. And people who had her agreed with me. She
was so tremendous and her door was always open to you if you ever wanted to go and talk to her. I think when I had 270 she had her office over in the Home Ec. Building. That's before they moved over to the C. D. Building and her door was always open. You'd walk by and she'd look up and say hi there. Just as friendly as could be.

I: She was never too busy.

St: That's right.

I: For people.

St: And apparently she had boys even come over and talk to her and ask her about problems they were having. Because she would use some of them as examples in her class.

I: Occasionally there were boys in the class but you didn't have one in your section?

St: No. I wonder what the boys would say? How they would react?

I: I don't know. Unfortunately none was pulled in my sample.

St: I know a boy that took 270 but I'm not sure, it might not have been with Mrs. Hansen.

I: No because she has never taught more than about half the sections you know. Let me ask you a little bit about her. What do you think she feels about herself? What kind of a person. You say she's very well-adjusted and she's very matured but tell me some more things about her. Like of what things might she be afraid? What things would make her anxious or worried?

St: I think if anything happened to her husband she'd become worried. Or if anything happened to her family. I think, I bet she's more concerned about her family than herself. This is the impression I received. I remember in class discussion she would say that her husband, something about cupboard doors. That she'd learned as a child to respect people when they sleep and to make, to try to avoid making any noise. So when she was getting into the cupboard instead of trying to close doors, she'd just leave them open. And this made her husband mad, that the cupboard doors were open. But still it demonstrates that she was respecting others. She was respecting their sleep.

I: But you're saying that you can't think of any personal fear that she might have?

St: Right now, under the conditions, I wonder if she is fearing death? I don't know.

I: Her attitude at the hospital didn't give you--
When she was at the hospital she was still cheerful and she still had a smile and she still remembered me, and she would say, "Well hi, how are you?" And I'd sort of kid her along. I said what are you doing back? And, "Oh I guess I still have something wrong with me." And she was joking, she was concerned because, well she was tired and she was more quiet than usual and she'd stay by herself. And yet she did go out and visit with other patients. But she spent a lot of time in her room writing. Probably because, you know, she was tired and weak. But her husband would come to visit her.

She talked about their family life. She talked about the bad times they'd had and she'd laugh, she'd accept it. And oh, I can remember the time when we had this fight or something, she'd laugh about it. Oh, she accepted it as natural that you're bound to have differences. She accepts her world, I know she is going to accept death. She'll fear it but she accepts it.

I: There's a difference there.

St: Yes.

I: What kind of things would make her angry?

St: Well I've never even seen her angry.

I: You never saw her be irritated or angry or short or curt?

St: Well at the hospital, I never. Oh, she had a very high temperature apparently and was perspiring and her gown was just soaked. And she wanted a fresh gown and she didn't say much, very unlike her, she wasn't short, she wasn't irritated, she just didn't say much at all. Just didn't say anything and it's not like her because she is usually pretty talkative. That's the only change I could note. There was not irritation or anything like this. Just that she didn't talk as much, she didn't have quite as much to say. And she wasn't as cheerful, as she had been.

I: Can you remember when she was very quiet in her relationship with students at any time?

St: No.

I: That she was irritated at students?

St: No, I can't remember anything.

I: What if they didn't, hadn't done their work, or hadn't studied or weren't prepared for class?

St: Well that was up to them, if they didn't want to do the assignment that was up to them. She didn't, she never reprimanded anybody because they didn't have their assignment done. Let me think. I can't
remember if she gave any quizzes, pop quizzes or not.

I: I'm not sure.

St: I don't know, I can't remember.

I: I have never heard of her giving any pop quizzes.

St: I don't think she would, she isn't the type. Of course, she wanted to get her assignments done, so we'd have something, some background for discussion but, but there was no forcing you into it. It was up to you.

I: Yes. It was your responsibility to do this and she expected you to do it and that was that? [Student nodded yes.] What kind of things distracted her?

St: You mean that got her off the track? Well, if anyone said anything interesting she would, she would carry it on. If someone got off the subject a little bit, but if they had something interesting to say, she would talk about it. And she was always getting off the track with these examples of her own, of her own family life. And she gets so involved with these examples, she'd, you know, start remembering things.

I: Did you get bored with these?

St: Oh no. Not at all. I enjoyed it so much. Because she had a sense of humor and she'd laugh, she'd joke about something and she could be serious too. She'd talk seriously about something. And you could tell that she valued it, valued the situation, the experience, that it had meant a lot to her at the time, that it had changed her life, in some way. And I know she, let me think, she talked about her life as a young child. It seems to me, what was it? She was an only child or what was it?

I: She was an only child, yes.

St: Yes it seemed like that but she and her mother had a good relationship. What was it? I remember she used to talk about it. Can't remember if it was positive or negative but I'm sure it must have been positive. About how her mother, let me think, I think her mother, she got along real well with her mother. I think they lived on a farm or in a rural area. They didn't have many things. She used to talk about that. It was very homely.

I: Yes, not pretentious and affected.

St: Yes.

I: You said you understood people better as a result of having taken the course, understood yourself better maybe. Anything else you can think of, in what way, how the course affected you? Your feelings about yourself?
St: Oh I thought Mrs. Hanson was a very happy person. You don't see people that are that happy very often in this world. You really don't. And I wanted to have what she had. She had so much. And what she had was love for everyone, and she wanted to give it, give it away. And she was happy with helping anyone. She was just happy in doing things for others. And always being there if you needed her. This made her happy. And this was one part I like about teaching. Just helping others, helping the kids, and when you know that you are helping them it is so rewarding. I think she enjoyed teaching very much. It was obvious that she did. She enjoyed her relationship with the kids, the students.

I: Yes.

St: What did I get out of it?

I: You said, you seem to be saying that you're trying to do the same thing, to do in your teaching what she did in hers.

St: I want to show the kids that I really enjoy them, that I really like them. I think a lot of them. I want to help them in any way I can. This is what I want more than anything. Because if you develop this kind of relationship with your students they're going to want to learn. It's going to help them an awful lot. And they'll know that you're behind them all the way, too.

I: And you don't want to make them learn.

St: This is true. I've found that this is true even in my student teaching. [Tape ran out at this point. Remainder of interview consisted of the student talking about her student teaching experiences.]
APPENDIX D - INVESTIGATED DATA

Part I. Learning Milieu

Interpersonal Atmosphere

Subject liked students and was interested in them as individuals; she was concerned for students, respected and trusted them.

Supporting Student Statements:

R¹: [Subject's feelings for students?]² "I really think she loved them. And she loved teaching, and anything that she could impart to them, to help them be more successful in their lives; this was important to her."

"She was interested in you and your living of life, more the total you. Whereas other courses are interested only in the intellectual you."

E: "She made us feel like she was interested in us."

"If she could have been personally involved with every single person I imagine she would have."

"I think definitely she really cared. I felt that way, I felt she cared what I had written in my daily things."

A: [Feel about students?] "I think she liked them [students] and was interested in what they were doing and had a concern for their future and for their well-being and everything. Not whether you make a lot of money but whether you can go out and be happy and get along with people. That was her main reason for existence."

X: "It always seemed that she took an interest in each one of us. This made a difference, and you weren't just someone in her class, you were someone that she was willing to help."

¹Here and subsequently alphabetic letters refer to a specific student.
²Here and subsequently material enclosed in [ ]'s are the researcher's comments to explain or clarify.
"She was more interested in other people, she didn't refer to herself. I know she was sick at the time, but she never mentioned it, or talked about it, or seemed to feel sorry for herself, or anything. She just went right on living. I think she was more conscious of other people, you know, she wasn't concerned about herself. She never mentioned in class that she was sick."

"She was interested in students and she wanted to help them, so they could see where they were headed, to see what values they held, goals they were working for, probably, just like her own family members."

"I'm sure she trusted everyone in class."

N: "I can't remember her ever questioning us on anything like being suspicious, or not trusting."

[Feeling toward students.] "She was happy to see them, she especially enjoyed it when students were anxious to learn, that was what she wanted. And if she could see that they weren't quite as enthusiastic, she tried to build this up a little bit more in them and to help them realize how wonderful it is to learn."

B: "Most people are so impersonal. Not that she was personal. But you felt like an individual in yourself. And most teachers won't let you become an individual."

C: "She was concerned about us. It was more than this impersonal thing that you get at the University so often. She was really concerned about us."

"She noticed things about you. And this helped so much. When you know that someone is concerned about you and wants you to learn, and you know that they are going to help you, and are willing to help you, to take time to help you, and you do want to learn."

"I think she got to know quite a bit about us through those diaries that she had us write up."

"Her approach was that you are what you are and I accept you for what you are."

"She was always demonstrating that she was respecting others."

F: [How did she feel about these students going to sleep in class?] "She really didn't ever that I remember, ever say anything about it."
"She seemed to be in the classroom because she liked people, and she enjoyed people. And enjoyed youth. And she wanted to help you, if you wanted as much as possible from the class."

"She got so she knew everybody's name in the class, of course we met every day too, but some instructors didn't ever know that you were in their class."

[Feeling about students.] "She was interested in what they were doing. She could just chit chat with them too before class. She was interested in people, in hearing about what they might be doing in other classes or something."

"She never appeared to get irritated with students, I think we were kind of like her family of girls, because she had two sons, no daughters, and you just felt like that you were a part of her family."

"You know, she just seemed to like people so much, that there weren't any [irritations] with students."

O: [Feeling about students.] "I think that she had a real desire that they learn, so that they'd benefit from the course, not just that they passed or not. Or if they did the work. She wanted them to benefit from the course. She is really interested in them personally. Naturally interested in students."

P: "She had good rapport with the class."

[Feel about students?] "I think she liked them. She gave that feeling to me that she thought it was really great, that we were patient enough to want to get an education and that she would want to help us as much as she could. And she really respected us for wanting to do this."

U: [Feel about student?] "That each one was an individual and that they should be treated as such and she got to know you all by your first name, which made it more personal too. We felt like she was a personal friend that we could talk with later on if we liked."

W: [Feel about students?] "Oh I think she liked them. And I think she wanted to do what she could to make maturing easier for them."

Y: "I think she respected her students and she enjoyed them. You could have a lot of fun just talking with her."
G: "How do I think she felt about students? I think she had a great, she placed a very high value on individual's work as a human being and as an individual. She gave love, within the limitations of the class, equally to each individual as they would accept it. She would love them if they gave her a chance at all. She would love them."

X: [Feeling about students?] "I think she liked them just generally. I didn't see any indication that she didn't trust them."

Q: "The main feeling I had of being in the course was just that you had respect for Mrs. Hansen because she had so much respect for the students.

L: "She was very conscientious about the students. I think she was very concerned about their welfare."

"She trusted people I believe. Her tests were on the honor code, but even so there was this sense that she trusted the students when tests were handed out."

"I think she was willing to, wanted to get to know each student personally. To become better acquainted with them, I think she would have liked it if students would have taken it on their own initiative to come and talk to her or something of this sort."

X: "I would say probably the most important [thing] was that she made you as a person feel important. And that she related everything to you as an individual, which isn't done elsewhere. You weren't a number."

Non-Supporting Student Statement:

K: "She was friendly. I don't know that she especially was personal with each student. There were so many students in the class that I didn't feel like I really got to know her personally except when she did talk about herself in class. This made up for it, in some ways."
Additional Data:

From Interviews With Subject

1. I: "You are very observant, but you do not seem to categorize behavior.

S: "And this is an unconscious thing. I mean, this is not something that I said to myself that I am not going to classify people. I just don't. I just don't. I mean, well lots of things that have come out this year about my teaching I have never thought about. Never once in fifteen years. ... I have never thought of this. When you ask me I can tell you what I have been doing or how I feel about it, but I have never thought about it."

2. I: "You wanted to be the best teacher the University had ever had?

S: "Yes, I wanted to be one of the best teachers on the campus. I wanted this and this too is true, though it may be hard to [believe], I wanted this, not for personal glorification, I wanted it for the students, because I wanted to do something.

I: "Then you won't mind if we don't erect a statue?

S: [Laughter] "I certainly won't. It would have no meaning for anybody who had ever been in my class, I'm sure."

Students liked, admired, enjoyed and identified with subject and felt she was a good teacher

Supporting Student Statements:

E: "I thought Mrs. Hansen was one of the best teachers I've ever had here. I really seriously can say that because this is my last quarter in school and so all the teachers I am ever going to have here, I will have had. And I think undoubtedly she's the best teacher I've had."

1 Here and subsequently the letter I refers to the interviewer.

2 Here and subsequently the letter S refers to the subject.

3 Here and subsequently ... indicates a portion of transcription omitted because it was inaudible on the tape recording or omitted because it was not relevant.
"I thought she was very enjoyable."

J: "The reason that other students criticized her is because maybe, I am more like Mrs. Hansen and I identified with her. And I think I do. Because you, when she talked about taking her little children out for picnics and things I could see myself doing this and spending time with them and on different things she would talk about, you would see yourself doing them too. And maybe they couldn't identify that much with her. And that's why they didn't like her as much as I did."

"I didn't talk to very many people who didn't like it because most of them liked it [the course] very much. I just heard a few unfavorable comments and I heard them later in the quarter and I was real surprised. I just about dropped my teeth. Because I didn't realize that people didn't like it."

X: "I had heard about Mrs. Hansen and that she was a real good instructor and everything, and I had my hopes up."

"It was one class I really enjoyed. Just her personality and everything made it, good to be there."

"I had heard that her classes were real enjoyable and that she brought in her own experiences to make them better, and the discussions were so good in her classes. They said, she is as good an instructor as I have had."

"This class wasn't a disappointment by any means."

"She knew her subject matter and how to present it. We have a lot of teachers on this campus, they know their subject matter, but they cannot present it to classes. I don't know whether they are forced into being teachers or what, but they are not good teachers."

B: "I can't parallel anything of bad teachers with Mrs. Hansen. They don't even apply when thinking of Mrs. Hansen."

"It's hard for me to think of bad things, I was so impressed by her."

N: "The good teacher and Mrs. Hansen, they are well informed, knows what she is talking about, she was learned."

"I started with a similar attitude [to hers] — I feel more a similarity rather than a dissimilarity [of our families values]."

"I could obviously see that she had worked hard through her life. And that evidently her husband and her family they've worked hard for what they've gotten. This is another reason that I felt similar to
"I didn't hear really too many criticisms of that course, as sometimes we tend to do with other courses, we don't feel happy with them and we criticize them but I can't remember ever hearing this about this course."

"I felt like I got to know her better than we do a lot of instructors. Because she did tell us things about her feelings towards her life, and her attitude and experiences when she was younger, and when she was with her family. We got to know the instructor much better than we do in a lot of classes."

C: "I thought she was a real good teacher."

C: "I just think so much of her. I wish I could express myself better. Things about her are so intangible, it's hard to express feelings about them."

"When you called me for this interview I just knew, well I want to talk about her. She is one teacher I want to talk about. Because I think she is one of the better teachers over there. I really do."

H: "I can't think of anything that she could have improved in the class."

F: "She was just an instructor that I liked."

"She often made references to the fact she had thought about writing a book. And this is something that I think she should have done. Cause I know it would have been a good book. That is just the way I felt about her."

"I regret that sometimes I didn't speak up in discussions, somethings would get me aggravated and I will say something, but it isn't my own personality to talk up. Like there was one girl in there that constantly tried, it seemed, to be trying to pick an argument with Mrs. Hansen, on things that she would say about her family. And this would irritate me, and afterwards I would get out of class and wish that I had said something at that point. And there were two or three times that I did. I don't know if I was being on the defensive for Mrs. Hansen or what."

W: "I liked her and I think most of the people in the class liked her. You just had the feeling that she was a good teacher and that you were learning. Everybody listened when she talked. There wasn't any of this studying for another course, everyone was interested."
U: "You admired her, you admired her for the way she was able to express her own feelings."

"I didn't feel she was like the stereotyped poor teacher at all."

"I can't think of anything that would be in the poor category."

G: "It also came through that she herself had been married, and it doesn't always come through [for] others [teachers who are married]."

"I had decided that I liked her before I even went into the class. A class I had the winter quarter met in that room right after her class. And when she came out of that class, there was a different feeling in the class, among those people, I don't know why. I decided I wanted to take that course before I realized it was required. So I went in with a very positive feeling, a very open feeling, a lot of enthusiasm before I even knew anything about it."

"I think it's a terrific accomplishment for any human being to give enough of oneself and to have enough of a rapport with [their] students so that they could feel that way. I think maybe it's a mark of achievement for a human being."

K: "Well I know just about everyone that ever had her has really enjoyed her as a person and as an instructor."

"I don't think I ever heard anything negative about her as a person. I think most people really liked her."

Q: "I wanted her [the teacher] to know who I was, I wanted her to be able to say hello to me and to know me. I didn't particularly care in other classes whether an instructor knows who I am or not."

L: "I think more or less I admired her because I felt that she had a wide range of knowledge and she knew what she was talking about."

"I can't think of anything really bad."

Non-Supporting Student Statement:

D: "I had been expecting this really fabulous person coming in and boy this is just going to be one wonderful experience from the day you walked into it until you walked out. And I didn't feel that way. And I do think this is partly due to her illness. I mean she didn't have a fair chance. I mean she probably feels that she was cheating us."
Additional Data:
None

Stimulus image of subject was generally poor, but did not affect students' feelings for her.

Supporting Student Statements:

R: "I remember my first impression when she walked into the classroom, she walked over and turned on the lights, and left again, and just looking at her, she was a short oldish woman, her hair back in braids, not particularly striking, I thought oh, that must be the janitress coming in to turn on the lights. And then she came in and started teaching and I wasn't sure what to think about this whole thing."

"Personal appearance. I think she could have been a little neater. For some of the students perhaps could never get over this initial barrier, they were so absorbed in the fact that her hair wasn't always just neat as a pin. Her clothes always were, she was always very neat with her clothes. She was not a glamorous person in any sense of the word. Yet for me this struck me initially, then I was able to respond to her so completely that you wouldn't see necessarily her, but you would be involved with her ideas."

E: "The way she dressed. This bothered me somewhat, not that she should have dressed neater or more stylish, but I hated to see her everyday in the same thing. But it didn't bother me that much because after you had once looked at her, you forgot about what she had on and you were more interested in what she had to say. You didn't even think about it after a while."

J: "The first day I was there I was quite surprised because she isn't a cover girl type person physically and yet it seemed as I got to know her better, really used her face as she talked and quite expressive I thought. After she begins to talk you are impressed with her."

"She was an individual in her hair, in her dress, and in the fact that she liked Whitman and you know, somebody can like somebody else."

B: "She didn't particularly dress as the modern teacher of the year. But yet you didn't look at that. I mean you didn't stand there and criticize, well she could have worn earrings today or doesn't she ever wear anything but that outfit. But you never noticed that type of thing."
F: "And I can remember her being a short heavy person, hair always done up in a little knot on the top of her head."

M: "I would say the first thing that struck me, when we walked in was her appearance. It always tended to be a little on the sloppy side. She didn't really care. But by the end of the class, I mean by the time ten weeks was up, we respected her so much that we didn't pay any attention to her clothing. However I often wanted her to shape up. Because she was such a wonderful person there was no reason why she couldn't add to her personality by improving her appearance."

G: "I used to be amused about how she would dress. Sometimes she didn't care what she looked like and other days she looked so well groomed it was a delight to look at her and she had a very, not high style, extremely becoming clothes. I just loved to see this in people and then other times if she wanted to roll her stockings below her knees, she rolled her stockings below her knees. And when I first noticed that gee, I'm so surprised that the University tolerates that teacher. I thought this woman is such an individualist and has so much self-confidence or something, she said you take me like I am or leave me."

K: "She was older than most of the instructors I had and she walked with a limp. As I remember her hairdo was rather elderly. I just thought of her as being just an older person. Not especially outstanding in her dress, not especially sloppy either. Just kind of average, looking and . . . ."

L: "When I think about her I think about more of her appearance. Her severe hairdo. Hairdo was pulled back. She gave me the impression of a typical woman of the past generation. [Her clothes] didn't fit the style of the day but they fit her."

Non-Supporting Student Statements:

None

Additional Data:

None
In the classroom students felt accepted, relaxed, comfortable and believed that the ideas and feelings they expressed would be accepted and not criticized.

Supporting Student Statements:

E: "No matter whether what you said was good or bad. I mean she wouldn't think any worse or any more of us because of our experiences."

"I think everyone felt very much at ease in the class. And that was from the atmosphere, feeling like you could talk . . . . Yes, it certainly is the teacher. I mean you can go into a class feeling scared that the teacher was going to ask you a question, but you could go into that class feeling confident in yourself and feeling very much at ease."

J: "I thought it was quite a relaxed atmosphere. There were some, of course, sometimes you felt quite a bit of tension if there is something you want to say and you can't quite get in. But it is not the negative type of tension at all. It's just that you want to speak. Now there might have been, but if there were times when I was aggravated [at other students] I have forgotten them. But then we tend to forget [the unpleasant] and remember those things which are most pleasant. I just can't remember anything unpleasant about it."

[Recall feelings in class?] "Well first of all I guess you felt that you wouldn't be condemned for anything you said."

A: "Another thing that I liked was that she was always understanding for your viewpoint. She wasn't real opinionated, as far as we knew."

"She accepted a lot of things that a woman that age wouldn't or would be surprised about. That was another thing that I liked. That really helped."

N: "As far as feeling at ease I think I felt fairly at ease. I didn't talk a lot in the class. I contributed. I don't feel like I was the most silent one in class. I think that a lot of these ideas perhaps sometimes I was just afraid to express them. Just held them back. But still as the class went on I think I developed the confidence in her that she would accept whatever I said as it was and I wasn't nearly as afraid of what the rest of the class members thought."

X: "The type of person that she was, she put you at ease and you were real relaxed in the class, not afraid that she was going to call on you, to answer a question or something, you just didn't have that tension."
"Anything you said, maybe it wasn't exactly what she was looking for, but she would build on what you had said then, if there were anyone else that could add something. But you were never told, well that's the wrong answer or anything like that."

"You were just so relaxed in her class, or at least I was. She just had a way of making you feel at ease, which helps, I don't like to be under pressure that someone is going to ask me a question and I am not going to know what it is."

"I think it was just her general attitude toward people, well, she was interested, I think this had a big thing to do with it, she was interested in anything that you had to offer to the class. I think this makes a difference, than if they are always looking for a right answer. In a way she probably was, but she was still interested in anything that we had to contribute to class. And I think this made me that much more relaxed in class, so that you could get something more out of the class."

"The one big thing about the whole class, anything that was said in class, she always had something, she could point out what relation it had to a particular discussion or pertaining to the course. She never ever would be one to ridicule someone for something said in class. I enjoyed going to the class, the whole part was enjoyable, being there."

B: "If you had something to say everybody listened. You never had the feeling that there was one right answer, or that she was weighing your answer. Everybody's contribution was of value."

C: "I was more comfortable and at ease in this class than in other classes."

"When I first went in the class, and saw that I had an older teacher I wondered what kind of a technique she would use. She put us at ease right away. She was kind of homey and immediately she developed this informal atmosphere."

"She was one of my favorite teachers. I've had other teachers I've thought did a good job but it was the atmosphere in her classroom that I liked best."

"Some of my teachers have relied entirely upon lecture, they spent so much time on lecture and getting points across, and some teachers are seeking for the right answer. Whereas in this kind of a class, but any answer is right, any answer is okay. She just wanted to know what you thought, your reactions. I liked this too."

"You weren't judged for what you said, or what you thought, or what you felt. What you had to say would help the group in some way, probably"
for some individual in the group. Everything was accepted, was very good."

"Yes, you felt free [to discuss]. You knew that people wouldn't think ill of you or think, well, she's funny. Because everybody was expressing their ideas."

F: "She made you feel comfortable in the class and like she was really concerned."

"She could come right back at them with equations and make them understand. Kinda get her point of view across. And she was accepting of what students had to say. She wasn't the type of person that her way was the only way. Or that she was the only one that was right. But she could be accepting and open minded and objective toward what they had to say, but yet she could come back on her own and make her own point seen too, and without having to really criticize them. She could defend herself and yet make them feel like their point was accepted too."

"I don't know. But, she made you feel like you had a place there in class."

W: [Your feelings in class.]

"Well you felt comfortable. There wasn't any hesitation on your part of opening yourself to her."

