

ments and surely the most difficult ones involve other people, they are social. Of no human being can this be said more truthfully than of the teachers. For example, every day the teacher has numerous contacts with individual pupils and even more numerous contacts with the group-the class. Each of these contacts calls for an adjustment of some sort. Some are easy and pleasant, others difficult and perhaps unpleasant.

Teachers must daily deal with human beings in the making, with all the baffling twists and quirks of childhood and with few of the tools for self-help and little of the protecting insulation the average adult has acquired. That the strain leaves its marks on the teacher is not surprising. The astounding fact is that the mark is not clearer, the result not more distressing. The demands of every profession leave their mark on its practitioners. The mark of the teacher shows first in personality because the teacher deals in personalities.

The most important part of every teachers equipment is the kind of person he is. It is the central part to every effort toward the improvement of teaching. It is essential to all programs for the betterment of education in general.

Remmer' in the Measurement of Teaching Personality and Its Relation to the Learning Process draws this conclusion. "'within the range of variation among teachers in service, their personality traits play a part at least as important in determining success or failure as do intelligence of training in and mastery of professional subject matter.'"

When Barr had selected two groups of teachers, one good and one poor in teaching effectiveness, and had examined