"Right from the very first you were free to express yourself. You could always feel like what you said she would take it and not try to add to it or detract from it. You had no feelings of insecurity, of saying what you thought. She wouldn't jump on you for saying the wrong thing."

"The last half of the class I contributed much more than some did and than I had at the beginning. [How do you account for that?] Well she made you feel like she really wanted to know how I thought about it. That it was important to her to hear what you thought. And you realized that she wasn't going to criticize you for it. And you got the feeling that she was a friendly and warm person and that helped a great deal I think."

"And we knew probably, that when she gave us these readings that she agreed with that person or respected that person. But we could disagree with him. I mean we didn't have to say yes, he's wonderful and good and all this."

"This course was a lot freer [than other courses]. A lot less structured. It was kind of let your hair down time."
H: "I was always very interested in what someone would say to answer two questions. One girl in our class was married and had a three year old daughter, and she could give a lot of interesting things, and if you didn't think what she had said was right, then you wouldn't be afraid to say what you thought about it. I don't know people just could feel at ease."

"I have this speech problem, and as I remember I did stutter when I talked but I didn't care so much in that class."

O: "[The class was] very relaxed, it was comfortable. I think probably because she was very casual about how she talked. It made the class relaxed and comfortable."

P: "I think one of the best classes we had was when we all met at the [Student] Union and everybody had whatever they wanted to drink. We evaluated the course and what we thought we got out of it. This was all oral. I thought this was a really good way of doing it. We were all relaxed and everything. I remember thinking this was a nice way of having class."

M: "I think on the whole I enjoyed the class so much because it was so informal."

"The class was very informal. I don't think anyone in our class anyway felt troubled about being called on."

U: "We felt that she was going to understand whatever I say and so we would say the things that came into our mind."

G: "One day I talked to her about my talking so much, and being older, and not wanting to distort the group by my contributions. I said, I'm trying real hard not to influence the group in any way that would change it from what it would be if I weren't there. And she said, throw it in the pot. That was her answer. Well, go ahead speak your mind, you know."

"I think I was relaxed as any class I've ever been in. In fact that's what gave me my enthusiasm. I could relax, I knew that she had an open mind."

K: "No as I remember she didn't actually jump on anyone for saying anything. Sometimes instructors will criticize the student for the answer and say well, you know, obviously you didn't read the material or you aren't thinking right, or something like that. She never did that."
You didn't feel like she was going to jump on you for saying something."

Q: "I recall she had a great deal of respect for students in the class, well all students. She was willing to listen to them and it wasn't impatient listening to what we had to say. It was very, very patient, wanting to know, being very receptive to our ideas. Of course this certainly encourages the students to talk in this sort of a class."

Non-Supporting Student Statements:

A: "I remember feeling embarrassed when she would get sentimental, and tears would come to her eyes, when she was telling personal stories. I mean I like her and I appreciate her and I think she was like that because of her illness."

L: "I think she tried, but perhaps the class could have felt more at ease in more of an informal situation."

Additional Data:

From Interviews With Subject

1. "They [students] often have said, this sort of thing [to me], that you make me feel good, you make me feel good about sex, you make me feel good about death, you make me feel good about something, I'm not sure what. I haven't set out to do this. I would have to examine it, as you would, to know why it has this particular effect."

From Class Discussions

2. The following illustrates the typical response of the subject when a student offered a rather superficial interpretation.

T: "Why does Fromme say love is thicker than water only because of the psychological elements added to it? Do you believe this? What is implied by it? Anyone want to add to it?"

\[1\]

\[1\] Here and subsequently letter T refers to the subject when functioning as teacher in the classroom.
"I think, didn’t he go on to say that if brothers raised apart wouldn’t feel any more towards each other than other people, because you become emotionally involved with them... Do you believe this?"

"You mean that a brother and sister that have been raised apart have no more between them than, if they don’t know it, I mean, they don’t know their relationship, they have no more between them than if they were total strangers?"

"It may be true in some cases, but if anyone has ever seen, like on TV shows when they reunite a brother and a sister, maybe they were separated at birth, but when they come together they seem to, maybe they have a lot in common but they embrace, and cry and are happy."

"Anyone have any more observations? [No one volunteers.] The television situation is a little bit emotional; it set down kind of an emotional jag, I mean, I'm not criticizing it, it's a natural situation, but under these particular circumstances you still have a little to learn about each other unless you have some common experience. You have a lot to learn about each other unless you have had some common experience before you were separated."

"Oh I agree with this, but I think they have more than just total strangers."

"But it may be a good bit of it is environmental, culturally expected of them." [Teacher then moved into another topic.]

Educational Atmosphere

Cognitive and affective growth: subject evoked from students

Supporting Student Statements:

R: "I know she had us write what our main goals in life were toward the

[1] Here and subsequently numbers refer to specific students in the class.
end of the quarter, after we had studied and I thought this was very worthwhile in making you really crystalize the knowledge that you had gotten."

"She wanted you to be aware, I think this was her main theme. To be aware of everything, and what you want out of life."

"She was always interested in making sure that you were involved in the material. It was how have you developed, how were these principles, how have they been important in your life?"

"Just her whole outlook toward life, I think it brought a lot to the students and made them look at how they lived their lives much more closely than what you normally do in most classes. Most classes you just go and take notes, and when it comes time for tests you study, and it becomes quite objective. Quite different from what we did in this class."

"When you would read Fromme and the others, psychologists, [she would ask] how does what they have to say pertain to you?"

"I think she directed for people to find what were their pattern of experience and what will it be."

J: "She is an individual. She's interested in maintaining her own individuality and that of other people. And I think she is an introspective type of person. She looks into the situation rather deeply. And I think she's the type of person who tries to instill this into other people. Like having us also analyzing our own experiences."

"Even though I wrote on the average two sides of a page a day [in reaction diary], I spent a lot of time getting ready to write this two pages. And a lot of thinking of the course was never written down or never verbalized to anyone else. This was a very valuable experience."

E: "She wanted to bring out the best in students, on tests, she wanted you to bring out what you could, she wanted you to bring out yourself. I think she felt about you as an individual and how she could help you. But since she couldn't go to every individual, she was trying to help you help yourself."

"She encouraged us to think, I think more than anything. I mean just sit down and think once in a while, instead of hopping around doing things all the time. To think about our families and what we want to do and what we have done."

N: "I can remember her philosophy. She would, you could tell from the way that she could encourage us to think through things, and to get the
most out of everything that we did."

"She kept bringing out good points. The kind to think about."

"Maybe it would have been a help to bring some of these points across if they had been written on the board, but maybe she didn't summarize because she was always telling us that we should think through these things."

O: "I think she does make you think and whether these ways she talks about bringing up children makes you think about some day if you have children how you would bring them up. I don't believe she tried to influence us to think the same way she did."

"She taught material that was very applicable to the students and especially us sophomores. A lot of the material made us think about things that we hadn't thought about, started us thinking about families and stuff."

"I liked her style of teaching and the reason I liked it, I think was, she made you relate it to yourself, everything she said."

W: "She had a way of making you go into yourself for your feelings."

C: "She gave us outside reading to do and we reacted to this outside reading but we didn't form many conclusions. A lot of it was left up to us to evaluate for our own selves, which I think was real good."

U: "I think she got you to think, more so than all the other type of courses that I've had before."

"I think she thought deeper [than other teachers] because she was able to present them [deeper thoughts] to the class."

Y: "We would read these books and then the next day discuss them. We could say anything we felt about them, how they pertained to our living or anything. And I thought this way helped us to do some thinking about the material we read."

"I thought we brought out a lot of good areas, a lot of good thinking that the girls had done."

"She stressed throughout the course now that you do a lot of thinking about this material as it affects you. She didn't care how it affected anybody else, but how it affected you and that's the main thing. It
was how you felt. She stressed this many times. I don't know, it made me feel kind of important. Lots of teachers now I don't care now it seems or what you think about it, it's what I say about it that's important. Here she always said now what you think is important and I want to know how you think about it. And she seemed to have an individual approach to it. Made each student feel very important. And felt like what you were thinking was worth something, was important."

"[The course was about] a lot of things that we'd always lived with ... but we took more of a scholarly approach to it. She made it known to us that this wasn't a slough-off course."

"She wasn't one who would say I think this is the way it ought to be. I think she made you think about a topic and make sure you are right before you give any hasty, this is right and this is wrong."
every minute is not full of talk. I hesitate a great deal, when I’m talking. And think, and think as I go along. And until just this moment I guess I never was conscious of those periods. [They] don't bother me at all. Or if a student is responding to me, and there's a long hesitation of thinking, it doesn't bother me."

3. "Often I say something that touches on a particular individual because of particular stresses and strains on his or her life at this particular moment. And this is something that, or it might be something that hits them later. Now I got a short note from a girl one time I had her in class in fall quarter and at Christmas time when she was home her father had been killed. Some farm accident, and she wrote me this short note. I don't know whether I still have it or not, [it] was quite characteristic of her. She said: at Christmas time, my father was killed and she said I'm not asking for sympathy. She said I just wanted you to know that some of the things that I learned in bereavement have really helped me and helped me help my mother thru this situation."

Responsibility growth: subject provided an atmosphere where students could discover their individual responsibility for learning, growing and becoming

Supporting Student Statements:

R: "I think they [the 'good' teacher and Mrs. Hansen] challenge the student, every student. If that student has any reactive power at all and wants to learn at all they will challenge them in one way or another. And then I think they aren’t easy teachers, in any sense of the word. And they expect from you to give your all, I think too often poor teachers if you don’t want to learn it that is O.K. They don’t really expect you to give. And they don’t give you anything to give to."

[Teacher said to class.] "Well don't let your environment control you. I mean such simple things as closing the blinds, or opening the windows. In other classes you would sit in the sun. Well, get up and close it, it's affecting you and it's not going to bother anybody else if you do [close blinds or open windows]."

J: "I think for the most part it was a fairly individual class that you could progress at your own rate but maybe, apparently some people were just not ready to go into things so deeply or maybe they were past that point. I don't know. But to me it was very meaningful. And it seemed to me it was the type that you could make of it, what you wanted to. Basically. If you were ready."
"I can't ever recall an instance where she was angry at a student or the class, well, maybe there was one time when she asked how many people read the lesson and not many people had read it. I've never seen her get really angry at all. I think the students had the feeling that it was their own tough luck, the discussion was going to be hampered by not having read this."

B: "But you really got out of [the course] what you gave to it, I mean that was her purpose."

A: "Well, it wasn't very many times but if you didn't do our readings she sort of had a sly way of bringing this up. And the next thing was that it was for your own good, not that she cared."

"Well she got angry when we didn't know anything, to say about the reading. She would make a point of saying, that was assigned for today. That we had the responsibility of taking care of that."

N: "And we could see that she enjoyed the class and that made me feel like I wanted to work that much harder to get something out of it when you can see that the teacher's putting a lot into the class."

F: "Because I had this kind of a teacher I enjoyed the subject matter that much more. You're more accepting and more willing to study and to keep up with your assignments and go ahead and do your work for that class. Some classes you get a mental block against it, and you aren't so willing to do your wouk. And being that I liked her and enjoyed her class, I could keep my work done in there."

C: "Well, I've never seen her angry. She didn't reprimand anybody because they didn't have their assignment done. Of course she wanted you to get her assignment done, so we'd have some background for discussion but, there was no forcing you into it. It was up to you."

Y: "She trusted us always to do our reading. She didn't give us pop quizzes so she trusted us. Now if you took advantage of this I think she would be angry."

L: "I can't think of anything really bad [about her teaching]. Perhaps her lack of stimulation would be one factor. As far as stimulating the student into wanting to know more about this subject. She wasn't even stimulated in her action either. She didn't get overly excited about anything, or she would simply state a point, or an opinion, or an example. My major instructor now, I can't say what it is about her
style but I'll go into that class and before I know it she has me so stimulated that I'm just raring to go. She knows how to stimulate I think. She has a right way to word things, subtle but yet gets her point across." [This statement is inversely supportive. She apparently preferred not having to assume the responsibility for her learning.]

Supporting Student Statements Which Lack Clarity:

R: "When people did hand in their notebooks and she would say that it is important that you keep these up every day, and I'm sure she could tell those who had written them the night before and those who hadn't been keeping them up as they went."

A: "She was a person that I don't think liked it if kids missed class at all because I think she sort of made them feel badly if they did but I never missed any so I didn't have this feeling. But I could feel a person would get upset if they did miss. She made them feel kind of like they should be there."

Y: "She did take attendance. She didn't want you to cut her class. She made you feel like it was important to be there."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. S: "But there is also involved in this accepting, a real feeling of, oh what adjective can I use? . . . that it is possible for people to grow and to become better than they are right now. They are not condemned, you are not condemning them, you're not judging them and they are left free to improve and there's an implicit faith that human nature is inclined to improve if given the right circumstances.

I: "It's a, I believe so much that it's organismic for you to grow and to become better than you are that I wouldn't dare think of changing you."

S: "That's right, I don't want to change you. But if I can make, if I can help in the environment making it freer for you to make positive growth, the growth is yours."
2. S: "So if I have produced anything in my thinking that is any help in any way, it's there for the taking. And this has been my philosophy in class, which seems to be sort of, I'm sure to many people it seems to be a passive one. But it certainly has had quite a bit of action come of it. I have said this is what I have, this is what I know, this is what I have found, this is where I am in my thinking. It's free. You take it or leave it.

I: "Or do with it what you can?

S: "Do with it what you can. Go on from there. I haven't always put it into these words, but, I have not attempted to push this down anyone's throat. To argue them into my way of thinking or anything. I only, if you're interested this is it, help yourself to what you want. And this I have done with my time [also]."

From Class Discussions

3. T: "I am not given to helping people with decisions, any more than helping them see what the situation is."

4. 16: "It says give the teenager his choice whenever possible. And when you choose, choose for him, claim that you are.

T: "Everyone resents these choices that are really not choices at all. That you're getting crowded into. This happens even in the University with courses. I mean the question is asked by the instructor, would you like to do this or that? Then you are practically directed to a way of answering. This is really not a choice at all. And you resent it. Adolescents resent it. I mean if this is something they have to do because you're demanding it for some reason, just say well, this is something that you have to do. This is the way that it is going to be. Don't offer them a choice and then try to crowd them into your answer. Or then take it away from them when you find out they aren't going to answer the way you want them to."

From Participant Observers Notes

5. Prior to undertaking a formal study of subject the researcher attended several meetings of her classes over a two year period. On one occasion she attended a class because they were to start discussing Erick Fromm's The Art of Loving. However when class started there was little participation on the part of the students. The subject asked how many of the students had read the book. Only a few raised their hands. She reminded them that it had been assigned for that day and that they had been told a week ago to have had it read by this day. Noting that they could not discuss
something that only a few had read she leafed through her notebook, found a topic on which she had notes that had not been covered in the class. She gave a short lecture on the topic. Then they discussed the topic. The next day there was a very spirited discussion on The Art of Loving.

Physical Atmosphere

The arrangement of classroom contributed to learning.

Supporting Student Statements:

A: "The class size, it was small enough so that it was easy to participate and since it was all girls it was easy to take part."

"Just the way the class was arranged was better for class participation. And you felt more like you were in the group rather than just one person all by yourself."

X: "It was a pretty large class, it was surprising that we had discussions as well as we did. I think that in a smaller class, we would have had, a lot better discussions."

"As we came into the room she was sitting there, you would stop by and talk to her on the way in, she was always smiling or making some comment, and even if the rest of the class wasn't there yet why she would be talking to some of us, some article she had seen in the paper, or she was always putting little articles up on the bulletin board."

C: "We were all seated around in a circle, of course, facing each other and this helped a little bit."

P: "We usually just sat around, the chairs were around a long table formed into a square like, or rectangle. I can't even remember her ever getting up to the board or anything like that."

U: "I think it was good that everyone was spread out in sort of a U shape classroom. You could see each other, you could hear each other, and you could see the reactions on each other's face, and how seriously some people were telling their experiences which you benefitted more from by seeing them I believe."

\[1\] A diagram of the classroom is found in Appendix E.
"She had the classroom physical situation arranged well, the placing of herself."

Y: "I always hate to have a lot of people behind me. But this was at a table, around a table and it was good atmosphere for a discussion. Mrs. Hansen always sat at one end so we kind of would watch her."

K: "I wish the class had been smaller."

Non-Supportive Student Statements:
None

Additional Data:
None

Student Response to Learning Milieu

The subject's classes were interesting and challenging

Supporting Student Statements:

R: "Class attendance seemed to be very high. Very few people would miss the class. I thought this was indicative of how much the students appreciate her teaching. Because at 8 o'clock in the morning, that was a long way for quite a few of them to walk, and some mornings it was very cold, but it was just a class that you didn't miss, and we had it five days a week."

J: I think it was one of the best classes I have ever had. One I enjoyed the most and one I got the most out of."

"I would have liked for the course to be five hours while I was taking it. I was advised not to take that course, to test out of it, but I'm very very glad I didn't."

"That was a course where you watched the clock, not because you can hardly wait for it to be over, but because you are afraid that it is going to be over, too soon you know, if you looked at your watch you would think, it's almost over and we haven't said everything there is to say."

"I don't think they [students] overly wasted time in the class . . . . So I think those who interacted in the class were either very very interested or else they covered it up quite well or were interested in what ever was said."

E: "Kids didn't tend to cut the class either. I know I went to it every single time, and it was at eight o'clock in the morning and five days a week. If you thought about oversleeping you would always think how much you like the class and how much you get out of the class. Like if it were just a lecture class where there's a hundred and fifty kids in there you can get the notes from somebody else and it doesn't make any difference. But her class wasn't like that. It was interesting and you wanted to be in on the discussion."

"I always tell kids how much I liked this course and how beneficial it would be. A lot of kids talk about Mrs. Hansen and this course."

B: "It was a difficult course. Not really difficult to comprehend, but difficult to make any headway."

"Other family courses aren't like this, so it was the instructor, not the course."

A: "I was sort of surprised [that I didn't cut class] because it was 8 o'clock in the morning and I lived clear over here on the other side of campus. Surprisingly enough I never wanted to miss it because it seemed like there was always something coming up that I didn't want to miss."

"I always get disgusted when I have a real instructor who I know is going to give me the benefit of the doubt and everyone else in the class. And someone takes advantage of them. Because that's what a student wants anyway, fair treatment and consideration, and when they finally get it some kids don't act like they care that much and it kind of ruins the chances for it if you know what I mean."

X: "It was late in the afternoon [when the class met], I know I have been sitting in classes where I get kinda tired, but in this one it seemed that we were always listening to what she was saying and not messing around or doodling on paper or anything like that. Everyone was listening to what was being said."

N: "I remember that I enjoyed the class very much. I enjoyed her very much as a teacher, her attitude. I thought she was great."
"And also I felt like I wanted to learn. And I think that others too in the class, because usually we would come out of there pretty enthusiastic about the class."

O: "That was a class you went to just because you enjoyed going to class. And sitting down and discussing the things. I mean some classes you go to because you know you have to go because there are things you need to know for the test. But that was just a class you went to and enjoyed it. You kept your mind on the subject just because it was interesting."

F: "It was interesting [the class] because she was such an interesting person and the other people did the talking. There was a person or two that did sleep in there, I didn't though."

"But as far as, ah, getting bored with the class I cannot say that I did. It seemed like a short hour that we were in there."

"It irritated me when someone would be falling asleep in class too."

"Things just seemed to go fast in that class and being that she had such a nice personality."

W: "You never dreaded going to the class. It was interesting and you always felt at ease. And it was really funny because you didn't even dread tests. [She was somehow able to remove all the fear from the learning experience?] Yes, for me anyway."

P: "I guess I didn't really know what to expect when I got into the class. I really enjoyed it. I thought it was a worthwhile class. I liked the way she taught it."

[Feelings in class?] "I'd say most of the time I liked it. I don't think I cut it, maybe once or twice. I enjoyed it. I was a little scared at first. I didn't know anybody."

H: "I think that she made the whole class, it could have been very blah. It met five times a week in the morning and that's the type of class that a lot of people, if it's not good, they won't show up. Very few people cut."

Y: [How was course different from others?] "It was more interesting!" [laughs]
M: "The course was an eye opener. You could see where you could improve but that didn't scare me because I knew I'd have to improve myself as the years go on. I don't think I ever really felt threatened, just challenged."

G: "The subject matter on this particular class [C.D.] 270 is such that it is hard for me to decide whether it was her teaching or the subject matter that made it what it was, just wonderful. Wonderfully she enhanced anything that was there."

Q: "I think I liked this course. I usually like things that are somewhat challenging. And yet I can't think of how this was."

L: "Oh, she made the lecture interesting, I thought, I mean there was never a dull moment."

Non-Supporting Student Statements:

M: "This class was on too low [age] level to do us much good. If I were to take it now I'm sure that I would get ten times more out of it. A senior class rather than sophomore."

F: "As far as variety in methods she certainly didn't have a variety in [teaching] methods."

"We had class discussion most of the time, and then she read to us a few times, and we had movies, but as far as using visuals, nothing like that. But it wasn't always something that you could use visuals on either."

K: "I don't cut classes at all, but there were some times that I really didn't want to go to class, I went cause I had to."

"I think my attitude about the class is not quite as enthusiastic as many people are. I think perhaps I have the most negative attitude towards it when I compare with everyone else I've talked to.

Q: "It was a real challenge for me to stay awake. Unless I was really involved in the discussion I had a hard time staying awake. If I had not had any experiences of the sort we were talking about, at times like this I was less interested."

L: "I got off on the wrong start because I have not regarded C.D. highly. I went into 270 with a negative attitude."
"I went to class to see what was going on and keep up on the assignments. I always keep up on assignments. But if I am not enthused in the class, that's as far as I go.

"I think [she] might have stimulated me more into an interest in the area which she was teaching."

"I did what was required in the class and that is about it. The first few years that I was here at school, I was not particularly people oriented. In the past year this has kind of blossomed and I've become aware of the situation. I think this had a bearing on why I didn't like any C.D., or Psyc. or Soc. I had completely negative attitudes about them. If I were to take these courses over again I would get a lot more out of them."

D: "I just took the class on a spur of the moment, I mean I had to fill up five credits. I thought it was going to be more on the study of the child."

"Everything seemed to be so drawn out. I think it could be cut down from 5 days a week."

"I mean it's probably a course I think everybody should take but not at the five hour level. Some of those subjects just seemed to drag out, and out, and out."

"This course didn't go forward fast enough for me. I mean this could be because she was sick."

"I felt that this wasn't really something that I wanted to give my time to. Something that I really, wasn't being as receptive as I could be."

"Because I hadn't had too many family problems, this is probably the reason why I didn't like it too much."

Additional Data:

None
Part II. Learning Facilitation Methods

Personal Experience Anecdotes

Subject shared with students relevant incidents from her personal experience

Supporting Student Statements:

G: "Much of what she taught was of her different experiences, not in just a repetition of little incidents, like sometimes you get people who just rattle on and on about experiences which aren't, maybe, relevant."

E: "She could bring in her own personal experiences without making them sound like her family was really great. I mean she made her family sound like they were really normal. She didn't brag about them, she told the bad things. Some teachers can talk about their family and they just put it in such a way that it is completely obnoxious. She talked about when her boy tried to run away one time. Now this is something that the other instructors wouldn't bring out. So her family seemed very human."

"I thought her illustrations were excellent, she was older and had a lot of experiences."

B: "She could tell good anecdotes about her family which put a personal emphasis on the course. Things that really happened, not only in a textbook."

N: "She kept relating things from her own personal experience."

"She told things about her children and her attitude towards her children."

O: "She mentioned things about her own experiences and it sounded like she had a happy family. And I thought for that reason she was a good instructor. She could apply her own life to it. I thought she had a neat attitude of life."

F: "She would tell her own personal experiences rather than just something from the book all the time."
"We were discussing home and family life. She brought in so many things [from her own family]. You knew that she had these experiences so they seemed valid."

"We discussed things, true to life situations and she brought in personal experiences."

"She would provide such good examples, relating to her own home life."

"I know some instructors will dwell on their lives and what has happened to them and, you know, you think well this is nice, but you don't care for it. In her case I think it was really helpful in this kind of course. You know she would talk about her sons and you know things that had happened. And I thought it was really interesting. I don't know, it was just that relaxed atmosphere in the class."

"She spent quite a bit of time in telling about an incident of hers. But that incident always had one point that she was trying to get across."

"I think it was good that she was older because she had children that were grown and married and she could share experiences of her grandchildren too. I think this is important when you get to a course on relations. I think it [was] much more beneficial than having a teacher that perhaps was unmarried, you know, younger, who really couldn't have any background at all."

"She used her family as examples many times to bring out things and instances where she thought they would be applicable."

"She was interesting. She presented examples to defend her statements."

"She used examples of herself and her family in talking. I didn't at all have the feeling that she was trying to hold herself up as something particularly good or better than others."

Non-Supporting Student Statements:

None
Additional Data:

From Interviews With Subject

1. S: "I think that some of the power in what I say to them comes from the fact that I have strong convictions on these things myself. I mean, I am not just quoting lines from the book, I am backing them up by experience. And I don't hesitate to bring my own experience in when it illustrates a point. I don't bring in anything in the line of experience just to tell them a cute saying, or a witty remark that somebody in the family said, but when we have had an experience that relates to what we are talking about, I don't hesitate to bring it in [to make clear that] this is what this means in real living."

2. S: "I say that you shouldn't ask a child a question that's obvious and give him a choice of lying about the answer. I mean, if you saw him do something why say: 'Did you do this?' If you saw him do it. One time [my eldest son] did something, we knew he did it, one of us saw it. I don't remember anything [that happened] after his answer, because it was so funny. [My husband had] made the mistake of saying, '[son] did you do this?' And [the son] said, 'No, it was two other guys, great big ones.' He was not only going to make it, he was going to make it too big for his dad. 'Two other guys, great big ones.' I said to [my husband]: 'Well, that one you had coming' . . . . After that this was a standard joke, I mean if I put a scratch on the car and I came home; [my husband] looked over the car and saw there was a scratch on it and he came in and said: 'Did you do that?' I'd say 'No two other guys, great big ones.' And so in our family, no matter who did it, and it was obvious and everybody knew they did it, they always said; 'No, it was two other guys, great big ones.' This went on for years." [This illustration was also given in class.]

Subject's use of personal experiences helped students understand principles of human relationships and become aware of their own experiences and feelings

Supporting Student Statements:

X: "I just enjoyed the class, I don't know why, maybe the way she presented her lessons was probably a big reason. She brought in personal experiences, this helped a lot to make it more meaningful."

J: "One thing I particularly enjoyed about her was her frequent references to her own family. To her own sons. Things that were meaningful to
her. She sort of reminded me of the Swiss psychiatrist, Paul Turngate, in his psychiatry he is a very personalized type of psychiatrist instead of being the scientist who is seeing what's wrong with the patient. He's the type, when the patient confesses something he'll also tell something very personal about himself so he enters into a dialogue with the person. Somewhat a different turn in psychiatry and I think this is the way that Mrs. Hansen worked. That she wasn't, you know, older and the teacher, you know, the specialist, but she was a mother and a wife and she told us these things that were quite meaningful to her. She entered into this relationship with us and she shared her life with us and we shared ours with her."

"She related things that were pleasant and meaningful to her. And I think by doing, relating these things, these personal things about herself, probably encouraged us to be more personal and more analytical, deeply analytical in these [note] books."

H: "She was very, very sentimental, and she would tell us personal stories, which was fine, and I really enjoyed them cause it made you feel like you could tell more personal things. Sometimes tears would come to her eyes and she could hardly talk."

"I liked the way where we would have certain readings and then, you know, we'd talk about them in class. And then she always had some sort of an experience of her own to tell that helped [to understand] I thought."

F: "She would keep telling examples and personal experiences, and relating materials in the reading. This helped to see you know when you read something in the book, well, it's so superficial on how to revolve fighting, and she could bring in and then she could talk about her own family and bring things in there too."

"[I think she should have written her book] because some of the materials you get ahold of and read is so far above a person's head and you can't grasp it, anything out of it, and as far as the class was concerned I think I did."

U: "And by her using personal experiences and expressing herself you were able to feel more or less like they were, that things like that could happen to you too. Rather than just excerpts from a book or something."

P: "She would give an example of between her and her family, just little situations that happened and it's a lot easier to understand them."

Y: "She brought a lot of her family examples into it. And by her taking
maybe five minutes to bring in an example of her own to us it kind of
made you think of things you wanted to say too. She always kind of
led us into topics and she'd get you to thinking. But usually it
was to clarify what we had read in a chapter or to ask a question."

"I felt I really knew her because she brought in so much about her
family. So I felt like I really got to know her by the time I got
out of the course. And I felt like she knew me and the other members
because we had brought out certain things about our families."

M: "I was always interested in what she had to say. I mean feeling wise,
sometimes you could see yourself in this story she was telling. I
mean you could align yourself with the story itself."

K: "She brought in personal experiences and these I think are good.
Because they help you feel more a part of the class. You feel like
maybe you can bring out your idea too and this is important."

Non-Supporting Student Statements:
None

Additional Data:
From Class Discussions

1. [Class had been discussing how incomplete emancipation of child
from parents can cause difficulty in marriage.]

T: "What do you think the in-law relation hinges upon? What kind of
people are going to be, describe the people who are going to be
able to handle this situation and the people who are going to have
difficulties.

1: "I think the people who will get along best in this situation are
those who understand themselves, understand the feelings of the
husband or wife, and also who understand the feelings of the parent
and realize how these parents are feeling. It's awfully hard to
break these ties.

T: "All right and this was very good, and right here again I would
remind you that it is possible to accept all these feelings but
carry on your independent behavior. It's very helpful if you can
see this difference. And the difference it makes if you under­
stand how the parent can feel and they understand how you feel.
And yet you don't, this doesn't mean you have to do what they say."
"We have a house that has three apartments in it close to us. When I stand at my kitchen window I look right out. And I don't know how many newly-weds I have seen move in and then the shower boxes come out to the garbage. And the parents come for their first visit. One day I stood at the sink and just wept prolifically identifying with the mother. I saw this young couple move in. Then I saw his folks come for the first time and there was no doubt that it was his folks. I saw them greet them and I saw this mother who couldn't wait to get close to her son, couldn't wait to put her hand on his shoulder. I stood at the sink and just wept because I knew just exactly how she felt. I mean she had no intention of taking him away from his wife but there was that boy. And I, if a daughter-in-law can get that feeling, I mean, can realize how much the mother loves this boy she won't have to do what the mother-in-law wants her to do. She needs only to concede the mother-in-law that right that she does love this boy. This can be quite a bond between two people as well as a divider if you do love very dearly the same person. And if you can allow, it seems to me the answer to the question I posed a minute ago; that one thing is that if you are secure enough in the relationship with your wife or husband that the affection of these other people does not challenge you, does not worry you, then you're going to be able to handle it all right. You can accept the fact that these other people love this child or this adult. And still you don't have to curtail your behavior. I mean you can continue to behave independently. Once in a while you can understand that the other person loves them also. And it's not a menace. In fact it's a pretty good thing. Of course there's a tricky little hairline in this. It's a pretty good thing if your husband loves his mother, and loves his sisters. It's just not good if he doesn't remember where his loyalties lie. They lie with his wife now. But if he does love his mother and his sisters he has set the pattern of loving women. And this may be very valuable to his wife. Whereas if the relationship with the women in his life has been disagreeable, he's got some of the other feelings built up in him. And he's maybe a little leary of women in general. His wife at times too."

Class Discussions

Subject organized and led discussions, but they were flexible and free to develop along the lines of the students needs and interests

Supporting Student Statements:

J: "I was particularly impressed by the way she taught. It seemed to me for a long time that we were just talking about whatever came into our heads, it was such a free flowing conversation, until one time I was going to be absent during my class period so I went into another class
period, and found out from that experience that she had done the very same thing both hours in the day. It was then I realized that she had these points that she was getting across and she got them across in each class period. But it was so subtle that you know, it wasn't the least bit like a lecture. It just seemed as if it were the time to say that. And she had such a way that she could turn the discussion to bring in the point that she needed to bring in, without any conscious break, you know, now; I would like to make a point. But it just seemed like you were having conversation and yet she got all these points in. I was very impressed with this. It takes a lot of skill to do that."

"I mean it [the discussions] seemed to just happen. She got her little quote 'lecture' wound into the whole thing it seemed like a complete accident. Of course it wasn't."

R: "But it was still, she had an organization for the course and she knew where it should be pointed and where it should be going and she could see objectively enough when a discussion was worthwhile and when it evolved into a trading of a lot of experiences which could occur anywhere."

X: "She didn't have to rely on a lot of notes, I imagine that she had taught for a number of years, but, she could just sit there and talk without having to look at notes. And yet she presented everything that she wanted to."

E: "I thought she was very well organized. She knew what to bring up, how to get the students in the class talking about it and not be embarrassed about anything you might say."

B: "Best teachers meet needs of students, maybe off topic of day, [but] will meet that need, even if not in lesson plan. They are adaptable. Needs now present were met, not two weeks from now." [This teacher one of "best" teachers.]

"She lead discussions but she didn't know where it was going to go, because it depended upon what she got back."

A: "We got into discussions but she wasn't so set. I mean, set that we were going to talk about one thing on that day. If we got off on another subject she wouldn't make us come back."

N: "And a good teacher is organized, and knows what she is going to cover that day. I would say for the most part that I would find this true
of Mrs. Hansen."

"She guided us pretty well in these discussions so that we didn't get way off of the subject and that she helped us to see what it was in the discussion that we should remember, what points were good to remember."

O: "She probably had just as much of an organized schedule to get through, but others tell you just exactly what they are going to expect from the people in the course. Whereas she just sort of seemed to go through the material. If we were discussing on things longer well that's fine but that was more important than the classes be connected."

W: "Also I can remember feeling really glad and happy that you could sit down and talk about those things and that you didn't have a rigid schedule that you had to follow. It seemed like you were really more free in that class to you know, divert and not have to stick to a schedule, I don't think she ever handed out a schedule sheet, there wasn't any rigid schedule."

"[The class just seemed] to kind of flow. I think she would have diverted and talked about what we were interested in as long as it pertained to the subject matter [in general]. She was free with us within this realm of limits. Whenever you were ready to talk about something she was ready to let you talk, have a discussion about it."

Y: "We didn't just say what we had to say about [a topic] without referring to what someone had already written about it. If she said a grandmother has a relationship with their children and you had to refer to what the book said and then go on to your incident. And I think we would have been disappointed if it had been a bull session."

P: "She usually just sat down and she'd start off about what we were talking about for that day and then maybe ask some questions to get people started and talking. When it came to a lull then she would start in talking again and working on to another subject. There were some days when there was just her explaining things. It wasn't discussion every day, some days you would get more notes than other days. Then it was mostly lecture on her part."

"I like an instructor that's well organized and knows what she is going to say. And I would fit Mrs. Hansen in there too. She always had what she was going to say, sort of like notes in front of her. They weren't a lecture; she just had ideas. She wouldn't rely on them too much. We would discuss what she had planned to discuss that day and usually do it pretty thoroughly. I would say that she was pretty organized and had her material all planned."
F: "I don't recall that she was easily distracted, she could go off and go on a tangent, but then she could also bring you right back to the [topic] for the day. And she could do it smoothly so that you didn't feel like you were left out here."

C: "Her lessons were well prepared, and yet, she was very flexible. She'd move into anything."

"If someone got off the subject a little bit, but if they had something interesting to say, she would talk about it. And she was always getting off the track with these examples of her own family life. But I enjoyed them so much."

L: "I remember I used to sit right next to her and I remember I used to come into class and I'd sit down. She'd have a note pad out, right you know to look at. She had some notes written down as to what she was going to discuss for the day. I'd usually read those over. Just to get kind of a general overall view and then I think, maybe, I tried to compare what I'd read with what she brought out. Sometimes I didn't think she brought out what she had written down. But it was very easy to get sidetracked. She would start out on what she actually had down, but through discussion sometimes the ideas became kind of diverted, as far as what she was actually trying to put across."

"I admired her being able to sit there and just being able to talk off the hat like that. She didn't have many notes, but a few words here and there."

K: "I thought that she was very organized. Oh sometimes those discussion classes can get off on a tangent. Sometimes this is good incidental teaching."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. S: "Nearly always when I went to class, I had an idea, a prevailing idea about this certain [topic], whatever we were going to talk about [that day]. I mean, for instance if it were conflict we were going to talk about, I had a few ideas about conflict that I thought were basic. And I hope that when they came out of this class there would be [one or] two things they would never forget"
2. S: "I never worried about it [stimulating class discussions]. If it didn't get going, it didn't get going. But this really never was a major concern. That's true."

I: "You didn't do anything to make it ... ."

S: "No, I wasn't working to stimulate discussion ... . I've thought an awful lot about motivation. And I think it's terribly important what the motivation is. And my motivation was never to get good, bad or indifferent discussion. My motivation was always looking at this particular subject we were covering and trying to see what in my experience, what in my background of information that I had [that] could possibly be valuable to them. And I just let the discussion take care of itself."

Discussions were interesting, broadening, therapeutic, facilitated affective growth and covered topics usually not openly discussed

Supporting Student Statements:

R: "The one thing I remember most was the day we were talking about peak experiences, where all of a sudden you don't determine when they will happen and this. When we talked about this, then I could remember several experiences that I had had like this, which just remain in your mind. Not because you want them to, but because at the time you were so overwhelmed with this feeling that, and just one of them, I mean, you go through so many spring days in your life, but just this one spring day, after a fresh rain, at home, and I think I will always remember the details, and now feeling, you as a human were a part of the whole world, and a part of the endless cycle of life. And this was when I was quite young, and I remember this feeling, and when she started talking about it [peak experiences], this was the experience that came back to me."

"Very infrequently students would volunteer experiences which I am sure to them were relevant, and had meaning for them, but sometimes seemed quite shallow. And I think this is probably because a lot of them had never thought about these things and so they had to start at the top layer and work down. They had to start experiencing their feelings. And I think as the course went on they grew."

J: "Oh I know one thing, that I was especially impressed with and that was that we talked, that we seemed to talk about all of life. We talked about birth, we talked about death, which to me was quite meaningful,
and important as I am a person that tends to try to look at my life in terms of, you know, try to step back and kind of project it as much as I can and see the whole thing. And this is one thing I appreciated about this type of course. It did not try to appeal just to the post adolescent period but it concerned all of life."

E: "I think everyone was extremely interested in what we were talking about. You've got to admit that the subject matter has a lot to do with it. I mean, it's about your family and everybody has a family and you're always interested about your family."

"A lot of things we talked about our families were immediate problems, that we studied."

B: "She'd give you several viewpoints and she wasn't just oriented to the middle-class person either. I thought this was unusual."

N: "We discussed some topics that I hadn't felt very familiar with and so I felt very interested. Certain aspects of marriage life, of sex, of relationship with parents, and some things I hadn't really heard discussed in quite this way, and I kept relating them to myself. I know I can remember this many times, much of the time I was relating things to myself."

"If we'd have arguments in the class I think that she would try to help the rest of us to see perhaps why, we would discuss and it would be brought out why they felt the way that they did, what in their background . . . ."

"This was another good thing about the class, there was the opportunity to hear the ideas expressed of the others that were different from what I had been familiar. It was a broadening experience and not like the gab sessions where you beat around the bush and you don't really accomplish a whole lot."

P: "I think you learn more in classes like that than just where there's a stiff lecture."

"I remember I was kind of surprised to hear talk so freely about; oh, like pregnancy or nursing a child or something like that. I had never, I wouldn't expect people to be talking about in a classroom. So just really freely like."

"This one girl made this comment about nursing her child and how someone had thought it was disgusting or repulsive, and she was so surprised that anybody could ever think anything like that would be. I had never thought of it in that way. It was just so different to me.
It's just funny how people's attitudes are just so different. Different things are brought out and it can be kind of surprising at times."

U: "Some of the girls talked about things they hadn't talked about to other people before. Many told about their home life. I think they felt in the classroom that it would stay in the classroom and it would benefit other people in case they were in a situation of this type and they weren't able to talk about it."

"I was quite surprised at how freely everyone talked about such things as say our periods, menstrual and things like this. And the reason they were able to do it is because beforehand she gave some personal experiences, and she made it sort of amusing at the same time. But she got you into the relaxed atmosphere and then everyone went ahead and told something like this."

"I think that it is a type of class that should never be abandoned from the curriculum because you are able to have these type of thoughts and you really need something like this because many times you keep them all penned up inside you. And if you don't have an actual course you don't take time out to do it. To just sit down, to relax, to be by yourself or share your feelings with others."

C: "We got into some pretty frank discussions in that class, which I'm sure was what she wanted. Like when we were talking about sex, we got right down to bare facts, and discussed it. And everybody was honest with everybody else. And very frank. There was no hush hush or anything like that."

"I was real surprised at some of the class members participating and some of the things they had to say. I grew to respect them more as individuals. I got to know what they felt like inside, there was nothing superficial about it."

F: "This class was different because the subject matter was different. Talking about your family is different than discussing about a future profession for which you have had no real contact yet, or talking about the Eskimos."

Y: "She had quite a bit of variety to the class, she covered most of family living it seemed to me."

"This kind of discussion helped me to really become acquainted with the rest of the students."

W: "And [we] discussed with one another. You did have more communication
of students than in most classes. I mean you talked to each other and discussed back and forth. You got to know the people in your class a little more than in most classes I think. More their ideas, you learned what they thought about things, how they felt that was different from how you felt about things. When you discuss with people you naturally see their differences and your differences."

O: "There were class discussions that were kind of controversial, sort of, when people had different opinions about something, but not necessarily right and wrong."

G: "She helped me get a lot out of my system, because she gave me an opportunity to say things in the group."

Non-Supporting Student Statements:

D: "I enjoyed the course to a certain extent. I mean listening to other people that I thought well, some of the things that they told are just kind of obnoxious. I mean if they sat down and thought about it they could understand what was wrong."

"We're college students and if you can't sit down and more or less analyze and if you have a problem well I don't think you should spread it around campus. You should go to your minister, or go home with it, or go to a teacher on your own."

"Of course my main gripe is people who get up and say repeat the same thing, and summarize it for me. Well, I can do my own summarizing."

"Well, if they had a course for my benefit now that would have helped me more. We didn't talk too much about adjusting after married life and how to adjust because this is going to be my major problem, is to adjust. You see I'm going to have to come down from living very well to practically nothing. I mean maybe I would have gotten more out of it if they had said well how do you do this. Who's going to get up and say well, that's going to be my problem? I mean it's I mean too snooty."

Additional Data:

From Class Discussions

1. T: Caesarean childbirth is a major operation, and childbirth is not. Natural childbirth. (Pause) Of course there are situations when it is necessary. I remember when I was expecting for the second time. I was in a neighborhood of women who were younger than I. And when they came home from the doctor's and he had confirmed
their pregnancy they came home one of the first things they said was I don't want to know anything about it. I just told him to give me, I don't know, twilight sleep or saddle block or something prevailing in that time. And [they said] I don't want to know one thing about it. This was not my feeling at all. I felt that this was probably one of the most creative undertakings I'd ever engage in. And I wanted to be in on it just as much as I could. And fortunately for me, I had two different doctors for my two different sons, but both of them were willing to cooperate on this. So I saw both of my sons born. I had some help. I know that there was something for me to take a whiff of but I saw them lifted up by the heels before the cord was cut. And I, nobody had to come and tell me later that I had a fine boy. I knew it. And there's something about it that's very good. Not that one should slice their throat if they can't do it this way. I mean it's I don't know why in our culture we go for a fad in something and we even do this in childbirth. This should be taken care of according to the individual in their own particular needs, desires and situations as well as their own physiology. [Pause] Another thing that he did that was completely out of this world at that time, my husband was present when both of his sons were born. This was not to have him to see what a struggle it was so that, what his poor wife was going through. Which is some, I have heard some women say if he had to have the next one we wouldn't have any more or something, some of these statements. You hear sometimes and you'd like to throttle somebody. It was because this was a joint operation and he was interested. I mean he had been raised on a farm. He knew a great deal about birth. And had assisted many times in birth. Not comparing animal to childbirth but there are certainly some similarities about it. The doctors allowed it because they knew they could depend on him not to faint at a critical moment and have to be carried out. I mean the doctors and nurses are busy enough in childbirth without taking care of a father who suddenly feels it is too much for him. [Pause] Or anything about childbirth, that you would like to question?"
parents the chapter on 'Children are Peculiar Possessions'. For one thing, I mean, that your major object in raising children is to see that they become independent of you. I mean so that they can get along without you. And you see what you are saying when you can't break these bonds is that you are trying to convince them that they can't get along without you. I mean that we can't get along without each other."

3: 'Well, I know that that is the case, even though I've been here two years now my folks still won't accept that I am away from home and I'm only thirty miles from home and they think that I should be home every weekend and all sorts of things. And they are very hurt that I'm only home for a couple of hours maybe on Sunday afternoon. At Christmas time, during quarter break my mother came down and she was very upset because she thought our relationship [with boyfriend] was getting too serious, and she finally hit a high peak and she said well, if this is what Sue really wants from now on I'm not going to help, one more decision. And she decided that this was going to be the end of the world, that she wasn't going to help [me] make decisions anymore. And it was going to be tough.

T: "It is that you are not breaking off relations with your parents. It should be a gradual transition of the kind of relationship that it is. [Teacher goes into a discussion of her relationships with sons and how it has evolved over the years.]"

23:

T: "This goes back to giving, doesn't it? And I guess you have to give your children freedom. But it is a most gratifying relationship. Afterwards. Most gratifying.

23:

T: "This is true of love in any respect. Parent-child, husband-wife, boyfriend-girlfriend. You can be too possessive. And when you try to grab, it may become resistive. [Pause]

23:

T: "Any other questions? Observations? Jim?

11:

T:

2: "... at first my parents were opposed to my marriage. And now that they've accepted it and they know that this is it, they are all in favor of it. My mother is so excited about it and she is thinking of more things than I am right now. And they have just
reversed theirselves.

T: "And I don't believe that it is a complete reversal really. I think always in this first hesitation there is, there is a feeling on the part of parents this is a tremendous decision that she is making. And I wonder if she's, she's really sure. I mean lots of times it's not so much a question or a criticism of the person they have chosen or as it is this feeling that . . . . You know it kind of shocks you when you think of the important decisions that some late adolescents, or very early adults, are making that are going to color their life. I mean their professions, choosing someone they are going to live with for the rest of their life. It's just kind of scary I think for parents. Of course I don't deny that there are some who are just plain hanging on. I mean making it difficult. This one I read here [in reference to a letter she had read earlier] is one of them. But on the other hand there is early hesitation and this seeming switch is, lots of times, a question in their minds. They just want to be sure that this young person knows what they are doing.

21:

T: "Jary, you had something to say didn't you? Sue?

3: "I think. I know when I stop and think after I said something to my mother, she said something to me and I just snapped. I get all upset. Because she said, well, are you sure? But she didn't say it maliciously or anything else, more than my friends do. We say the same things and we mean the same thing, and they can't see your feelings and that questioning you is to find out what they are. But it's just the idea that your mother is saying it. It has some psychological tie to it. Oh, now quit doubting me now and stuff, but if it is your friends you think they are really sincere in asking.

T: "Don't you think that might be a little hangover of your emancipation. I mean of your declaration of independence as an adolescent? And if you, and so you resent; your mother represents authority. Your friends don't. And you tend to allow your friends, I mean you can't allow your mother these questions that you can allow your friends. [Pause] Any other observations that you want to make? [Said to class as a whole.]"
Subject encouraged but did not insist upon students contributing to class discussions

Supporting Student Statements:

J: "She talked about the experiences, she didn't really describe them, but just the way she pictured it. She made you find out things, you'd find yourself thinking about your own family, or just almost daydreaming and yet you were still in class. We would sit there and all of a sudden a hand would shoot up and someone would say, 'Oh yes, this happened this way [in our family]."

[On getting class discussion going] "I suppose she probably started telling personal incidents, that seems to be the fastest way to get other people to tell them. She started the first day with anecdotes of some sort."

"She could have just told us about things, the way you should react. But she went around to different people [in the class] and asked them their reactions and they would automatically speak up because she had such a relaxed classroom that we were able to do this."

R: "Both Mrs. Hansen and the ideal teacher have interest in involving the student, and concern for the entire personality. They aren't easy teachers in any sense of the word. They expect you to give your all."

"She was the type of teacher who could bring out people, and they would volunteer worthwhile elements, and I think most of the members of the class did this."

E: "The first day of class she told us she was going to grade us on what we said in class and I think this helped make everybody try to talk, and then once you started, if you start talking the first week of class you're going to continue. I mean the hardest part is getting started."

B: "It was a very free discussion. And she facilitated this. I don't know exactly how but no one was afraid to [ask] any kind of question no matter what the topic was."

A: "She had a way of including everyone in a discussion so that the most minute point that someone that wouldn't talk very often would bring up. She would emphasize that point so that that person would contribute the next time."

"I knew she didn't like [for one person to talk more than others]. She
wanted everyone to participate is what I'm trying to get at."

N: "I'll always remember being afraid to say something and she eventually brought me out."

"It was a fairly free discussion. She would perhaps start out with a little lecture from our readings. We discussed our reading. Then she often would have a little lecture but still she welcomed discussion anytime that you wanted to, if you questioned anything or wanted an explanation why she seemed to welcome this, and wanted us to feel free to do this."

O: "She's interesting, conducive to class participation."

C: "I think one of her main objectives was to have good discussions and she always seemed to get good discussions going."

P: "She'd start off about what we were talking about for that day and then maybe ask some questions to get people started and talking. When it came to a lull then she would start in talking again and working onto another subject. There were some days when there was her just explaining things. It wasn't discussion everyday, some days you would get more notes than other days, then it was mostly lecture on her part."

Y: "She did like discussion. Once in a while she'd say okay let's get some discussion on this. What do you think? And you know some days class just is dead. But usually she had good discussions."

G: "I think just between you and me I felt a little hurt a couple of times, when she didn't call on me. And I was really burning to talk."

"I would try to bring out the point that I thought she wanted brought out."

"Now if I were she, me being who I am, these people who would sit there all quarter and don't say anything, I can't understand anybody keeping quiet that long. I would be tempted toward needling that person, just needling him a little bit. But she never did that. She never embarrassed anybody. But I think that in a way you're doing that individual an injustice. Because this course is supposed to be a family discussion substitute isn't it? Isn't this course supposed to help you learn to discuss in the way a family should, if you have not had that experience? Anyway you can subdue aggressiveness but you can't, you've got to build a fire under this meek, this little thing. But I think a skillful teacher will get them to talk, because everybody has"
something, an enthusiasm, I don't care what it is.

Non-Supporting Student Statements:

O: "We had class discussion. The only thing that I would object to that was she said she graded us according to this. I have never liked this probably because I am not very outspoken in class. I don't think it did affect the grade that much. I don't like to feel forced to talk in class, but it's good to have an open class discussion."

Y: "I had heard a girl say now be sure to contribute every day in order to get a grade."

K: "I think the one that would be speaking all the time she'd sort of tend to... [get more personal with than those who didn't or couldn't talk]."

"I had sort of a negative reaction to her in this way. Because I, I didn't discuss real freely and therefore I didn't feel like she perhaps cared as much for me as an individual student."

"When I was sitting in the class I felt that you had to say something sometime in order to get a grade. I felt some pressure to contribute something."

"I had the feeling when I was in the classroom that she favored the students that, you know, that spoke out and everything. She'd even bring it up in class when she didn't feel we were discussing well enough you know. And that we should work on it. And this is one thing I just have a very negative response to."

"I don't know if discussion influenced your grade much, but it did how she felt about you as a person and as a student in her class."

"[Angry?] Not discussing in class is one thing that she really dwelled on."

L: "I think a couple of times she was a bit irritated because people wouldn't participate as much as she would have liked in the discussion."

D: "She probably got mad at me because I wouldn't talk. She really didn't show irritation but I think she felt it. I mean sometimes you could be just a little grinding. I can see her just thinking: 'Okay, let them go'. You can't just come out and say to a person you're ridiculous, I mean that just isn't using psychology to do that."
Additional Data:

From Interviews With Subject

1. I: "How did you feel about those students that you didn't reach? [Those that didn't respond in class nor in their reaction diaries.]

S: "... I think this is a place where I have differed from many of my colleagues. ... I've never spent much time thinking about [this] at all."

I: "About whether you were reaching them or not, or about how many you were reaching?"

S: "No. Nor trying to calculate. No, I haven't. I've just sort of sown it and it has taken root wherever it landed and found fertile soil. And I am amazed that there is enough evidence that I have reached so many ... But I have never set out with this view in mind. Oh, I wonder how many I can reach today? This has never been my concern ... My concern has been what have I in the line of experience of knowledge in this particular area that would be most profitable to them. And so I have been concerned with picking out those parts of my experience, knowledge or background, that might be the most helpful. And in this process, I have forgotten entirely about any checking on how [much] they're getting or whether they're intent enough."

2. I: "But you did value their opening up and talk about how they felt ... ."

S: "Well I showed that value by always listening. Once in a while someone has asked me if some particular contributions didn't bore me or even if I didn't feel defensive about some contributions ... and frankly I never saw it that way. ... it was valuable because this was what they were saying ... the way they saw it. I always operated on the assumption that anything that anybody said, they meant. Because anything I said I meant. And I think eventually it got to be that way, if it didn't start [that way]."

From Class Discussions

3. [The following is an account of part of what the teacher said during first class meeting. It is from observers notes and is not verbatim.]

[In] this course we are dealing with feelings, in this course what you think and feel are important. We talk about feelings, classroom is our only experience. We can't observe families, because
families wouldn't act normal under observation, at least mine wouldn't.

Class participation is extremely important. If hard for you to take advantage of this opportunity, probably it is your best opportunity in four years [for open discussion]. What you think and feel is just as important as anyone else. We need practice in articulation, I do after all my years, we all do.

We will reveal ourselves, know each other better, better than you will get to know students in other classes I'm told. I don't force you into participation, because I have too much respect for personal feelings. I want to say this; the opportunity is available, but you have to take it.

I grade little on participation, it is hard to. I want to deal with your ideas, instead of evaluating your contribution. But I can't say participation is unimportant. If borderline it tips the balance. I've never taken an 'A' away from anyone who didn't participate, I never gave one because they did participate. We want to get to know each other as rapidly as possible. Any questions?

4. [Pep talk about class contributions: second day of class. Also from observers notes and therefore not verbatim.]

T: Remember about class contributions, it is the opportunity for you to take, voluntary, everyone's opinions are important. You know how you feel. Let's get participation. I've had 90% in class without ever suggesting that we try to get wide participation, 75% is good, 90% is "right smart". Let's see if we can't. This is for your own good and Dad when he took you to the woodshed. So it is for whom it is the hardest also the most valuable. Let's don't play guessing games, you spend 5 minutes trying to figure out what to say to please teacher, or what I want you to say. Others will feel as you do, so don't be afraid to express opinions. One other thing, I have had students tell me that if they do not get into a pattern of participating the first 2 or 3 weeks it is difficult to ever get started. [This was followed by a very lively discussion.]

Students freely contributed to class discussions and yet no one monopolized discussions; subject occasionally interrupted a lengthy contributor

Supporting Student Statements:

R: "I remember her policy was to have the students volunteer. She really
didn't call on people that frequently. Because she had the rapport with students, even those who might not volunteer in other classes would volunteer in hers. There was a more even distribution of contributions than in other classes."

J: "I don't ever remember either being afraid that she might ask me to respond at any particular time. Sometimes in some classes you just put your eyes down and you hope that nobody will look at you and nobody will call on you. And I don't remember that this ever happened. It seemed that you talked when you were ready to talk. I seems like there were always enough people ready to talk anyway."

X: "We had good discussions, where you have good discussions where everybody participates, it is usually just a few that do all the talking. This one, everyone seemed to discuss willingly, about everything."

"This was a discussion class where everyone participated. This is pretty unique as far as I am concerned. Because in other classes if you get half the class to participate that is pretty good. I participated more in her class than I have in others and I don't know why. Unless it was just because everyone was so willing to say something."

E: "There must have been about twenty to twenty-five kids and I think everyone in there felt very free to talk."

"I never felt she had favorites. I think we had an exceptional class. We all contributed, she didn't have favorites, but if she did she kept it to herself."

A: "I was a lot freer with discussion in that class."

"During class I remember feeling, well, shall I say something or shall I not, because it seemed like I wanted to talk and I did contribute a lot but yet I didn't want to bottle up the conversation and you know, give more than my share because I knew she didn't like this."

"There was one person that talked a lot and she [the teacher] had ways and tried her best to cut this person off."

N: "Discussions. It made me feel lots of times like I wanted to participate."

"I think that perhaps at the beginning of the quarter there were fewer students speaking regularly than others. I think that as the quarter went on there were more that got into the discussion. Sometimes we would really have some pretty riproaring discussions."
W: "[I remember] feeling I wanted to speak up and yet sometimes not wanting to do all the talking. Wanting to say what I thought but not wanting to seem like I was trying to be a brownie."

F: "It was easy to talk although I did not talk much in that class, because I am just not that way."

"I remember everyone really having the opportunity to contribute, although I remember I wasn't the only one that didn't."

U: "I would say that mostly everyone contributed within a week's time, some comment one way or another. You didn't feel like you had to but you generally had something to say and it was completely due to the informal atmosphere and the way that you felt she understood you rather than feeling that she was 'the' instructor."

C: "I was at ease in her classroom. There wasn't pressure to participate; you know some teachers say, I'm going to be grading you on participation. You wanted to participate, because the discussions were so interesting."

H: "Well, I really enjoyed the class. I didn't know what it was going to be before I signed up for it. But usually in a class where all discussion, you know like, I sit and listen to everybody else. And I don't know she just made you feel like what you had to say, you know, you could say everything you would like to. I mean there were no strings. It was okay. I have a speech problem and so this was a real big help."

P: "She seemed to make it more informal or something where you felt free to comment."

"We just talked like a regular group. Like it was not even a classroom. It was just more relaxed and you could feel free to contribute if you wanted to. We just talked about just lots of things. She would give examples from her family and then we'd give examples from what we did in our family."

"It was almost like you were there with a family rather than in a class. It was just more informal and easier to discuss."

"I usually don't say too much in classes but more so in hers than in other ones."
Non-Supporting Student Statements:

W: "The class was always free and open but like every class there are always a few people who contributed most of the discussion."

F: "Sometimes I had a reaction to a few other students, in the way that they sometimes tried to monopolize discussions."

P: "[Feelings in class?] I can remember that I was thinking that I wasn't going to say anything."

"Occasionally I'd get to thinking of gee, maybe I should say more in class. Sometimes I'd made a good effort but usually I feel like what I'm saying isn't really that great."

G: "Just once or twice I got the feeling that she felt that I was talking too much. I tend to give too much when I get wound up, that's the thing. I can't stop. But this comes from not doing it when I was at the developmental stage."

"[I would say to myself] now you talked enough, now you keep quiet. Don't you raise your hand at all. I just lectured to myself. It might not seem like it but I did."

D: "I didn't like the course as such because I don't like to get up in front of everybody and say, well, I did this, this is my problem. I mean I'm not a person that does this."

"Oh it was interesting and I liked her as a person. She brought in warmth, I mean she made you feel at ease more or less, but I still couldn't open up. I guess it's because I got hurt telling someone something that I don't tell anybody anything else."

"I enjoyed it, I thought it was interesting. I learned a lot. But, I mean I just wouldn't talk."

K: "I don't especially like to enter into discussions especially on some controversial type of things that came up, and the class was a discussion type class."

"Some students talked all the time, and the rest of us sat there."

"She tried to get more discussion by just saying, you know, I'd like more of you to discuss. That's what really makes the class. That didn't get results. Maybe she could have broken us down into smaller groups and discussion would have been good. Somehow she'd have to
break down the large group."

L: I didn't participate much. If I'm really interested in a course I'll participate in it pretty thoroughly."

"It was a case of where class participation was necessary, and not enough people participated. Just the same ones answered everytime she asked a question."

"She wasn't oriented to lecture only. It was a class participation situation. But yet she didn't draw the students out, not all of them. Some of them that she knew would be willing to talk."

Q: "I remember thinking a few people talk too much. A couple of girls seemed to always be saying something and I didn't think what they said always was too apropos."

Additional Data

From a Class Incident

[Student report of incident.]

G: "One time she didn't wait for me to finish, I was telling about Eleanor Roosevelt, how she had, I had read her book and she said she tried very hard in a receiving line, to spend time, even a second, and made a point to look each individual in the eye and give them just a split second of her complete concentration. So that she convinced that individual that she cared about that individual, and she did care. Well, she presumed that I meant that Eleanor Roosevelt was superficial, which no one could ever presume of her, and I was hurt because she didn't listen till I finished that, but she said she meant that she was really sincere. Well, if she had waited a minute lonter I would have said that. But I was hurt to think that she thought that I wasn't a deep enough thinking person to think that Eleanor Roosevelt was not sincere. I was hurt because she didn't hear me out for one thing and then she drew the conclusion that I was thinking that Eleanor Roosevelt was merely going thru a form rather than sincere. That was the one thing that hurt me, because sincerity means a lot to me. This is something I highly prize. It was the only thing the whole quarter. She was so indulgent, and anxious to care."

Class Transcription of Incident

[Class had been discussing the reduction of sibling rivalry by giving children more individual attention.]
T: "[Children] have to learn that there is more where that came from. [Pause]

23: "I think there is a great value, not only within a family but in all, lot of circumstances of life. Where for only a minute or two you give that minute or two as completely as you can. And keep the relationship between these two people in mind. The main point, the main segment of importance. And you give your complete attention to it. And somehow or other it becomes of high value, that extremely short time becomes of such extremely high value, that it can be, it sprouts enough that it spreads out over periods that aren't that rich.

T: "That I think is a very good point. The quality of the time that you spend with your children is more important than the quantity. And the giving your complete attention, it's very aggravating not to have complete attention, in any kind of situation. In the classroom situation for instance. In fact I, when I don't have complete attention in the class I get to stumbling around and I don't know what I am saying. I mean it's essential. It's essential that you've got something going, really going and this is, you'd be surprised how much poor attention is shown in children. I mean parents they um-um, yes, um-um, and not hear a word of it. You don't fool anybody long that way.

23: [While teacher is looking over class notes 23 starts this contribution without being recognized by the teacher.] "I read a book by Mrs. Roosevelt, I don't know why but I'm intrigued by books about persons who have been in the public eye such as Mrs. Roosevelt. When they will reveal to us and they are willing to share with the general public, and that's where I fit in. Something like that . . . [this part spoken so low it is not heard by class or on tape recording] and they're little techniques for succeeding in challenging circumstances was something that I think is wonderful that they want to do this. In her book she said when she went down long receiving lines and had a lot of visitors to face that what made it possible to do, that when she shook hands with anybody, she looked them right in the eye. And was very pleading, you know, because there were a whole lot of people involved. But she said that was the thing that she kept in mind, the thing that helped her succeed. Giving each one very concentrated, attention even though it was for a short time.

T: "And it's all right to look at it as a technique in a sense but with Mrs. Roosevelt it was also a real concern and that's what made it . . .

23: [Interrupting and speaking over teacher.] "It was genuine.

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1 Student G and student 23 are the same person.
T: "She was genuine and that's what made it carry through. To have meaning. And certainly children need our complete attention, even if it's only a brief interval as you said. And brief intervals will take care of a lot of time, if of high quality." [Pause] [Teacher then moved into a slightly different topic on sibling rivalry.]

Written Assignments

The writing of daily reactions and the comments that subject wrote on them helped students to develop thinking, and the ability to understand their experiences and feelings.

Supporting Student Statements:

R: "Instead of writing a term paper we kept little notebooks, and I thought this was very helpful."

"I have always kept a diary and I noticed that when I was writing everyday about different experiences then I didn't feel any need or have things to write in a diary."

J: "We had these little notebooks and each day we were to write down any quote from either the lecture of film or some reading that we had done for the class which particularly stood out for us. And then to analyze that into, rather analyze an experience that we had in terms of this quote. And I think this was particularly meaningful because it kept you going all through the quarter. This kept you thinking on a rather even sort of a keel all through the quarter. And we would hand in these little notebooks, once every two weeks. And she would make comments. So if we weren't fulfilling the assignment, like for instance when I first started out I didn't include my own experiences as much as she would have liked. Then the next couple of weeks it gave me a chance to improve on this and to analyze my own experiences more deeply so that I think the book improved over the quarter in terms of the analytical approach."

"On the notebook she might write: 'That you are often failing to relate your own experiences, use a specific experience when you think of one,' and so on, or she wrote 'good', or sometimes she wrote little comments on the philosophy."

E: "I thought that she was very encouraging. We had to write something about each day's assignment. And she read these and she kept, I'm sure she kept them very confidential and she wrote notes that showed
that she had read them. And I thought that she was very encouraging."

N: "With these reaction reports, I was able to give my thoughts, for I knew she would keep them confidential and so I felt freer to express these things to her in that way. I enjoyed the class very much. A very fruitful teacher."

"In some of my reaction reports she would write down comments. Maybe I expressed a question whether it was right or not but I would show that I wasn't very confident and she would make a remark, 'Oh, you are not alone'. This is something that many others feel and she brought out this a lot in class too."

P: "I was kind of a quiet type person and this little notebook that I would write, she wrote some good comments that, it made me feel good that I could think that she was trying to boost me up."

C: "She had us write down a little diary of certain things that meant a lot to us that happened during the week or each day. At the end of the quarter she had us turn this in."

"She made a little comment at the end [of my diary] and I always remember she said, 'You seem to be smiling a lot more.'"

"When she gave us the diary assignment I kind of groaned and I thought: what exciting thing happens to me during each day. But then I began to look at things that happened, and I began to find things, that I thought were really valuable to my life."

"And then at the end I think she was able to see how we had grown through what we had written in our diaries. The diaries were to help us grow. It was to help us perceive human relationships, to understand others and to respect others. It worked for me. I'll always remember that class."

O: "She had us keep this notebook, daily notebook. And think about something either that was said in class, and you think about something in your own experience and record these. You can try to make people think about this but until actually when you have to sit down and write about it I don't think they do, at least students don't. They don't have time. I thought this was real good. It helped you know more about yourself."

H: "And we did those diaries. I thought that was interesting too. I think they were more worthwhile than doing a term paper. I think that what we were supposed to do was to react to something that we had read.
And it made me think about it."

W: "Each day we had to write down a saying or some little theory; and we had to write down how that applied to us personally and whether we agreed or disagreed with it. This is a good way of getting our own personal feelings."

"She put a few comments on these [reaction diaries]. I think it would have been better if she could have put more. But of course that's limited too when you have twenty-five or thirty pupils and have to read each of these. But it kind of helps you to get some looks into yourself."

Non-Supporting Student Statements:

R: "Maybe more frequent writing, well, maybe she should have called for the notebooks more frequently than she did. Maybe every two weeks."

X: "I think if we had had to write more about some of these things we were reading about we could have gotten more out of the class."

M: "I think we should have written more. Because this is the way we were forced to think more about ourselves and these situations. We did write a notebook. But it wasn't the kind of thing where you had to mull over things and see how you fit into this. I mean well, anyway for me, I was so busy and I'm sure most of the kids were, that I wrote down things yes, that came to mind, that were important at the time, but I didn't have time to go back and always think them over and see how I really did fit in the situation, or how I really reacted all these different ways to it."

K: "I thought it was valuable in a way, [having us write personal experiences in a little notebook everyday], but it takes quite a bit of time. I think some of them were very valuable but sometimes you really had to scrape, you know, to think of something to say for that day. But I thought in a way it sort of defeated its purpose when there were too many of them."

Additional Data:

From Interviews With Subject

1. S: "It's always been one of my concerns that we have, that we seem to operate on two levels. One is the intellectual things we believe, our behavior level is something else again. And I have really
consciously tried to narrow the gap between what we say we believe and how we behave. This I have really worked on with them. And so I say to them, it doesn't do any good if you know this and you can write this on a test if you do not see how this applies in your family living. Some people don't ever, never can, I mean they intellectually express themselves up here and everything sounds good and looks good and gets good grades. But they don't [really understand] and so in these I asked them to relate to their own experience. When they saw something in their own experience that seemed to illustrate to this, to relate it. And those students who did relate, who were seeing how this is affected in my behavior, I gave one or two or three plusses once in awhile. When they were exceptional."

From Class Discussions:

2. [The following is from notes taken by the observer and is not a verbatim account of the instructions for written assignments given at first class meeting.]

T: For our written work you will need a small spiral notebook, I have forgotten the size, it is important that they all be the same size because I will be carrying them and I can't keep them all together as well if they are not the same size. I'll tell you the size tomorrow.

Once in southern Iowa a semi-trailer was wedged, couldn't get it thru an underpass and couldn't back it out. Several men gathered to speculate and spit. The ideas the experts were coming up with were, to say the least, complicated. A little boy stepped out from the crowd and suggested that they let some air out of the tires, so they did and then drove the truck on its way. Just because something seems obvious, let us not think it is too ordinary for mention.

3. [The following is from notes taken by observer on the fifth class day and is not verbatim.]

T: I told you last week to get a notebook, well I finally have the size, it is 1372-3 Champion. The only reason I am adamant about the size is that I have to carry them to another place and if they are not all one size they will be slippery, this way I can tie and carry them easily.

I will bring an entry from two other notebooks that I have kept because I thought they were good, to show possibilities.

No further assignment for Tuesday but this: get notebook, make entry for Wednesday, Thursday and Friday of last week. You are to
make entries for each class period except test days. Enter relative to reading or discussions. You have opinions. Don't read anyone's from previous quarter. I'll tell you, your ideas are much better. I'll collect and read them 3 times each quarter. Trust yourself on this. There are ways to foul up. Date not when you write, but day of discussion. I want a date there. Then I want a statement from reading, a quote or something. Sometimes things show up that I have never heard that is probably a good quote, but I want them to be from reading, or from class. Something relative from your experience. For instance for today in Preston: Were you subjected to ridicule, sarcasm, etc.? [Teacher writes on board. Date; Quote; relate to experiences; give incident; any relevant to your feeling, attitudes, behavior; and if relevant to attitudes today.]

Relate to you. So you read "Too Bad" well don't say that it doesn't relate to you because you are not married. Give an insight into your own behavior, give an incident where communication has affected you.

Don't be afraid of something deep. The other day on communications you got started on depth understanding and very good.

Moment that has impact for you, it is the important thing. Even if it is obvious, when it has real meaning for you it is very significant.

I am grateful when students do a lot of thinking and write a short entry. The kind I don't like is where they write just a little to fill up space. Don't write one word to fill up space. Some people take more words, two or three, paragraph and then come to punch line.

These [diaries] have many values. (1) I get to know you. This I value, and (2) you get to know you better. I think that is important.

The reason I take so long [to explain this] is that I have found the longer I take the better.

If they are honest it does not have to be traumatic, dramatic or anything else. It is good when honest as you can be and how you felt. Then you can't miss. Does this help?
Reading Assignments

Reading resources were interesting, thought provoking, challenging, varied and short; the students had time to complete assignments and think over the ideas in the readings.

Supporting Student Statements:

R: "I remember we read Fromm's *The Art of Loving*, and I read it again just recently, and looking at it now, it is quite a difficult book in a way. I am quite sure now that we who were in the class didn't really understand what he was trying to say. She introduced it, and she wanted us to at least get some surface understanding so we would start to work from there. I think that this is the challenge that too many teachers fail to take. They think that if you can't understand the whole works, thru a quarter then there is no sense in introducing it at all. They just keep giving you the things you can understand, but they never really challenge you to the most."

"I remember several of the different readings that she had given to us and our going through these and trying to apply them. Moustakas was writing on honesty. I know this affected me quite a bit, his expression of what he felt honest was. It caused me to think about just what I felt honesty was. I had never really thought about honesty in terms of the whole individual. It became in the context of honesty always with the other individual in giving your honest reactions, not trying to show a different person than you really were."

"Her courses used varied materials. She mentioned that they hadn't written a textbook to go with the course and she used a variety of materials and this was a wise way to do it."

J: "She gave us quite interesting readings to do. You know Gribran, and Fromm, both Fromm's and Baruch, just an interesting variety of people. Philosophers as well as social scientists. The philosophers were more optional, but I think they were important in the total course. They were extremely interesting to me."

"I think in some of our courses we try to cram in so much outside reading, especially when there's a lot of new research being done and so forth, that we don't have time to think for ourselves. And you do have time to think and not feel guilty about not having read so much or something [in this class]."

"And you could go slowly enough to assimilate them, I feel that you
were digesting them. We had time to think about what you were writing, think about what you were reading. [There] wasn't nearly the pressure that you had in some other courses."

"People from the outside if they see that you aren't doing loads and loads of reading might not understand the course. Or perhaps no students have ever told [them] about it."

E: "I think the assignments were pretty standard. But you had to read them because she might ask you questions about them. And I think everybody did read them because the course was interesting and so you didn't mind it."

B: "Reading took hours because you thought about them."

"The readings were of real value, we didn't have a textbook."

A: "I don't know if the department chooses the readings. But they were things that would guide your thinking about these things before you came to class."

"And the good [teacher like this one] bring in new material, things that wouldn't be in the textbook or your readings. Supplementary type materials that make the course interesting."

N: "I felt like the books that we had to read from, some of those were good books. I want to read them over now again."

W: "[Readings] It wasn't factual type material. Just kind of reading, not exactly philosophical, but a lot of theory was in it, rather than just facts and learning . . . . It was more what you think and how you feel about it. I like this kind of thing. I just enjoy this kind of thing more than having a set of rules and having to abide by them."

"I remember I thought the books that she choose were appropriate for the course. They were the kind of things you could talk about and discuss and get into. They were like her. And they were like the class she tried to create I think. They had more discussion of ideas."

"And one thing I did like about her, I'd see her reading the things in the library at the same time I was reading the assignment, she'd be there, reading and studying too, so you knew that this just wasn't something that she did year after year. But that she renewed it each time that she taught the course."
Y: "She didn't give awfully big assignments, and I appreciated it, because if I have a real lot of reading, then I didn't have any extra time to think about it. She made the assignment pretty short and then you were to put in the extra time to do this thinking about it and making out these notebooks."

"She picked good quality type readings."

H: "Other courses it seems to me you are always wondering when the next test is going to be and how much you have to read. [In this class] there was time enough so that you could really think about some of the things, you know, that we talked about in class. There was just more time to talk in this class, I think that I really learned more this way because, well like this one book that we had to read, The Art of Loving well, in other classes we probably would have been given a week to read it and then had a test on it. But in this course you didn't have to cram in a whole lot of things. There was time enough so that you could really think about things. Since then I have reread The Art of Loving four times."

"Often times too she'd read maybe a story or a poem that she had clipped, and you could tell that this was something that she especially liked and she saved it for a real long time because you know she had this little notebook, and everything was all tattered."

F: "I was able to keep up my readings in there although we never knew our assignments very far ahead. Probably about a week at the most. She was trying to see how much material we could cover, cause it was a new experiment for everybody." [First quarter that course was 5 hours credit.]

Non-Supporting Student Statements:

Y: "She could have dittoed off a page so we could have known a little bit in advance what we were to read. The class was flexible, but it was hard for all of us to get the books and read them in the library."

W: "I remember at times I thought she wanted us to read too much. But I don't think any of her assignments were unimportant."

P: "The readings were kind of heavy but that's the course itself because there is a lot of material to read in there."

K: "Well I think the C.D. Department gives too long reading assignments. She definitely gave too much reading."
"I don't think the class was especially outstanding. I enjoyed doing some of the readings. Except they were too long."

D: [Readings?] "There weren't many if I remember, just those two books. [How about the readings in the library?] Can't remember too much about those. I know I did them."

Q: "I hardly remember the assignments, we did some library reading, but I don't remember how much or how often."

Additional Data:

1. [The following is from notes taken by oversever during first class meeting and is not verbatim.]

T: Class is participation, I won't repeat what your readings have been over. One thing that is most valuable: To read before class. One young man last quarter, stressed that it is important to read before coming to class. He didn't on one day and he said he really missed a lot of what was being said that day. Read ahead, assignments are not heavy. You are getting 5 hours credit, so you can be expected to spend 10 hours a week. These are not difficult. Do these readings in a leisurely fashion, if you want to take time, stop and think about what is being said, maybe pursue additional material. You'll get a lot more out of class if you read before.

Everyone knows something about families, but if we pool our ignorance; that is not what I am talking about, try to read before class.

2. Reading assignments for the class included:

Articles


Erickson, Erik H., Personality Development. In Childhood and Society.


Council of America, 110 West 42 Street, New York, New York.

Hudson, John, The Infant in the Family. Source unknown.

Bartemeier, Leo H., The Practical Application of Basic Mental Hygiene Principles by the Cornelian Corner. In Landis and Landis (Ed.) Readings in Marriage and Family.


Parker, Dorothy, Too Bad. Short story in the Viking Portable Library of Dorothy Parker.


Books read in part:

Baruch, Dorothy, How to Live with your Teen-Ager.

Baruch, Dorothy, Parents can be People.

Neisser, Edith G., Brothers and Sisters.

Tibbitts, Clark, Living Through the Older Years.

Books read in entirety:

Fromm, Erick, The Art of Loving.

Fromme, Alan, The Psychologist Looks at Sex and Marriage.

Hilliard, Marion, A Woman Doctor Looks at Love and Life.

Preston, George H., The Substance of Mental Health.

From Interview With Subject

3. S: "How I made my [personal reading] selections I don't know. I was looking for people whose minds I thought, sometimes it kind of
scares me, I was looking for people who were confirming what I was thinking [experiencing]. But I think this has been true, even right up to date, because when I first read some of the things that Maslow wrote, here was a confirmation on paper, which I didn't absolutely have to have, but which was very comforting to have. That here was somebody who was thinking along parallel to my thinking."

**Evaluation**

Subject did not focus on tests or grades, the grade became unimportant to some students; testing was acceptable and fair

Supporting Student Statements:

R: "Of all the courses that I have had, the one in which I didn't feel the pressure about the grade, it was there. Because somehow, it really didn't make any difference. Because what she was trying to teach [was the important thing]."

J: "Some [other students] thought the tests were quite 'finky'. I don't even remember the test at all, I can't tell you what kind they were. I guess maybe they were essay. But then I don't remember maybe they weren't. Most courses I can remember what the tests were like. But then here I've completely forgotten. The only thing I remember about the tests was that she said it was not the grade that was important but the change in behavior. And that's all that I can remember."

X: "I think she told us the first day how she was going to grade and she never mentioned it again."

"I had never heard that it was a course that you could get an easy grade out of."

B: "The first test was very hard. Very difficult to study for. There were very specific answers to be put in blanks in a sentence."

"I just felt that I was getting so much out of the course that I couldn't ask for anything more."

"Toward the beginning of the course it became important that you were learning and the grade."

A: "She wouldn't change the grade [on a test]. She didn't like to talk about grades. That to her was rather insignificant."
"I didn't think too much about grades because it was class I enjoyed coming to."

"Grades did seem like an insignificant thing, and something that you never ever questioned about. You knew that she expected you to do your work and do it as well as you could. That was all. Why bother about grades?"

"And her test grades. I remember her putting them on the board and she didn't want questions asked."

"And some student would have liked to know sooner than mid-term just how they were progressing. Were they getting out of the course what they should be."

"I could say something about her tests. A lot of people thought they were unfair but frankly all you had to do was read the material and study it. It wasn't the kind of test you could go into without having studied for. I think that's what most people had expected it to be. She was very specific."

W: "Her tests were essay. I think that scared me at first. But her tests were a lot like her questions [in class]. They weren't unfair at all and I thought that they did cover the course."

"I felt frustrated that I hadn't been able to show her that I had learned more than that [than the grade in class indicated] because I felt that I had. This is one thing that I didn't like about her course."

[You think she became disturbed when students got interested in the grade they were going to get rather than in the learning. She disliked students to get to focusing on grades?] "Right."

Y: "And I was a little hazy on what she graded on. When we ask you towards the end of the quarter she said two tests. I think maybe we could have known a little bit more."

O: "I think testing is very hard in courses like this, I don't know that she was doing a poor job of it particularly, but it's just a difficult thing to do [for a course like that]."

L: "I think she gained a reputation that her tests were not particularly rough, they were more or less logical."

"Her tests didn't require much work as far as studying outside of class for them."
D: "Her tests were fair."

Non-Supporting Student Statements:

R: "I can't remember what kind of a test it was but the midterm wasn't what we had expected and several students did think that this wasn't a true test of what they had gotten from the course."

"She might have had more frequent testing, but I'm not sure that this is the type of material with which you do this."

W: "She tried to stress that of course the grade isn't the important thing but nevertheless when you are being graded it's important to you."

M: "I think an extra test or two would have aided and not only her grading but our learning. And I would like to see standardized tests removed from this course."

F: "She did have a variety of tests. Which is rather confusing. Each time we had a different type of test altogether. And this makes it hard to... well the first test is the one that you get to know the instructor. Then if the next one is different and the last one is different, why then you don't know how you are supposed to study."

"The only thing I can think of being objectionable in the course was her changing the method of test each time."

P: "I remember that first test and I was really upset about it. Her second test was quite better. In the first one she had a bunch of sentences right from the textbook and we had to fill in the blanks which I didn't think you should have to learn one sentence. Other than the first test, her tests were I thought pretty fair."

K: "I don't think her tests were very good. Her final was pretty lousy in fact. It really didn't have anything to do with the course. A couple of tests were essay and I thought they were good. But her objective tests, which was the final, was very poor."

Additional Data:

From Interviews With Subject

1. I: "Do you think the grade became unimportant to your students?"
S: "I think it did with the exception of a few people who had some­thing hanging by a thread . . . . I think by midterm . . . there begins to be this feeling, that the grade isn't important. That what I'm getting is more important than the grade."

2. S: "I have had many students say to me . . . regardless of what I get as a grade . . . I have profitted immensely by it . . . . I am quite convinced that [they] know what they say to me on this level, whether they like my teaching, what they like about it or not, this is not going to make any difference in their grade. This is information that I get, that it pleases me to hear, but it does not influence grades and I think they know it. This is the way I've been able to maintain a friendship, a special friendship with students too. . . . it has been a clear understanding that this is not going to have any influence on the grade."

3. I: "Would you say you were soft with students?

S: "I think a student that had occasion to find, to test me out on it, would think that I was long suffering in many respects but when I reached the limit that there was no use in working on me. Because I really, can't complain about having too many students work on me about grades . . . when I say no they seem to take it."

Part III. Personal Qualities of Subject

Acceptant

Subject totally accepted herself and others

Supporting Student Statements:

R: "She had made an honest evaluation of herself. She knew where her strong points were, and where her weak points were. I think she had judges her talents fairly. There was no pretentiousness about it. I think she accepted herself, for what she was, and yet she always wanted to improve herself. It wasn't an actual striving, or a bragging kind of individual at all, she just wanted to present herself as she was."

A: "She was a teacher that felt really good of herself. The kind of person you'd expect would give herself in life but not especially material type gifts."
J: [How does she feel about herself?] "I think it's quite, well, should I say good? I don't mean that she worships herself but I think she has a lot of self-respect. And I think she has to have that much love to give other people. And this is one of the things that she taught us, that you do have to have respect for yourself and you have to feel love before you can love another. She was basically accepting of herself and how she could; [ways] that made her free to relate to other people."

N: "I can remember that she seemed to accept all, many of the students, and the things that they said. She seemed to try to accept each student as an individual and I felt the respect that she had for the different ones, even if their ideas weren't like hers."

"A good teacher works with individuals, accepts people for what they are and tries to help them" [Subject was "good" teacher.]

O: "I think probably she realized her abilities. She wasn't terribly concerned with herself."

F: "And she was objective and accepting of other peoples opinions whereas I feel a bad teacher thinks she is the only one that is right."

P: "She liked herself, she didn't make any excuses or anything. She just seemed like she knew what she was doing all the time."

Y: "Some teachers say they want what you think but when it comes to a test or something you have to repeat what they've thought. As long as you think the same thing you are okay. But she didn't. If you thought that way, well that was fine and power to you. I respected the way that she treated us."

L: [Feel about herself?] "I think that she felt that she had raised her children as best she knew how."

The following statements also appear under Part I, Student's Feelings In Classroom: Felt accepted, relaxed, comfortable and that ideas and feelings they expressed would be accepted and not criticized.

E: "No matter whether what you said was good or bad. I mean she wouldn't think any worse or any more of us because of our experiences."
J: [Recall feelings in class?] "Well, first of all I guess you felt that you wouldn't be condemned for anything you said."

A: "Another thing that I liked was that she was always understanding for your viewpoint. She wasn't real opinionated, as far as we knew."

"She accepted a lot of things that a woman that [wouldn't] or would be surprised about. That was another thing that I liked. That really helped."

X: "The one big thing about the whole class, anything that was said in class, she always had something, she could point out what relation it had to a particular discussion or pertaining to the course. She never ever would be one to ridicule someone for something said in class. I enjoyed going to the class, the whole part was enjoyable, being there."

B: "If you had something to say everybody listened. You never had the feeling that there was one right answer, or that she was weighing your answer. Everybody's contribution was of value."

D: "You weren't judged for what you said, or what you thought, or what you felt. What you had to say would help the group in some way, probably for some individual in the group. Everything was accepted, was very good."

F: "And she was accepting of what students had to say. She wasn't the type of person that her way was the only way, or that she was the only one that was right. But she could be accepting and open minded and objective toward what they had to say, but yet she could come back on her own and make her own point seen too, and without having to really criticize them. She could defend herself and yet make them feel like their point was accepted too."

H: "I have this speech problem, and as I remember I did stutter when I talked [in this class] but I didn't care so much in this class."

U: "We felt that she was going to understand whatever I say and so we would say the things that came into our mind."

G: "I think I was relaxed as any class I've ever been in. In fact that's what gave me my enthusiasm. I could relax, I knew that she had an open mind."
"No, as I remember she didn't actually jump on anyone for saying anything. Sometimes instructors will criticize the student for the answer and say well, you know, obviously you didn't read the material or you aren't thinking right, or something like that. She never did that. You didn't feel like she was going to jump on you for saying something."

"I recall she had a great deal of respect for students in the class, well all students. She was willing to listen to them and it wasn't impatient listening to what we had to say. It was very, very patient, wanting to know, being very receptive to our ideas. Of course this certainly encourages the students to talk in this sort of a class."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. I: "How do you feel about yourself as a teacher?

S: "Well, I think if I have to be completely honest with you, I feel satisfied. [Laughter] I hate to think that anyone has to apologize for feeling satisfied with themselves. I think I feel satisfied. I have no feeling that I could have done any better. Now, if you want to get down to specifics like say, more something or other, I probably could have done better. But if you, if you're looking at it in the realm of influence, of influencing students, I have no feeling of having failed, of having not, well this business of potential or talent or whatever, of not having used this pretty well."

2. S: "I think this business of acceptance of students, something I probably need to think a lot more about too, but I'm sure that there are certain degrees of acceptance, and I think that through the years the more that I have learned about human behavior, the more accepting I have become. And this is not an act of virtue, or nobility, or saying to myself come hell or come high water I will be tolerant. It isn't even tolerance. It's just acceptance. And I have come to the feeling that this total acceptance of the person leaves the way open for growth. They are much more apt to make positive growth, in this kind of situation. But it's not a planned sort of thing. I couldn't, I couldn't be true to the things that I have learned about human relations and not automatically be accepting. I mean without effort, without any virtue
applied to it, without any strain or stress on me. It just seems to me that this is implicit. The more I have learned the more to me that this is implicit. The more I have learned the more accepting I have become. It's one thing to accept intellectually and it's another one to feel it. They may be poles apart. I mean what people can expect intellectually and what they really feel.

I: "They're all really saying how can I show acceptance of this person. But if you do accept them, you don't have to show it. You just do.

S: "And you don't have to think about how you're going to show it because you don't, there is no particular routine by which you show it. You just are accepting."

3. I: "What kind of student did you enjoy the most?

S: "I didn't intend to, to bracket them. This may sound funny but it's true. Enjoyable or not enjoyable. There were some whose minds were working so well or maybe just in accord with mine that I enjoyed exceptionally well, but I think I can truly say that I never had a student in class that I would have liked to get out of there. You know.

I: "That you wished would drop the course?

S: "That I wished would drop the course or get out. I almost hate to say it because it sounds sort of funny but I think it's a very ordinary feeling that people have, but I don't think I ever had it.

I: "You can't remember a student who was a threat to you or interfered with your teaching.

S: "No.

I: "Or got in the way of your being an effective teacher?

S: "No, I had a few students who tended to talk lengthily, but I think in the main I have accepted that as individual differences."
Ontological

Subject was living in the present; she was comfortable with and preferred reality; she enjoyed the moment, savored and tasted each day to the fullest

Supporting Student Statements:

R: "She was just someone who lived life just to the fullest. No particular experience was particularly good or bad. It was how did it effect the pattern of your life. And right now when it happened maybe you wouldn't think it was for the best interest, but somehow these were all intertwined in the making you, and lot of times you had to look carefully at just what particular experiences did."

A: "I think she might have been afraid that people when she died would be so sorry and be mourning and wishing her back and all that. She was more concerned with this fact that you live in the present rather than mourn for the past."

J: "Another thing I remember especially about her was her saying you know to live for the moment. We spend too much time looking for the future. Each day taste it and live for the fullest now. And I think this is something that has particularly impressed me and it's one reason that I feel so happy now even though I've got little trials here and there."

"Well she just seemed to live fully and as I understand it even when she is sick and dying she still impresses people with her way of living, fully."

C: "She was just a good teacher to have that subject, because to me she was a well-adjusted person."

F: "She was a person that as she said herself, she lived her life to the fullest, each day to the fullest."

"She showed it in her work that she just lived each day to it's fullest. She was getting all she could out of life. And she was a person that was living what she taught. And could put her own self into what she was saying."
U: "She told us once that she considered it a privilege to grow old and many people are not given the privilege and one of the things was to live your life to the fullest. And I think she tried to do this."

G: "She found her place, to express herself fully."

K: "She seemed like a well rounded type person. Wasn't so wrapped up in her teaching, or so wrapped up at home that it did any harm to the other. I think she sort of hit a happy medium that way."

Q: "I think she wanted other people to try to live as fully as she had lived. And in a very unselfish way. She wasn't saying you live my way because I have lived very well. She was satisfied with the way she had lived and she wanted other people to be satisfied with the way they would be living."

D: "She was very realistic in knowing that everything isn't going to be a bed of roses. That you have to prepare for the worst as well as the good."

Non-Supporting Student Statements:

None

Additional Data:

From Class Discussions

1. T: "This is reality. If you remember in the beginning of the quarter I said that I don't, I don't apologize for taking away anyone's delusions, if you have any of these gay delusions I don't apologize for taking them away from you. I've always found that real life was much better than anything anyone can dream up. It may be rougher and tougher but it's also better."

2. T: "Attention to the present situation is especially dear to my heart. He says that this means that you have no excessive concern with the past or the future. But a healthful attitude relates the past and the future to the present. So that you don't forget that the present is the time in which you are living. This is it. There are many things I think which are apt to lead us away from this attention to the present situation. And some of it is not
bad if it is not carried to excess but early in life we start looking at, anticipating the future. And the little youngster who watches the others go to school thinks oh boy the day I go to school. That will be the day! And then it's when I get in junior high and it's departmentalized and it's got phys. ed. and you're oh you're doing all these things. Oh, that'll be the day. And when I get in high school. When I graduate. When I go to college. And when I get through. Then you start anticipating getting through. You're like the woman, maybe I mentioned her before during the quarter, who even when traveling, which we usually look at as a pleasant situation, said when she got home and got everything unpacked: well, now thank goodness that's over. I mean she was living life to get things over. [Pause] You can carry this on farther. You know when I get married. That'll be the day. When the baby gets out of diapers. Oh, that'll be the day. Then we'll start living. When the children get big enough so that they aren't such a responsibility. Oh, we'll really begin living. Well, something is happening to you. You're getting pretty old and maybe your living is not quite what it was. So it's a little better to realize as you are living it and unfortunately I have had to say this many times during examination week. And I remember one young man saying at this point, I can just see myself at two or three in the morning bleary-eyed looking in the mirror and saying this is the best moment of my life. But even so I say it and maybe this bleary-eyed moment before the mirror is one of the best moments of your life. At least it's pretty good. I think maybe I've used this illustration before during the quarter but if I have forgive me. I would like to again. It's like going home for the holidays at Thanksgiving with a bad cold. And here's all this wonderful food in front of you and you eat it and it nourishes you. But you don't taste it. You can't taste it. And this is the way, what you are doing a lot of the time in life. I mean in these years. It's doing you good but you are not savoring it. You should be rolling each morsel over on your tongue. And getting the last bit of goodness out of it."

From Interviews With Subject

3. I: "How do you have a wonderful life? How did you get it?

S: "Well, partly, certainly it is not what happens to you, because as I have said to you before, I am sure that my life is not wonderful because it has been a bed of roses. Because it hasn't. Part of it is learning to what the Japanese say 'appreciate the moment'. It is not just having it, it is knowing it, and knowing it right at the time. And knowing that even the struggle and even the pain, and the disillusionment, sorrow, and all of the tough things that come along with it are good and a part of life."
Spontaneous

Subject felt free to express her impulses

Supporting Student Statements:

R: [Mrs. Hansen and good teachers] "So they are flexible, and they will change to another way. They are organized. It is never, I have this many notes and I must get them in today."

A: "Another thing I liked now that I think about it; I think she must have been fairly progressive in life, in changing things from quarter to quarter. This is just something I really admire. Sometimes you get instructors that every quarter says things just the same every time. I think she changed reading lists and reading assignments, and even the material she brought to class. Once in a while she would cut out cartoons even and pass them around, about family situations, and I knew that they were recent enough that she was constantly searching for material for her class. That to me is pretty valuable. She wasn't stagnant."

"She didn't have what she was going to say all prepared beforehand, spontaneous is more the word. She was alive the whole time. She wasn't teaching the same courses she had taught for forty years. It was all new to her."

L: "Well, she wasn't inhibited. She said what she felt. She pulled examples in of her own family background to point out."

The following statements also appear under Part II, Subject organized and led discussions, but they were flexible and free to develop along lines of the student's needs and interests.

J: "I mean it [the discussions] seemed to just happen. She got her little quote 'lecture' wound into the whole thing it seemed like a complete accident. Of course it wasn't."

X: "She didn't have to rely on a lot of notes, I imagine that she had taught for a number of years, but, she could just sit there and talk without having to look at notes. And yet she presented everything that she wanted to."
B: "Best teachers meet needs of students, maybe off topic of day, will meet that need, even if not in lesson plan. They are adaptable. Needs now present were met, not two weeks from now." [This teacher a "best" teacher.]

"She lead discussions but she didn't know where it was going to go, because it depended upon what she got back."

A: "We got into discussions but she wasn't so set. I mean, set that we were going to talk about one thing on that day. If we got off on another subject she wouldn't make us come back."

Q: "Also I can remember feeling really glad and happy that you could sit down and talk about those things and that you didn't have a rigid schedule that you had to follow. It seemed like you were really more free in that class to, you know, divert and not have to stick to a schedule, I don't think she ever handed out a schedule sheet, there wasn't any rigid schedule."

W: "[The class just seemed] to kind of flow. I think she would have diverted and talked about what we were interested in as long as it pertained to the subject matter [in general]. She was free with us, within this realm of limits. Whenever you were ready to talk about something she was ready to let you talk, have a discussion about it."

C: "Her lessons were well prepared, and yet, she was very flexible. She'd move into anything."

Non-Supporting Student Statements:

None

Additional Data:

From Class Discussions

1. T: "I don't know, and I certainly don't want to mislead you or upset any of you in your ideas about this but believe me I've given it a good deal of thinking. And I, I don't care whether it's giving or what, we have taken so much of the spontaneity out of life. We have, we were talking about the sex relationship the other day and"
I said I objected to all these books and techniques and all this sort of thing. I do because they have taken all the spontaneity out of it. We've got all the rules and regulations and no spontaneous reaction and this is true in giving. It's true in so many things. We think that if, we should draw several rules about things and then everybody should follow them. And at the same time we keep swearing that we allow for individual differences. Oh yes, we believe in individual differences. But we don't, we've got rules and regulations for everything."

From Interviews With Subject

2. I: "Asking you these questions, looking into these things and making yourself conscious of yourself and your teaching style, I think that there should be no excuse whatever for asking you to examine these things . . . [if you were going to continue teaching].

S: "I'm not going to be teaching any more so it doesn't matter. It doesn't matter now. I'm sure I would have not liked to have done this before . . . Not because I have any hesitancy about anybody examining my work, I mean, they can examine it. I don't. I've just been doing what comes natural and I wouldn't want it to be . . . Oh, I think maybe that, the secret of this could possibly be that I have always been consciously working on myself. For lo these many years, for as long as I have been thinking about me as a person I have been working on me as a person. And that, when I continue to work on me as a person, I don't have to take into consideration a lot of these things. I do what I have to do and that just takes care of it.

I: "That takes care of the question, what do you want to do to your students?

S: "I don't want to do anything to them.

I: "I'm doing to me?

S: "I do it to me."

3. S: "I felt like it. I did it. I have such freedom."

4. S: "I think too, I don't know because it's a very spontaneous kind of thing, I have often been able to inject a bit of humor in [class]. These sort of things that come out of them kind of laughing at themselves or what not. And this is not a deliberate device or anything."
Humanistic

Subject had turned away from ego concern towards being important in the lives of others

Supporting Student Statements:

A: "She reminded me of a person who hadn't had a lot of material goods, and probably didn't concern herself much with them. She reminds me of a person that would be interested in other people, but not one who does any prying, or concern herself with gossip."

"And the good teacher [this teacher is like the good teacher] has a great concern for you as far as the work you're doing in their class, not because of the grade, but because of what it can do to you as a person. A good teacher cares about you. They don't bury themselves in a bunch of notes. And a poor teacher most likely will hide behind his notes because he is scared."

N: "She perhaps tried not to think of herself. She thought of others, perhaps sometimes more than she thought of herself. She was concerned about herself, but she was also concerned about others and perhaps would place them first, lot of times."

O: "I think it's remarkable for a family to be the way hers was and for her to have the attitude she did toward her family."

C: "But I think that she tried to create a good home situation for her husband and her sons, and tried to do much for her family, rather than do tangible things like food and shelter."

"I think, I bet she's more concerned about her family than herself. This is the impression I received."

W: "A lot of the time she just didn't think about herself. She thought more of other people, than she did about herself."

U: "She is a very conscientious type person who is very interested in other people and she thought of other people before she did herself, and she enjoyed doing little things for other people which means a lot. This is what made her great."

"I don't think she worried much about herself. I think she thought of other people."
F: "[She had] a willingness to help you."

G: "I don't think she thought about herself very much. I think she was one of those people, that's part of her goodness."

M: "She was so particularly orientated to people. I'm sure she didn't worry about position or what people thought of her as a person."

Y: "She wasn't too worried about what you felt about her either. She felt she was good in herself and she wasn't too worried about what everybody thinks about her."

K: "I think she is very involved with her family. She values family life."

Q: "She wasn't as concerned with things as much as with people."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. I: "What did you want for your students?

S: "Well, if you want to get real basic on it, I have had a wonderful life, and all I want for them, is I hope that each one of them has one that is equally wonderful. And if there is anything in what I have got from my reading or my experience, that may help them achieve this without quite as much trial and error, quite as much blood, sweat, and tears, that's what I want.

I: "How do you have a wonderful life? How do you get it?"

S: "Well, partly, certainly it is not what happens to you, because as I have said to you before, I am sure that my life is not wonderful because it has been easy or because it has been a bed of roses. Because it hasn't. Part of it is learning to what the Japanese say 'appreciate the moment'. It is not just having it, it is knowing it, and knowing it right at the time. And knowing that even the struggle and even the pain, and the disillusionment, sorrow, and all of the tough things that come along with it are good and a part of life. How you get to know that I don't know. But I think it helps sometimes, if someone, who is in a teaching position, points up some of these things, it helps them to realize."
From Class Discussions

2. [Student makes a comment that she likes it when people put their cards on the table and she knows where she is in relation to their expectations.]

T: "This is the way I operate in class. When I tell you something we do in our family, I don't think everyone should do that way, but I can share my experience with you. I can do that. And tell you this is how I arrived at what I am. Sometimes it helps."

Enthusiastic

Subject embraced experiences; she enjoyed students, work and living

Supporting Student Statements:

A: "The good teachers show real interest and enthusiasm for their subject. The poor teacher may be really enthusiastic about their subject but you'd never know it." [Subject one of the "good" teachers.]

N: "You can see that they [the "good" teacher and this teacher] enjoy students, and she enjoyed teaching and she enjoys being with the class."

C: "I think she enjoyed teaching very much. It was obvious that she did. She enjoyed her relationship with the students."

F: "She used variation in the tone of her voice, she could put feeling into the way she was saying [things]."

"She seemed to be in the classroom because she liked people, and she enjoyed people. And enjoyed youth. She wanted to help you if you wanted as much as possible from the class."

N: "This lady who I could see was not feeling well when I had her, and that she was still teaching, and that she enjoyed, you could just see that she enjoyed the students so much. And I enjoyed her very much for a teacher."

P: "The way she talked she seemed like she was really interested in what she was teaching and really wanted us to learn it."
"When she presented [things in class] she always seemed like she was real enthused about it and that it was something that really interested her and she wanted us to be, to have as much interest as . . . not excited, but to really want to learn it as much as she thought it was interesting."

"The tone of voice and the way she said it was enthusiastic and interesting."

"She was real interested in school and things and causes."

H: "She was very interested in everyone's ideas. And she had sort of an enthusiasm for life and it was, you know, it would come out and it would come across to the students."

"[She had a liking] for her own subject matter which helps you like it."

Q: "She was an interesting person. She didn't talk in a monotone."

K: "She seemed enthused about what she was teaching. I thought that this was real important."

L: "I think her speaking voice was pleasant and it wasn't monotonous."

Non-Supporting Student Statements:
None

Additional Data:
From Interviews With Subject
1. I: "Did you ever get tired of teaching the same class?
S: "No, I never got tired of it. I was asked if I would like to change, would I like some variety. But no, I never got tired of it.
I: "It must have been you never thought of it as being the same class. Each time was a first time.
S: "They say this about self-actualizing people . . . experiences do not grow old and stale . . . but each time experience is a new experience. It never does get old."
2. S: "This I tried to get across to girls too. Somehow they have an idea of culture as going to good plays, going to good concerts, reading the expected kind of books and this sort of thing. Now I've got nothing against these things but you begin to get out here on a very superficial level. I mean, you're getting predigested life. And there's so much of it that when you're experiencing; you should be enjoying. And nothing is to keep you from reading, they say they don't have time to read. Well, you can read while you rock a baby, you can read while you iron, you can read while you're peeling vegetables at the sink. We used to, in the years when I did probably my most reading, we lived in a house that had casement windows, and they had a little bar that came out here and you could prop a book in there any time you were near the window. Here you could be ironing, prop a book in there. And you could be rocking the baby, the baby adored, and you could read."

Related effectually

Subject's interpersonal relationships were warm, friendly and thoughtful

Supporting Student Statements:

R: "Both the ideal teacher and Mrs. Hansen are very adept at human relationships."

X: "I really don't know what would ever make her angry, because when I have met her around on the sidewalks and the building, and she always seems so happy-go-lucky about everything."

B: "And the humanness is something about Mrs. Hansen that made her so much more acceptable for this course. I mean she was much warmer. You can feel so much more of her personality probably than any other teacher."

O: "She was pleasant, interesting to talk to."

"She was a very easy going person, [did] not get excited about things."

F: "She was human. She seemed like somebody warm and outgoing. Whereas some people are so rigid and cold that you almost would be afraid to approach them with questions after class."

"I would classify Mrs. Hansen as a good teacher. They are friendly, outgoing, personal, let personality show in the classroom. Willingness to help you."
C: "She is warm, enthusiastic and understanding."

"Everytime you'd see her outside the classroom, even now, she remembers your name. And she'll give you a hello there or hi. Many teachers don't even remember that you have been in their class. But she still remembers my name."

W: "She was always friendly inside and outside of class. You'd meet her on campus and she was always ready to stop and talk to you when she met you. She remembered who you were."

Y: "She seemed to be a popular type of person, a likable type of person."

"She wasn't the type where she wouldn't recognize you, if she saw you in the hallway. She knew you were one of her students. It wasn't a cold type of atmosphere."

G: "She was very informal."

"Sometimes I think that she's been blessed by God without her realizing it. She doesn't realize she has this; it shines out. And it shone through, and I don't think she even realizes it, how much glow there was. I don't think she herself was aware of it. There was a modesty there."

L: "She wasn't even stimulated in her action either. She didn't get overly excited about anything or she would simply state a point, or an example."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. S: "[Students] ... don't bother me as much as they bother other people. I mean the same thing does not bother me that seems to bother other teachers. It has always seemed incredible, and I don't know whether it is true or not, but it oftentimes seemed that because I was always available that they were more considerate. I am not sure that this is true, or not but I not only felt that students, that I was not annoyed, but when they came and when I gave them time, I didn't give them the impression that I should
have been doing something else, or that they should make an appointment for next week, or something else, I always gave them time, as much as I could, right now. But they never seemed to take advantage of this. I don't know whether this is true that they didn't take advantage of it, or that I didn't feel that they were taking advantage of it."

From Class Discussions

2. T: "They [students] would just like to discuss things. And if they got together somewhere for an hour and discussed some of the things they were thinking about here. This is the thing that I think should take place in a university. I'm not just saying this about this class. I'm just using this as an example but this is one of the greatest opportunities that is provided in a university. And the one that nobody has any time to take advantage of. Also everybody, every group comes on campus, I mean every college generation brings their group on campus. They would really like to get better acquainted with the faculty. And then a bunch of superficial meetings are set up at which nobody gets to know anybody else. You spend an hour in each others' company but it's not really, it doesn't really mean anything. Now I have a back porch that is a very pleasant place and what I would really like, if there was anybody who thought it was really valuable enough, in their college experience to come out and sit on my back porch with me some day and talk about anything that we have discussed in class, anything that we are both thinking about. I would completely enjoy it. But to go to a tea as a means of really making a meaningful contact with another human being I don't [see it]."

Democratic

Subject believed in the worth and dignity of each individual; she respected and was concerned for the development of each individual

Supporting Student Statements:

R: "She was one of the most outgoing and interested in her class people that I have ever met."

"And a good teacher is conscious of whose time she is using. Too often I think teachers feel that your time is worth nothing and they are given an hour of your time. I think that my time is very valuable. If I am giving an hour of my time I expect an hour of their time in return." [This teacher one of "good" teachers.]
A: "The good teachers [this teacher a "good" teacher] are interested in the students and interested in drawing out your points because to me it seems like they think they can actually learn from what you have to say, whereas a poor teacher really doesn't care if you speak or not. Perhaps if you speak you'll just interrupt their lists of points. And the good teacher has a great concern for you as far as the work you're doing in their class, not because of the grade, but because of what it can do to you as a person. A good teacher cares about you. They don't bury themselves in a bunch of notes. And a poor teacher most likely will hide behind his notes because he is scared."

X: "Like a good teacher I would say was her interest in people."

C: "I don't know if I should say Mrs. Hansen is the ideal teacher because there is no ideal teacher. But she came the closest. An ideal teacher understands her students, is concerned about them, expresses an understanding, a genuine warmth towards them, and she helps them as much as possible. She is warm, enthusiastic, and understanding. And she would evaluate her students not only on grades but on what they get out of a class, what effort they put into the class, and how they enjoy it."

O: "She was interested in people all the time, people in general."

F: "She was there to teach a subject and because she liked the students."

P: "She wanted us to be as interested as she was and cared that we were learning something instead of . . . . A good teacher is concerned about students I guess you'd say."

M: [How did she feel about students?] "Well, I think she was interested in us as far as she could be, as individuals."

Q: "She was interested in students. Patient. Pleasant. Unselfish."

"She just had a tremendous respect for all individuals, not just students, but people, an appreciation for people. She wasn't as concerned with things as much as with people."

Non-Supporting Student Statements:

None
Additional Data:

From Interviews With Subject

1. S: "That reminds me about the time [our oldest son], he was eight or nine. He was going to get something for me, a loaf of bread or something. It was in the wintertime and he lost this half dollar. And I wouldn't have thought of asking him, because this was something I had ask him to do, for me. If I had given him the half dollar for himself and he had lost it, that would have just been too bad boy. You lost it. But since I had sent him on his errand I was not thinking of this, but he thought of it, he said, and money was not too flush, and he said I will pay it back. Almost immediately I thought, oh you don't need to, you don't have to pay this back. And then I thought, no since he feels this way about it, I had better take it. So he paid me back something like ten cents a week, out of his allowance. ... in the spring I went walking around the house. The snow had gone off and we had some grape hyacinths and some of these little spring flowers that come up under the snow, and here standing right on edge, in the snow was a half dollar. Just where he would have walked around the house and it had fallen and was standing straight up, standing on edge, and so I just left it there and I went and got him. And I said, I'll bet that is your half dollar."

Contented

Subject knew healthy anxiety but was free of neurotic anxiety

Supporting Student Statements:

R: "The only things I can think of would probably be classed more as personal concern. That students were not understanding or grasping the material she was presenting. I think she felt strongly about this."

"I think her biggest concern was that we would be contributors to life."

N: "She was concerned that students were getting something good out of the class."

E: "I don't imagine that her house was kept spic and span all the time. I don't think it probably worried her thought because it wasn't."

A: "She was probably a pretty kind and understanding mother but I imagine she was a very strict disciplinarian. Her boys didn't get out of hand."
"She was real relaxed, nothing bothered her too much, like talking in front of classes like some instructors I've had."

"I think that the family was the most important thing to her, and her children's happiness and health, and if something like this wasn't going well, that might upset her more than anything else."

"I don't know if I'd say worried, concern is when you do something about it, worry is sort of worthless. She was probably concerned for her family, her children."

"She was comfortable in the classroom herself. You could tell that she wasn't so concerned about getting points across, that what she wanted was for us to discuss this and evaluate it for ourselves."

"I think if anything happened to her husband she'd become worried. Or if anything happened to her family. I think, I bet she's more concerned about her family than herself. This is the impression I received."

"She was constantly conscious of her family. Raising her family, was something that she worked very, very hard on. She felt that this was even more important than her class. These kind of things were important to her. I don't know what kind of fears she might have had."

"She might worry about her family."

"She's not a carefree person at all by no means. I don't think a lot of things would probably bother her. If anything did, mainly about her family or something."

"It may have been she would want her students to have the right goals or something, and not to be concerned with the real petty things in life, but to be concerned more with the good things."

"I just wouldn't imagine her to worry a lot. She was an easy kind of going person. If she worried I think it would be that her students were getting what she was trying to get across to them. I think she was a conscientious teacher."

"She wasn't too worried about what you felt about her either. She felt she was good in herself and she wasn't too worried about what everybody thinks about her."
Q: "I think she would have very few fears or anxieties. None that I would know of. I think she was concerned whether or not she was doing a good job of teaching and yet I don't consider it a fear."

Non-Supporting Student Statements:

M: [What would she be afraid of?] "Certainly not her housekeeping. She just wasn't that kind. I think she'd worry about other people, her friends, her family, probably to an excess. Because she was so particularly orientated to people. I'm sure she didn't worry about position or what people thought of her as a person."

D: "And she seemed she had a very deep concern for her family and how they were going to be developing. Maybe even she had too much of a concern. I mean maybe she worried about this too much."

Additional Data:

From Interviews With Subject

1. S: "We [our family] move very fast, whenever we do anything. We make a decision and we go ahead with it. I mean rather than trying to say who's fault it was, that this happened, and analyzing after the fact . . . . Our approach has been, here's where we are right now, and what do we do? We have spent very little time looking back over our shoulder."

2. S: "I have done very little looking back, over my shoulder. Maybe all my decisions have not been the best decisions but then when I make it I go ahead and see what I can do with it. I don't constantly look back and say, now maybe if I had done the other thing . . . . I read a little statement that Eleanor Roosevelt made. 'It's not that I have more energy [than other people], it's just that I waste no time on indecision or regret.' And I think maybe there's an element of that [in my life]."

3. S: "... very seldom I even think about what anybody else is thinking."
Responsible

Subject held high expectations for herself and for students in accepting personal responsibility.

Supporting Student Statements:

R: "She told us that as you improve yourself you can give more to others. And I think she always lived this also."

A: "There were other more important things to do. Like developing herself as a person. I imagine she was a fairly religious kind of woman."

Y: "I think she tried to improve herself, I don't think she was a social climber."

M: "Well, I think she was one of these people who worked on the areas to improve in."

The following statements also are listed under Part I, Responsibility growth: subject provided an atmosphere where students could discover their individual responsibility for learning, growing and becoming.

J: "I can't ever recall an instance where she was angry at a student or the class. Well, maybe there was one time when she asked how many people read the lesson and not many people had read it. I've never seen her get really angry at all. I think the students had the feeling that it was their own tough luck, the discussion was going to be hampered by not having read this."

R: "I think they [the "good" teacher and this teacher] challenge the student, every student. If that student has any reactive power at all and wants to learn at all they will challenge them in one way or another. And then I think they aren't easy teachers, in any sense of the word. And they expect from you to give your all. I think too often poor teachers, if you don't want to learn it that is O.K. They don't really expect you to give. And they don't give you anything to give to."

B: "But you really got out of the [the course] what you gave to it, I mean, that was her purpose."
A: "Well, it wasn't very many times, but if you didn't do your readings she sort of had sly way of bring this up. And the next thing was that it was for your own good, not that she cared."

"Well she got angry when we didn't know anything to say about the reading. She would make a point of saying, that was assigned for today. That we had the responsibility for taking care of that."

C: "Well, I've never even seen her angry. She didn't reprimand anybody because they didn't have their assignment done. Of course she wanted you to get her assignment done, so we'd have some background for discussion, but there was no forcing you into it. It was up to you."

Y: "She trusted us always to do our reading. She didn't give us pop quizzes so she trusted us. Now if you took advantage of this I think she would be angry."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. S: "I don't know how many things I have done that I have started that I have come to a point where I would like to walk off and leave them, but I have taken another couple of good breaths and I have gone back and finished them up."

2. S: "Early in my senior year [of college] I found a quote somewhere, a statement somewhere that I copied into my notebook, not realizing that it would ever make any difference, or be of interest to anyone. I didn't even put down the source. But it certainly has been a potent one in my life. The statement was: 'This main miracle that I am I, with power on my own act and the world.' . . . from that moment on I would catch myself whenever I was passing the buck. Whenever I was saying, well, I didn't want to do it. I did it because somebody wanted me to or because somebody said a thing, I knew that it didn't make any difference if I felt crowded by culture to do it or anything like that. I still was responsible for what I was doing. And I don't think I ever passed the responsibility for my behavior since then."
3. S: "I was never good even at apologizing for errors that I had made and this was not because I did not want to admit that I had made an error. It was because I was saying to myself, there really wasn't any excuse. It always seemed to me to go around yak, yak-yak all of this, well was sort of an alibi. I have never been very good on excuses. Because this always seemed to me that this was another way of sloughing responsibilities for behavior."

4. S: "I somehow felt that nothing was going to be required of me that I couldn't do. [Long pause] Does that make sense? I mean, that I didn't have to take on the salvation of the world. That anything that I had to take on, I had what it took to do it. And so I lost no time feeling badly that I couldn't go out and do more.

I: "But you never felt that you got involved in so many things that it was taking more from you than . . . .

S: "Well, again I always felt that was my responsibility. I have become in later years terribly independent on this. That it's my own fault if I let myself get involved in things, either in things that are time consuming that are not worth the time or energy consumed, that are not worth the energy."

Open

Subject was open to share experience with others

Supporting Student Statements:

A: "Then I thought if she [a non-participating observer in the class] is trying to learn the technique of teaching this from just this observation so she'd be able to take over that's too bad for her. I don't think you can learn that. She'll never be the same person. You can learn some techniques but you can't learn to be another personality. Mrs. Hansen gave of herself and it was her own personality. Another person couldn't be just like her and that's good. They might give something else that who knows, maybe will be more valuable."

C: "She had so much. And what she had was love for everyone, and she wanted to give it, give it away. She was just happy in doing things for others."

F: "I liked Mrs. Hansen as an instructor very well. She was such a personal person, she let her personality show in the classroom. It was friendly."
G: "She shared a good deal of herself with us. I don't know how to say it because I think she gave everything she possibly could give to us. I think she is that kind of a person. She is that kind of a person who in doing so enriches not only her, she enriches everything."

D: "Well, I liked her as an individual. I thought she was a wonderful person. I mean she was ready to open up to you. I mean and give her heart out to you and everything. Her style in that type of situation is what you have to have."

Non-Supporting Student Statements:
None

Additional Data:

From Interviews With Subject

1. S: "Oh, something I would like to put on tape sometime is what I told you...in the car the other day...but that is the fact...I mean, you said something about it being...I was a good Joe to do this sort of thing. [Take time to have interviews on her teaching.] Well, it is true that this is a part of this philosophy of mine, I make myself available. And it is true if I have anything that could possibly be of value to anybody; I feel like it's no chore, no chore at all to do this. I mean I enjoy it...Well, it's just that even if it were a chore, which it most certainly isn't, I would feel it was almost an obligation to give, if I have discovered anything in my seeking, that can be of any possible help to anybody, any person, or persons, then this may be what I have to give. There are many things I haven't subscribed to, that I haven't given in the world, but this may be my area. I think about in The Prophet where it says the trees give their fruit because not to give would be not to live. They don't ask if somebody is worthy of it...So if I have produced anything in my thinking that is any help in any way, it's there for the taking. And this has been my philosophy in class, which seems to be sort of, I'm sure to many people it seems to be a passive one. But it certainly has had quite a bit of action come of it. I have said this is what I have, this is what I know, this is what I have found, this where I am in my thinking. It's free. You take it or leave it.

I: "Or do with it what you can.

S: "Do with it what you can. Go on from there. I haven't always put it into these words but, I have not attempted to push this down anyone's throat. To argue them into my way of thinking or anything. I only say if you're interested this is it, help yourself to what you want. And this I have done with my time."
2. S: "No I never attempt to control. I was not concerned with control. I was always concerned with what, I think maybe that's it, with what I had to give them that would be most significant to them. . . . And I wasn't checking it. I was so involved in giving it, that I didn't know, or didn't check on [it]."

Genial

Subject was cheerful, pleasant and humanly humorous.

Supporting Student Statements:

R: "And a sense of humor that is not flippant, but maybe more optimism that's tempered with a knowledge of life. And that to become educated is one of the higher goals of life."

"Another thing I like is that every once in awhile there is a little bit of subtle humor. Not often, but once in awhile it really fills in. And all these things about the good teacher I could see in Mrs. Hansen."

N: "There were some times that you could tell that she wasn't feeling really well, she moved slowly. But she usually had a smile, she was very, very pleasant."

C: "She was able to laugh at herself, she was always happy, no matter what. She would always give us her little chuckle or laugh, you know. She had a sense of humor too, which is so important. She is so human, such a human person. Warm. She wasn't stiff, just relaxed."

"I have seen her up at the hospital under the circumstances, the way she is handling herself now. I can't believe how cheerful she was at the hospital and she is very ill."

"She had a sense of humor and she'd laugh, and she'd joke about something and she could be serious too."

"Oh I though Mrs. Hansen was a very happy person. You don't see people that are that happy very often in this world. You really don't. And I wanted to have what she had."

Y: "I thought Mrs. Hansen was a warm type of person, she was jovial and she could laugh and she could be serious and she could really drive home a point."

"She had fun there, right in the classroom. And I think learning is
best achieved when you can [have] fun learning it."

Q: "She was pleasant."

D: "Her personality was more or less like a sunny disposition. She was more or less cheerful. She created an atmosphere always a very informal one. She wasn't one of these stern teachers who come in, well today's subject is going to be this and this. It was very informal and very nice friendly type."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. S: "I have often been able to inject a bit of humor into [class] . . . and this is not a deliberate device or anything . . . [I have been told] that this was my saving grace in teaching a good many things. For instance, in the area of sex, that it was not a serious, deadly matter, that when I talked about it, I mean there was a certain lightness along with it. I can't even describe it and it isn't a deliberate device . . . ."

From Class Discussions

2. T: "One thing I didn't mention is that anyone who can spirit away, I mean some people get so spiritual about this relationship that they forget the physical aspects of it, which you cannot. It is a physical relationship. But it is also a psychological relationship. And I, this I think has to be accepted. I think some physical satisfaction may be achieved from a relationship by a man but certainly not the ultimate of relationships. And I question highly a woman's satisfaction in a relationship unless there are some psychological qualifications met. It has always seemed to me highly unlikely that any one under many of the situations that pre-marital relations are carried out could be, have this, a very good meaning about it. Because of the very, the environment which is usually pretty sordid, the fear of interruption or fear of someone discovering what you are doing, the fear of unwanted pregnancy. Anyone of these things I think can trip the trigger for a woman to the extent that it isn't going to be too much of an experience. I think it has to be recognized that this is a psychological relationship as well as a physical
relationship and that if it is going to be anywhere near approach the peak experience it has to be one in which both people can lose themselves completely. This is one of the reasons that I don't believe that, too much in all this technique information. Because I can't think of anything more likely to ruin the whole business than to have someone trying to figure out whether this thing is coming off like page 24 in the book. [Class laughter]. If somebody is concerned about this at this moment they aren't having too much of a relationship as far as I'm concerned." [Pause]

3. T: "The sixth one [point in listing of good mental health] is a sense of the ridiculous. Not taking oneself too seriously. I always think of my oldest son in this respect. My youngest son is pretty much that way too but my oldest one is really endowed with this. And when he came to see me at the hospital when his little brother was born, he was about eight. He stood beside the hospital bed just right and put his cheek against my arm. And he said I'd fight the whole world for you Mom. And I said I know you would [son]. He said if I had a B-B gun or even a sling-shot. I said I know you would. And then as little as he was he saw the ridiculousness of this big undertaking he was doing and he looked at me and grinned. He said I'd probably get under the bed and say help me Mom. And this is what I mean by, what I think Schaffer means by a sense of the ridiculous. It's not just that you laugh at the cartoons or when somebody falls down, but that you see the ridiculousness in your own behavior. And this saves many tense situations. It's a wonderful quality to have and to nurture. One time I had a girl remain after class after we talked about this and she said what can we do? And I was hard put to know what to tell her. About the only thing I could say was foster all the little germ of it. Don't be too proud to laugh at yourself or let your children put you in a ridiculous position once in a while. Let them laugh at you and your mate. Don't be too proud to laugh at your own ridiculous situation. It cuts things down to size. I remember my own father was well endowed in this respect too. And when anybody had a problem which seemed like something they just couldn't face, it had gotten clearly out of perspective. My father would say something and it wasn't silly. It was most relevant to this situation but it just gave you a little different perspective. And after you had laughed at it then your problem was still there but it was down to size and no longer seemed impossible, to do something about it."
Attentive

Subject knew if her ideas were being communicated because she sensed perception in others; she was a good listener and willing to talk with students.

Supporting Student Statements:

R: "I would say she had had enough experience that she could discern, quite often when people weren't really thinking and pondering over what she had said."

"They kept themselves aware ["good" teacher and this teacher] to always be able to react, maybe if they try one approach, they are quick enough to see that this isn't going to work with this person."

E: "I never went and talked to her out of the class situation at all. But I'm sure that if I would have had any problems that I would have gone to talk with her before I would have just about anybody else on this campus. Because, sincen her natural way about her probably could have helped you in a tight situation, because she probably would have been encouraging for one thing that that's pretty much what you need. And she probably would have given some experience of hers."

X: "If we didn't understand something then she would start all over, we would go back again and we, she would present it in a different way. This probably made a difference. Sometimes you can say you understand but you can tell just by the look on your face that you don't understand. And I think she could sort of sense this a lot more than probably some people do. She could sure tell what you were thinking I think, especially in our discussions."

W: "She was comfortable to be with and just to discuss with in a class. Sometimes it seemed like she almost wasn't a teacher, wasn't like you'd think of as, like an authority. She was more guidance rather than authority. Someone you could go to with a problem. Some teachers you stay reserved with, but she was someone you could always go to and talk to if you really had a problem. Sometimes she talked more like a guidance counselor than a college instructor. In the CD Building you'd go past [her office] and you felt like you could go in and talk to her a little bit if you wanted to. And it didn't necessarily have to be about a problem. She was just always free to visit with you for one thing."
U: "And then outside the classroom you knew because of the feeling you had with her inside the classroom that you could go to her at any time whether or not you knew she was your advisor or anything, just someone to talk with. You could go to her and feel at ease, you know have her console you. [How did she project that?] It's more or less a warm feeling, just knowing that she would understand you and a relaxed feeling because of the atmosphere in the classroom."

"The atmosphere was different in this course, feeling you were able to express yourself because you felt the instructor was willing to listen and did understand and really was interested in you. You gained more because you had a personal feeling and you felt that you were personally involved in everything."

Q: "Well she was willing to listen to us, willing to talk with us if we ever wanted to talk with her."

D: "I think she was a very intelligent woman and she was able to express her feelings very well."

Non-Supporting Student Statements:

None

Additional Data:

From Participant Observer Notes

1. A ten minute descriptive observation of subject in classroom: teacher sitting at south end of a set of tables arranged in a rectangle. She sits with feet pulled back under her chair with the ankles crossed. Hands are laying on table and fingers interlocked. She raises one arm to rest elbow on table. She is holding a red pencil in her right hand. She looks at a student who is talking and smiles as the student talks. She then looks down at table in front of herself as she takes point from the students response and develops it into another opening for discussion. A student gives a response which is confused. Facilitator does not make a single muscle movement in her face, she looks directly at this student while student talks. She makes no comment and turns to look at next student who volunteers a contribution. She is completely still and quiet while student talks. She nods her head now, but there is no other movement of her body as she looks intently at the speaking student. When this student finishes she moves hands and puts them palm down on the table as she talks. She gestures out with her left hand, her hands are now in front of her with palms up in a questioning, "I don't know"
fashion. As she makes point palms go down and she then lays one arm across the other, hands to opposite elbow in front of her on table. A student agrees with a point she has made and she leans back in her chair, puts arms over back of chair. Right hand has a pencil in it and as she talks she points out to class at the student who was just talking. Now she is listening intently to a student that is not making a point but she listens, with her mouth slightly open and she makes no facial or head movements. Her sweater falls to floor off the back of her chair, she does not notice. Class did not give evidence of noticing the fallen sweater. As she begins to talk again she lays hands out in front on table several times lightly in rhythm with the points she is making. She has a rubber band wrapped around her left hand palm, she removes it occasionally and puts it over right palm, just as she did with watch on previous class day. During the discussion one student who looks rather pale gets up and leaves class, picking up books and lunch bag. No one in the class room looks at her as she leaves, or appears to notice.

From Interviews With Subject

2. S: "Often at the end of a quarter I have said, [to class] now this does not necessarily mean the end of our relationship. I am here and I am in my office and if at any time that you are here and I am here and you want to talk to me, you are welcome. And I haven't had any avalanche by any means but I have had people drop in a year or two years after I've had them. Maybe about specific problems or maybe just to say hello."

Mature

Subject had a mature set of values, attitudes and philosophy of life

Supporting Student Statements:

R: "Every so often teachers tend to be very pessimistic. They are disillusioned with life. They convey this to their students. And I think a good teacher will always, they don't give up their hope that through education and through your teaching others and trying to help others you can possibly better the situation. I think that's one thing she did want for us people."

A: "She'd talk seriously about something, and you could tell that she valued it, valued the situation, the experience, that it had meant a lot to her at the time, that it had changed her life, in some way."
"She articulated a philosophy that I believed in but hadn't been able to think out. And it was a good philosophy. I respected her very much. And it was a philosophy that I wanted to develop more too. I had a lot of the feelings that she expressed in class, then I realized that these were things that I too believed, but I hadn't realized them."

"I guess I just approved, liked her. The things that she said, well these were things that I agreed with. These were lot of ways that I felt too and probably this is why I enjoyed her as a teacher so much."

"Oh, about Mrs. Hansen I thought one reason that she was such a good teacher was because she had such a great philosophy of life."

"You hoped, that you, if you worked hard enough that maybe you could be someone like her, in her witness."

"She'll be one of the instructors who I have remembered longer than any of them and always will because of her outlook on life. It's quite different than most of them I believe. And this is what stood out, more than her teaching method."

"During the class time you had the feeling that whatever she said you could respect her own ideas. Perhaps you wouldn't go along with all of her philosophy, however she did bring out many good ones."

"She was trying to do her part to make the world a better place to live."

"I think she has a lot of good attitudes toward life. I liked her attitudes."

"I remember that I enjoyed her attitudes especially."

Non-Supporting Student Statements:

None
Additional Data:

From Class Discussion

1. 23: "I think something that I myself can gain from this is the statement that there is normal therapeutic value in a wife's learning that her problem is not finished and insoluble, but universal and found everyday. Often we think we are the only one who could possibly have this sort of a thing to cope with but if you just look around and there are thousands and thousands. Cause they're human and in the same boat we are.

T: "And this is life. It's solving this problem. I mean I've probably said this before and I'll probably say it again, but we keep looking, we keep thinking of sometimes when we don't have any problem or when everything is taken care of. And then boy we're really going to enjoy life. Well, the good time in life is the time when you have problems and you can handle them. Now these are the times that you look back to with pleasure. And when you did have problems and you were able to solve them."

Congruent

Subject was the same person in all situations; she did not put on different roles for various situations

Supporting Student Statements:

R: "I don't think she was a person to put on something that she didn't really feel. So she just kept living, in every experience to it's fullest. Here was a person that practiced what they were trying to teach."

O: "She would not worry about whether everything came out just right on time or so. Like she would be happy and easy going. This wasn't just in the classroom, this is the way she lived."

C: "She is always the same person, cheerful, I mean she didn't have two personalities, one set for class and one set for outside because she was the same person in each atmosphere, each environment. That's what I mean by she was honest."

M: "You could tell that she practiced what she believed. She was an example of what she believed in."
Q: "She had a great deal of wisdom I think. A very practical person and her philosophy was in everything that she said. She didn't have a double standard of any sort. She tried to do what she thought was right for her. Many students had this same feeling. They felt she was just a wonderful person."

"I think we all probably enjoyed the course more because she wasn't in any way hypocritical."

D: "She was very sincere."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. S: "What I teach, and how I teach, and what I do, is what I am. And through the years, I have sort of, oh, I don't know what, I'll have to think of a descriptive word for it, but I, from being many things, to many people and what not... I am, well I just am what I am. And nothing, I mean... Maybe it's what they talk about when they talk about a whole person... I am, therefore, there's no other way, for me.

I: "You never have to stop and wonder what is 'me' going to do in this situation.

S: "Or what is my approach.

I: "What is my value? What is my attitude?

S: "What's my line! [Laughter] No you just... there is only one way."

2. S: "Well I never could see how you could, well of course this is no news to anyone, how you could teach anything effectively that you weren't. So everything that I put stress on in teaching was something that I had worked out myself. I mean that I felt I had a right to say it."

3. S: "[My teaching is] coming from my vitals, not from a lot of intellectualizing... it is what I am as much as what I say, or maybe it is what I am more than what I say."
From Class Discussions

4. T: "And there are two kinds of fatigue. There is a sort of physical fatigue just from general work but this is not as bad as the fatigue that you may get just from boredom. A woman who is bored with life and what she is doing is consumed by fatigue that is kind of bad. Lindberg also says there is no fatigue, that there is nothing quite as fatiguing as the artificial kind of social life in which we engage. Because we are not really being ourselves. And not being yourself is one of the greatest strains that can happen. And yet when you think about the number of people who spend almost 24 hours a day not being themselves it sounds pretty pathetic." [Pause]

Equalitarian

Subject was not omnipotent but was a coequal with her students; she did not see herself as above, as better or more important than her students; she felt she could learn from students.

Supporting Student Statements:

X: "She was very relaxed, she never stood up in front of the room, she always sat in the circle like the rest of us did."

N: "She had rather a humble attitude."

O: "She was so kind of different than just being a teacher, this is a teacher who is also a good friend. And we need more teachers like that. She would just take time to sit down and talk to you."

W: "She was comfortable to be with and just to discuss with in class. Sometimes it seemed like she almost wasn't a teacher, wasn't like you'd think of as, like an authority. She was more guidance rather than authority. Someone you could go to with a problem. Some teachers you stay reserved with, but she was someone you could always go to and talk to if you really had a problem."

H: "I don't think she felt them [the students] being below her like some teachers do. You know I can't teach them anything. She was always very helpful."
L: "I never got the feeling that she felt she was superior to anyone, or to any of the students. I think she felt that she was more or less trying to present what she knew. It wasn't this feeling like well I know all this and you've got to learn it. It wasn't the kind of relationship where you felt here's a professor and here am I the student, that she was so much more above me."

A: "The good teachers [like this teacher] are interested in the students and interested in drawing out your points because to me it seems like they think they can actually learn from what you have to say, whereas a poor teacher really doesn't care if you speak or not."

Non-Supporting Student Statements:

None

Additional Data:

From Class Discussions

[From a letter to subject's son read in class]

1. T: "I have always taken great pride that you have liked me as a person in addition to the love you give me as your mother. In short that we might have been very good friends even though we were not related by ties of blood.

[Later in the same class subject said]

T: "I think I wouldn't ask for any stronger relationship than there is between us and our sons. And yet neither one of them knows, neither one of them has to account to us for anything that they do. But you do not, there is something wrong with a love that continues to be possessive. I mean you've only really got something when everybody is completely free. And this may sound, not completely free but respectively free. Then what you've got left here is a real, it's not duty, it's not, well they're my folks, I've got to do something for them. It's not that kind of relationship. I mean it's more on a friend to friend basis. I mean what it should be developing into is sort of friend to friend. This is something that I really cherish with the boys when they were growing up. It even started long before adolescence. There were many times when we talked together. We talked together as friends. I mean it wasn't mother, it wasn't mother-son sort of relationship. I used to, with my youngest son I was speaking around in parts of the state, or something like that and he was fixing to drive the car. And so he was driving. My husband felt
a little better if he was alone in case I had car trouble or something like that. So on those trips we talked together. And we talked together as I would talk to any of my close friends. About anything. And so our relationship gradually changed from this basis. I mean that's what I meant when I say in the letter that I've always been proud that you liked me as well as loved me. Because I feel that they did like me and they still like me."

[Pause]

Temperate

The subject was neither explosive or unpredictable in anger, nor short on patience; she was not pleased, however, with superficiality, shallowness, conformity and lack of responsibility and awareness.

Supporting Student Statements:

R: "When people didn't, their reaction in class would be shallow, or they didn't think out their answers, or wouldn't try to apply things that she had been trying to teach, I can't ever remember her becoming angry with the class either, but I think inside, I'm sure it must have irritated her."

"I think sometimes it irritates her to think that people weren't giving of themselves, as such I would say that it came more as a reprimand rather than getting angry."

"As far as being angry at personalities, I can never remember her having a discipline problem of any kind."

E: "She would be upset if she saw people were not living, but in the past."

"Seeing people upset a good family situation would make her angry, or not trying to work out problems. Well, upset rather than angry. She would wish they could change."

X: "I don't know what would ever make her angry."

J: "Well, she expressed displeasure, not overt anger, as such, but displeasure at people who are living for the future. I think conformity would anger her, but she wouldn't, she is not the type of person who would fly off the handle and do anything. Superficiality would anger her, or concern at least."
N: "I can't remember her ever using sarcasm."

"I can remember her expressing concern as far as getting the fullness out of life and just not going halfway."

"Oh no, I don't remember her ever bawling someone out."

O: "I can't remember her being angry or irritated or short."

F: "I never remember her getting angry. She was not a person that was short on patience. I think she had all kinds of patience with people and she could just, make them feel comfortable and like she really knew them."

W: "I can't ever remember any instance of her getting angry. I can never remember her showing any marked displeasure. I don't think she ever did that in class. I'm sure she probably felt these things at times which are human."

P: "I think people that would not accept responsibility or who would let the other person do everything."

U: "I think it would have made her angry, would be to see other people living unhappy lives."

H: "I don't think she ever was angry."

M: "I don't ever remember her being mad or upset. A few days she was a little out of sorts but I think that was only because she wasn't feeling well. She just didn't feel well that day, and this happened maybe twice."

"I do remember once when she did get a little upset because we were talking about how students didn't really apply what they've learned from one course to another, or apply their learning in life because they never think about it. She got a little irritated one day in talking about this."

G: "Once in a while she'd, she wasn't as kind in her criticism as I expected her to be and this is something I hadn't anticipated. If she didn't like it she said it and she said it if she liked it. A couple of times I thought she didn't wait to hear me out."
"She was very indulgent, she was really, with me she really was and I appreciate it no end. But she had her own opinion. If it was wrong and she felt it was wrong she felt free to say it was wrong and that’s the way it should be. This surprised me. I wasn’t quite prepared for that."

K: "[She wouldn’t get angry] at personal opinions certainly. I don’t think she ever becomes disturbed at that. She just didn’t seem like the person who would become emotionally upset about things. She seemed very stable."

Q: "Possibly she would become angry at people who followed rules for rules sake. I’m not sure she would ever become angry at people. She might be disappointed in people for acting indly, for not realizing why they shouldn’t do something. I think she would be disappointed in people who are not aware, were not trying to be aware of what is going on around them."

L: "I don’t remember her ever becoming angry or really irritated."

"A couple of times, this girl that I went to high school with, she and I conflicted on views with [this teacher]. One was about college life being isolated from the rest of the world. [What happened?] She accepted our point of view but also stated that she thought is was not the norm."

"I think her moral standards were very high and this would be a source of frustration or irritation, if her family or anyone close to her had lower moral standards."

"I think she worried about the coming generation. She wanted to maintain the social standards that have been characteristic of past generations. I think some juvenile delinquent, a wild teenager would concern her."

D: "Oh, I think what would make her upset would be a person who had these cloud nine ideas. I think this could make her fur fly a little bit, running into a stubborn person."

Non-Supporting Student Statements:

None

Additional Data:

None
Subject knew little fear; she did not appear to fear her imminent death.

Supporting Student Statements:

R: "Later on in the course, after I had been there four or five weeks I found out that she was suffering from cancer, and this seemed almost impossible. You would never have known it unless someone had told you. But this did not shatter her."

"Her physical illness, you certainly never got the impression that she feared death. She didn't fear pain, or life, because this was a part of life to be lived. Fear just never seemed to be a part of her."

G: "What fears did she have? I think if she had any she kept them from people."

"But fears, I hadn't even thought about her having fears. I thought she had confidence to a point where she had no fears. She didn't have them or she kept them hidden. She had a superhuman sort of ability to face something like cancer."

F: "I don't know how much it would worry her, but, she had so much concern about other people. She is so outgoing, concerned for others, she doesn't worry about herself. She never let her concern for her own health show, in the course."

U: "I remember more than anything was our discussing what would we do if you had say five minutes or ten to live? Would you be afraid or would you do this or that? And she said that she would go home and cook dinner for her husband and spend her last moments with him because her family was so important to her. And she felt like giving something to someone else at the very last."

"Well it seems like one of the biggest fears that anyone can have in life is death and I don't believe that she really had that at the time she was in our classroom. Perhaps deep down she did but she was able to convince us in class she didn't."

W: "She didn't ever mention her illness, she never brought it up. She must have had inner feelings about it. She's not the kind of person who would ever want sympathy from anyone."
C: "Right now, under the conditions, I wonder if she is fearing death. I don't know. At the hospital she was still cheerful and still had a smile, and she remembered me."

K: "I understand that she was having a lot of physical troubles. I don't think she pitied herself at all; in fact I think she tried to sort of go off and beyond it. And tried to forget about it."

"No she never mentioned her illness in class. Infact I was rather shocked when I found out about it. Because her actions were such that you never realized."

A: "She told us [that she had a terminal illness] I think when we talked about death in the family, about accepting death."

Non-Supporting Student Statements:

D: "I think she had a fear of disease and now the rumors are that she had cancer. I mean she had fear of this and fear of illness. I mean I think that was more or less prevalent throughout the course. I mean this was obvious."

Additional Data:

From Interviews With Subject

1. S: [On knowing about having a terminal illness] "And a very funny thing, and one I suppose is very hard for people to believe is I wouldn't have lived it any differently. That year that I, that I didn't know.

I: "You lived that year the same as the year you did know.

S: "Yes I did. There were two years, one year I didn know, one year I didn know, there was no appreciable difference except in my own physical strength. But I didn't live any differently."

Honest and fair

Subject was honest and fair

Supporting Student Statements:

R: "I think the honesty with which she treated us was outstanding. I would say honesty and responsibility to students would fit the good
"And the good teacher is very fair about the way they grade, and the way in which they explain their grading system. And I remember she explained this and most good teachers will."

C: "She was a very honest person."

"And she was very honest with us, all the time."

O: "She was a very fair teacher, and reasonable in anything like assignments and papers and so on."

Y: "It seemed to me like she was very fair."

Non-Supporting Student Statements:

None

Additional Data:

From Interviews With Subject

1. S: 

"[My teaching] it is what I am as much as what I say, or maybe it is what I am more than what I say.

I: "There is something overriding here which is much more important than techniques of communication and techniques of teaching.

S: "I think there's a validity to it because it is not presented as a, with consideration for any kind of techniques. There is maybe an honesty, a validity, an authenticity about it because it's coming from my vitals, not from, not from a lot of intellectualizing."

From Class Discussions

2. S: [Pause] "If this is a unique relationship between two unique human beings as was suggested earlier, there is a great charm in two unique human beings discovering each other. And I think as Fromm says people are concerned about organisms and that sort of thing, they are so concerned about all these things. Why you don't have to measure your relationship by any book. If it's a good relationship as it seems to you, it seems unique to you, then this is a good relationship. And I think it's much better to go out on this
basis than it is to try and compare your experiences with the book. Maybe I'm a little biased on this. You can discount it if you think I'm biased. That's all right, it's highly possible I could be."

3. [A question has been asked about being honest when it hurts another person.]

T: "A person wouldn't have to worry if motives are clear. In spite of all difficulties. Come back to this, why are we scared of suffering? If honesty will hurt we . . . .

27: "... we have the chance to develop deeper bonds.

T: "I can remember my husband has said things, that hurt. Something would be separating us, that hurt us. He said if you can't take it, and I have at times cried, he said if you can't take it I will stop. This scared me so I said no, continue. I had to take the chance. I didn't think it was possible for growth if I didn't chance this. He still does, still hurts, I can count on him. [To speak with such honesty to a situation that it will of necessity hurt.]

Part IV. Personal Growth of Students

Acquired knowledge and skills

Supporting Student Statements:

J: "I can see through her teaching how my teaching could be improved, and it has improved."

N: "I learned how to stimulate others to think a bit more deeply."

B: "There were so many things that we covered in the course that you would use later on in your life."

U: "I acquired the ability to express myself."

W: "I was able to express myself better after I left this class."

F: "But I learned a lot from the class."
A: "I began to learn about women, their menopause, changes, etc."

K: "I learned to apply psychology to family living."

Non-Supporting Student Statements:

Q: "I can't put my finger on anything that I learned in the class."

L: "I got some facts, but I didn't grow, I just took the course and it was over with."

Additional Data:

None

Acquired new ideas and attitudes

Supporting Student Statements:

R: "I had never really thought about honesty in terms of the whole individual. . . . the context of honesty always with the other individual in giving your honest reactions."

J: "I feel that I really am enjoying school more since this course."

A: "I cleared up some old wives tales [negative attitudes] that I had heard about things."

"I found I wasn't the only person who reacted against my parents."

"I quit feeling sorry for myself."

"It caused me to think about a lot of things that I hadn't bothered to think about before. I think the main thing was it forced me to think about different things."

B: "I lost some of my feeling intellectually superior, and materially inferior. I quit being an intellectual snob."

N: "I discussed things in this class that I had never been able to discuss with my mother." [Changed attitude about discussing things.]
"I got new perspective about relationships with members of the opposite sex."

"I could see the excitement of learning for learning, and this helped my attitude in other classes."

"I developed a desire to learn and to keep on learning and looking into life."

"I learned how to adjust to school better."

C: "It built my hopes up for my study in C.D."

H: "I found a lot of things in The Art of Loving, that I had never thought about before."

O: "I learned new general attitudes toward children."

P: "I got over some fears."

"I learned that things I had thought were terrible were acceptable."

U: "I learned it is O.K. to talk about things that are bothering you."

Y: "[I grew] in the way you look at a subject that's being discussed. You'd want to look at all the aspects before you made a decision."

G: "I got my mind put at ease about a lot of things, one thing sex."

"I got some negative attitudes cancelled out."

"I think that I would have loved to have this type course when I was eighteen. I'm sure that my life would have taken different turns along the way, if I had known the things that I at my age learned in the subject matter of that course. Yes, it would have changed my life. It would have changed it very much. I would have taken different forks in the road." [Student was middle aged.]

Q: "I got ideas"
Non-Supporting Student Statements:

Y: "I have kinda forgotten what I did learn."

L: "I didn't feel like this course furnished all the answers."

Additional Data:

From Interviews With Subject

1. S: "It has always been one of my concerns that we seem to operate on two levels. One is the intellectual things we believe, our behavior level is something else again. And I have really consciously tried to narrow the gap between what we say we believe and how we behave. This I have really worked on with them. And so I say to them, it doesn't do any good if you know this and you can write this on a test if you do not see how this applies in your daily living."

From Class Discussions

2. T: "You need realistic expectations. I think this course should do something for you in that area. I hope."

See also example under Additional Data for Part II, Discussions were interesting, broadening, therapeutic, facilitated affective growth and covered topics usually not openly discussed.

Developed awareness of themselves, their internal feelings and the feelings of others

Supporting Student Statements:

E: "I became more aware of how people feel about situations and problems."

B: "I found how I myself and how others are thinking and feeling."

A: "I started to think about other people and their feelings."
"It caused me to think about just what I felt honesty was."

"I began to wonder just where I got the attitudes that I have."

"I began to think [to realize, to be cognizant] about a lot of things I hadn't thought about, families and stuff."

"I became more perceptive [aware] about human relationships."

"I learned [became aware of] a lot of things [that] related to me."

"I realized the way I felt about things."

"I became more aware of myself as an individual."

"I became more aware of the role of a mother."

Non-Supporting Student Statements:

1. D "I didn't get much from the course cause they didn't talk about my [individual] personal problem, that of how to lower my standard of living when I marry. I mean I will come down from living very well, to practically nothing. But who's going to say in class that this is my problem, it's too snooty."

Additional Data:

From Class Discussions

2. T: "You might be thinking back in your own experience to something you liked to do very well, that you think may be related to the kind of experiences you had when you did it. Or, something that you didn't like doing very much and you think that it related to the experiences, early experiences that you had trying it. Anybody think of anything? [Pause]

2. "I moved the yard across the street which is owned by an elderly man and which was acres large. But it would take a whole Saturday afternoon, practically all day Saturday, starting about ten o'clock and ending anywhere around four or five to complete this whole yard. Then it was quite a sense of accomplishment when you could sit back on by side of the street and view this yard and its beauty."
T: "Looking at what you do again and again always gives great satisfaction. This is always, I used to undertake canning, a great deal of canning, jam making, jelly making and that sort of thing when I was early married. And there was always a point that I wished that I had never started. I mean when all the dishes got sticky and dirty and I just got tired and I didn't think I was ever going to get done. When I was done and got it all cleaned up for weeks afterwards I would go down and look at these rows. Just look at them. They're beautiful. This is a great part of the satisfaction that you get from what you do. Anybody else think of anything? I bet everyone of you did. Let's have it.

14: "I actually never thought about this before but I really don't mind scrubbing floors and it just occurred to me what association I have with this. This was the only time my mother would ever listen to me. We'd scrub floors together, most of the time I'd start talking about something she'd start lecturing me. But when we scrubbed floors I could tell her my problems and things and she seemed to listen to me.

T: "That's an interesting association. What about some of the rest of you? You aren't digging very deeply. There's got to be a reason.

3: "Well I have a distaste for doing dishes because when I was little we would barely finish eating and I had to jump up from the table and wash dishes. And I was the only one done eating and . . . I think it was because with school I just ate that much faster. And I'd just gobble my food down and then I'd finish and I'd then say, I'm done . . . and then [we] would leave the kitchen and [Dad] would come back and he would inspect it. He would always pick these little things I hadn't done. I hadn't wiped off the canisters or I hadn't wiped off the door under the sink, or something like this. And I always felt like I couldn't completely do dishes. And I think this is part of this."

T: "You have brought up another point. The standards by which your work was judged were very rigid. They were adult standards. This I think you have to watch. Because children don't, are not going to perform according to adult standards. And if you are always going to judge on that basis, and even if they can do something even better than you, you say well, that's pretty good, but you should have done this or you should have done that.

25: "I remember on Saturday mornings I always had to go out and weed the garden. And I just used to hate that because it was always by myself and there was nobody around. And I'd sit there and pull out these little weeds and I just wasn't interested in it. But contrary to custom, I always liked to wash dishes because as soon as we got up from the table my parents too, my father would say we'll flip a coin to see who, whether my mother or I washed the dishes,
and the other one would dry. It was a natural thing. They always sat around and talked and had a good time.

T: "It was the competition angle that attracted you to the dishes. Also this little flipping of the coin. I mean added excitement. Who's going to have to wash them today?"

Developed an understanding of themselves and others; their feelings and interpersonal relationships

Supporting Student Statements:

R: "I was able to look back into my childhood and all of a sudden see connections. Why I felt this way now, and where, perhaps, I had got some of these feelings."

"When I saw 'West Side Story' I remember coming home and many of the girls in the theatre were crying and I remember thinking that most of them were crying because this girl had lost her lover, where really here was human need, and this was the sad part of the thing, there was still no one there who could answer the human need of these people who needed someone to want them. And this was what struck me about the movie. I think it was because of this class, and because of the things that we had made us start to realize that I took this attitude or thought about the show in this way."

J: "I am more willing to sit down and talk to other people and find out what makes them tick."

B: "This course applies to your everyday life. In most courses you are talking about techniques, but in this course you are learning about yourself."

"I realized that my parents have problems, I had never thought about that before."

B: "I understand why people do the things they do."

"I discovered that my parents had a viewpoint too, also my little sister."
"I understand my husband better."

"I learned more about myself and about my family, which was very important to me. What I learned about myself is more important than little facts. It helped me to understand myself."

"I began to understand my own family, and the relationships we had to each other, and why we interact the way we do."

"I think I will do things different in my own marriage, as a result of having taken this course."

"[The course helped me to understand] why you believe what you do in college."

A: "I can understand some of the conflicts my parents and I had."

N: "I got a better understanding of the things that have happened to me in my past."

"I felt like I developed a lot of understanding of myself through the course."

"I learned to apply what we had learned in this class to many situations and other people to understand them, myself, and my family."

C: "I usually can understand other people's behavior now."

"I got to know what others feel inside."

H: "I began to realize what was the reason for the way that somebody had acted, like someone in my family."

F: "It helped me to understand other people."

W: "I learned to look into myself."

"I learned to equate how I felt with how other people felt about an issue."
"I learned what others think about things. They became people with feelings and ideas."

"I learned [understand] how others can have such different feelings than I do."

Y: "I felt like I did a lot of thinking because all these things I'd read I tried to remember how it affected, what kind of things I could remember as a child. I always applied things to me and my family."

"I can remember a lot of things that I learned there and I think it's a personal type of course, you know, where everything in it is related to you."

D: "I learned [understand] how other people react and live in their relationships."

Non-Supporting Student Statements:
None

Additional Data:
From Class Discussions

1. T: "The second [in a list of conditions for good mental health] is an objective attitude. This is the habit of attaching problems directly, rationally and being guided by observed facts rather than desires. And the ability to see other peoples' points of view as well as your own. Now this course should have done something to help you look at yourself objectively. I think your notebook should have done something toward that end. And the things you have learned about yourself. This also applies to the third one which is insight into your own conduct. And certainly the notebooks should have contributed to this. If they haven't then they have failed. It means that you can be honest and frankly admit your errors and failures. And we talked about failure before but I would like to remind you that failure can be a learning experience. And it's too bad
if we look at it as a desperate thing that shouldn't have happened to anybody. If we can look at it as a learning experience and go on from there and profit by it but not dwell upon it."

2. T: "I'd like to run kind of a little experiment with you folks here. Here's a situation that often happened in my family. We would be invited out to Sunday dinner. My mother would, knowing my father's speed, would say now we don't have to hurry do we? And my father was a very agreeable man and he'd say no we have all the time in the world. But he would do everything he could think of and then there he would be at the door with the motor running a little before my mother was ready. Now let's say you are the person who has been told this. You are my mother. And you have been told there is plenty of time. And here he is at the door with the motor running. What's your reaction? Be just as nasty as you'd like to about this. What would you say, or what would you think, or how would you react? Now there's not just one way you know. Anybody have any strong feelings on this one?

1: "I'd manage to take a little longer, or, walk out the door as slow as you can.

T: "You might deliberately stall a little. What else might you do?

3: [Contribution was not audible.]

T: "Anyone else?

14: "I'd say why are you wasting gas?

T: "Anyone else?

2: "My first reaction was just that, to fight against this. But there are two sides to the story and I begin to like his side of the story more because, maybe because it's his. [This contribution by a male student.]

T: "Well you'll get a chance at his in just a minute.

2: "To me it looks like an efficient person, one who has gotten his problems taken care of and preparation taken care of and so he's bringing out the car so that, not to speed the situation up or to
embarrass anybody because they were slow on the draw, but to just keep the efficiency rolling. So that rather than your mother coming out of the house, all ready to go. Well, I've got to go get the car. And then maybe the car won't start or maybe it needs a little water or something like this and this takes another five, ten minutes. Maybe he spills some grease on his pants, in doing it. By having the car out here he's already eliminated this possibility. When your mother comes out, gets into the car, and you're ready to go. So my reaction to this is not that he did it, but how's he doing it. Is he sitting out there in the car thumping his thumbs on the steering wheel or racing the motor every once in a while to let you know that he's there? Or is he just sitting there patiently waiting?

T: "That's very good. Because that's exactly what . . . my father was ready. But after many years experience with my mother he was not frothing at the mouth, angry, disagreeable. He was just ready. So he could wait. However the important thing is that all people don't have this worked out. And a very natural reaction is one of resentment. The person who is operating on this lower gear is very apt to think, he knows I don't want to hurry. We always have to be in this kind of a rush. And the other hand, the person who is waiting in the car . . . . Well, let's ask about a few reactions about that. So you are ready and you are waiting in the car and this is the general pattern. What are you apt to think? Very easily apt to think?

3: "That if I can get ready that fast she can too.

T: "All right. If I can get ready on time I don't see why she can't. She knows I like to get going. She's just doing this to be aggravating. There are all kinds of possibilities on this. Whereas if you can accept these as basic differences, adjust to them, take them in your stride, life is much more pleasant, less disagreeable and there's less frustration all around. We had a niece-in-law, one of my husband's nephew's wife who would always be late everywhere. Now I think there are two things involved in this. There is such a thing as dawdling. The point I'm trying to make is there are some people who do take time to make decisions or to do anything, which just seems to be inherent in their dispositions. She was always late to picnics. At first, we had many of them as a family. At the slightest occasion, or we didn't even need one. Everybody packed up something and we went on a picnic or had a party at somebody's house. And she was always late. And at first they used to wait for her. And the littlest kids got hungry and got cross too. Some of the young fellows wanted to go boating or they wanted to do something. They were going somewhere else and they wanted their food. And this was very disagreeable. Finally when the family decided that she was going to be late and that we'd just have dinner when it was ready and she came when she got ready. Everybody quieted down and took it as a matter of course.
Nobody got cross about it. So I'm saying some of these differences are just things you need to adjust to. And accept. I thought my father and mother did a pretty good job considering how many basic differences they had."

Developed personal acceptance of themselves and others

Supporting Student Statements

A: "I became more thoughtful of my parents."

B: "I even like my in-laws better, and that is some trick."

"I see other people in a more favorable light now."

"I got the confidence to do what I really wanted to do." [Teach Home Economics.]

"It just helped me to grow as a person, and accept me as I am."

N: "I learned to look at people as individuals, and this helped me in my student teaching."

C: "I grew to respect people as individuals."

"I am an introvert, but because she took an interest in me I felt accepted and that I was just as good as everybody else in the class."

"I began to value myself more, because she valued me."

"I can accept negative behavior, where before I would have gotten angry."

"I began to look at things that happened in my life and to find things that were really valuable to my life."

It helped me to know that I had made the right decision in selecting elementary education as my major." [She was "good" enough to teach children.]

"I enjoy people much more."

W: "I became a bit more openminded." [In a non-prejudiced way, not openness to living.]

"I became a little more satisfied with myself and less critical."
I became less critical of others too."

H: "I can be more tolerant of my own family and some of the things that they do."

P: "I got more self-confidence, I was working on that and she helped me."

U: "I learned that I will change my opinions of people when I get to know them."

"There was a girl that I didn't know very well but I knew her enough on campus to know that she wasn't a person which I liked. And she was in this class and after we got through with this class we became real good friends because you saw why she reacted the way she did. I could understand why she was that way and it just helped out tremendously and we became real good friends."

Non-Supporting Student Statements:

None

Additional Data:

From Class Discussions

1. T: "When you think that you have been becoming the kind of person you are for 18, 20 some years, it's not amazing to think that you are not going to recognize, you are not going to change very rapidly and neither is the other person. And this goes back to what I think we've said before about accepting people. You have to know that you can accept them as they are, not relying on any future changes. They may take place and if they are on the positive side of the ledger, this is nice, this is pleasant. But it is not safe to count on it always." [Pause]

2. T: "It always gives me some guilt feelings because when I was teaching in high school, I discovered that the high school took so many magazines you know. And some of these, some of the ads had been worked on, by some of these early adolescents. And oh, I was intense! I thought this was a terrible thing. And I got them all together and gave them a real lecture. And I think about it every time I see this film. That I could have, that at that particular time I couldn't accept the fact that they were getting interested in bodily changes and what not. I was just burned up. I thought that this was the most terrible thing that could happen, for a long time." [Pause]
Developed a sense of self-identity

Supporting Student Statements:

R: "This class gave the pupil the opportunity to see purpose in their lives."

"I think it gave me a lot more insight into myself, and into why I have chosen the goals that I have. And that through a person's entire life there are these connecting links, but so few people really realize what they are."

J: "I really learned to have respect for myself, and that I can't love others unless I really love myself."

B: "I got my own identity in that course."

N: "I began to relate things to myself."

"I gained an understanding of what I am striving for."

O: "It made me stop and think about myself and what I want out of life."

Non-Supporting Student Statements:

None

Additional Data:

From Class Discussions

1. T: "Many articles about marriage mention the disillusionment you feel with your mate in this twenty-four hour a day sort of relationship. There are things that disillusion you about them. But I believe, and I think Combs says something about this, that the disillusionment that you have in yourself, is even greater. When people look ahead towards marriage, this may be more true of girls than boys, I'm not sure, but when girls look ahead towards marriage they often think that regardless of how they have resisted housework in the past, helping at home, or how they have kept their rooms at school, or this sort of thing, that when they get married, they are going
to have stiffly starched curtains, and crisply starched curtains, and freshly scrubbed floors, and everything is going to be pretty tidy. Maybe they haven't before but this is the way they will do it when they get married. Or put it in the realm of behavior. Maybe they are pretty moody and pretty disagreeable at times to their families or to their roommate, or to the people they associate with. When they get married they are going to be sweetness and light. Now these are not realistic expressions, or expectations and you will discover that you are the same old person you were when you got married. And if you want to do anything about yourself I suggest you start today, at 8:20, 8:18. You can't start any sooner, and do something about the kind of person you are becoming. I think that Fromme says that the kind of person you are becoming is more important to the marriage than the kind of person you choose. This may not have been in the chapter you read for today, but you will be reading it. [Pause] And while it is less exciting to do some tough work on yourself, than to dream about the kind of man you would like to marry, or the kind of girl you would like to marry, it is much more profitable to start becoming the kind of person you would like to be, and believe me this will have a greater effect on your marriage. [Pause] When you think that you have been becoming the kind of person you are for 18, 20 some years, it's not amazing to think that you are not going to change very rapidly, and neither is the other person."

Developed an openness and commitment to total living

Supporting Student Statements:

R: "What the class really was to me; that to really live life, it was necessary to be you. But this did not mean that you couldn't seek self-improvement, that self-improvement is not selfish necessarily, you can improve yourself so you can give more to others."

"I would look into relationships with other human beings and say is this, should I be carrying on this relationship this way?"

J: "It brought out the things that were inside of me."

"I became more eager to become a person that is living fully."

"I might be a different person today anyway but this course was a catalyst that made the changes come faster."

"I don't feel completely transformed, [but I feel] more fulfilled, on a higher plane of living."

"Another thing I remember especially about her was her saying, you know, to live for the moment. We spend too much time looking for the
future. Each day taste it and live for the fullest now, and I think this is something that has particularly impressed me and it's one reason that I feel so happy now even though I've got little trials here and there."

E: "I began to think more about the problems of life."

"I have a different outlook, some of which came from this course."

B: "I don't take things for granted that I did."

A: "I began to see life as a whole instead of just my little part here at college."

"I began to be more perspective, see a larger point of view."

"I began to realize that life isn't going to be all rosy after I get out of college, that my life is going to be in the future what I am becoming today."

N: "To think positively, I think this is but one of the things that you developed a little more in that class. To get the most out of everything that we did and to take advantage of the opportunities that come along."

Non-Supporting Student Statements:

None

Additional Data:

From Class Discussions

1. T: "And then this beautiful statement. 'How should a man caught in this net of routine not forget that he is a man, a unique individual, one who is given only this one chance of living, with hopes and disappointments, with sorrow and fear, with the longing for love and the dread of the nothing and of separateness?' I think I should say that any of these things I say I am not condemning broadside. The things in our culture got there because they served a need in the beginning somewhere. But, and many of them are things that we, many are things that we could not get along without. So I don't want you to think I'm condemning culture. This is not it at all. I'm just saying that you, particularly you as educated people, should evaluate and you make your own decisions. I don't
care. I only tell you what I think. I am not saying you should feel exactly as I do about any of these things. But I'm just exposing you to the fact that there are a few people who do a little intent thinking on this and you're free to do the same thing. And if you are really choosing to live, I mean if you really find out that this conformity satisfies, that conformity pattern gives you comfort then take it. But the thing that bothers me is that so many people fall into it and don't know that they have a choice. They don't know they're in it in the first place."

From Interviews With Subject

2: S: "I used to think that, sometimes when things got pretty tough, well, thank God I can feel. I am alive. Maybe what I was feeling was not so pleasant, but I accepted it as part of my aliveness.

I: "That it would be even worse if you weren't feeling?"

S: "Yes, I mean, this I couldn't take . . . I guess I like life in the raw."
APPENDIX E - DIAGRAM OF CLASSROOM
Numbers 1-27 indicate seating assignment of students

Figure 2. Physical arrangement of classroom, Spring 1964
This research is an attempt to describe one teacher, her methods of teaching and the growth experienced by students in her classes. The data for the research includes:

1. Interviews with the subject.
2. Depth interviews with a random sample (N = 21) of subject's students.
3. Transcriptions of 17 of subject's classes in session.
4. Notes made by participant-observer in subject's classes.

Methods of the study:

To organize data into meaningful descriptions of the subject the following steps have been completed.

1. All statements about the subject, her educational methods and personal growth of students were taken from the transcriptions of student interviews.
2. The transcripts of two interviews and the statements selected from them were submitted to a judge for determination if bias had been exercised in abstracting student statements from the total interview. One of the interviews checked was from a student with an unfavorable response to the class.
3. All selected statements from student interviews were then classified into categories. Descriptive headings were written for each category.
4. Data which applied to each descriptive heading were listed below the heading as follows:
Supporting Student Statements:
Non-Supporting Student Statements:
Additional Data:
   From Interviews With Subject:
   From Class Discussions:
   From Participant-Observer's Notes:

5. Three to five student statements were selected as representative of each type of student statements under each descriptive heading. They are marked with an asterisk (*) preceding the selected statement.

6. Prepared and submitted material to judging panel.

Procedures for Judges:

Each judge is asked to determine whether the researcher has been unbiased in the selection and organization of the data and in the writing of descriptive headings for one of the four main divisions of the data. The following procedures are suggested.

1. Read all data under each descriptive heading. Decide whether the descriptive heading represents the data presented. Record your decision and suggestions on judging form.

2. Decide if you agree that the selected student statements (marked with *) are representative. Record your decision on judging form.

3. Decide if any of the additional supporting data should be deleted from the report of the study because it is vague, not applicable, superfluous or otherwise inappropriate. Record your suggestions on judging form.
Judging Form:

1. Does the descriptive heading for this category accurately represent the data presented? Yes__ No__ If not, what heading do you suggest?

2. Are selections __,__,__,__ and __ representative of the supporting student statements in this sub-division? Yes__ No__

If not, indicate by number those you suggest deleting: __,+__,__.

adding: __,+__,__.

Are selections __,__,____,__ and __ representative of the non-supporting student statements in this sub-division? Yes__ No__

If not, indicate by number those you suggest deleting: __,+__,__.

adding: __,+__,__.

3. Indicate by number any of the data from interviews with the facilitator or class transcripts that you think should be excluded from write up of research. Delete: __,+__,__.

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One judging form slip was supplied for each descriptive heading.
APPENDIX G - IMPLICATIONS OF THE STUDY

Although it is precarious to develop generalizations from the study of one teacher, the research suggests the following:

1. When a teacher treats students with trust they respond in a responsible and trustworthy fashion. Perhaps the students will test the authenticity of the trusting but when they find it genuine they will respond with responsibility.

2. Students who are allowed the freedom to learn or not to learn will respond in the manner that is most functional for them. Many will enjoy learning more than ever before, some perhaps for the first time, while others will give no immediate evidence of having become involved in learning. This suggests that if students are to enjoy learning over a lifetime that pressure to learn needs to be removed from educational experiences.

3. Most, if not all teachers, regardless of their style, have doubtless had students who appear not to learn when in contact with them. It is probable that no one method or style of teaching can "reach" each student with equal impact but perhaps each individual teacher can have his optimum impact on the growth of students when he develops his individual method of teaching which will allow him to really be himself in the classroom. This implies that teacher education devotes time to helping each student discover his unique style of communicating and relating with pupils.

4. Since the ideas and thought of the subject that carried impact with her students came from her personal philosophy and commitments, teachers who wish to contribute to the quality of their students' lives (i.e. to teach with impact) must spend time and thought in the clarifying
of their personal philosophy and seeing its relation to value commitments. Reading by the subject in literature and philosophy crystalized her values and commitments. This therefore implies that study in the humanities is of value in teacher education. Perhaps teacher education programs should be more concerned with students having a quality of life to communicate and less concerned with techniques of classroom communications.

5. Since learning and growing seemed to occur spontaneously in the subject's classes, in part because fear was removed from the learning situation, suggests commitment to learning on the part of students might be facilitated by removing fear. This implies the discontinuance of tests and grades to motivate students to learn.

6. Since students of this subject seemed to grow because they were in contact with a fully human teacher who cared about them as individual human beings implies that it would be profitable to encourage teachers to relate with their students as human beings; to assume the role of facilitator of learning in communion with learners rather than that of omnipotent teachers with their "mere" students. This is not to suggest that each teacher should develop a personal friendship with his students for there is a difference between being open and being personal.

7. Affective and cognitive growth appeared to be furthered by being in the presence of a teacher who exhibits thinking and feeling in the classroom. Teachers might advantageously allow their intellectual and emotional processes to be exhibited in the classroom. Perhaps it is true that one teaches only what one is.

8. If it is true that a student does not learn qualities or traits that teachers do not openly exhibit perhaps it is also true that teachers
who wish their students to exhibit more responsibility in learning might benefit from evaluating to what extent they have made and have been willing to communicate intellectual commitment.

9. Good communications seemed to flow from the subject's individual concern and respect for her students. This may imply that poor teacher-student communications will benefit by one of the dyad increasing their ability to be concerned with and have respect for the other.

10. It appeared that students who were accepted as individuals with potentials for growth felt worthy and had faith in their ability to grow and learn, hence to develop a feeling of confidence emphasize should be placed on a student's ability to grow rather than on their weaknesses.

11. If, over the long run, students remember and prize teachers mostly for the impact they had on their lives and remember little of how they are dressed then perhaps criteria relating to stimulus image should be minimized in evaluating the professional qualities of a teacher.

12. Some students reported being challenged to greater learning by the subject's use of relevant materials which were somewhat beyond their immediate comprehension. This may imply that education would be increased by students being asked to learn what they can from advanced material rather than overlearning readily understood material.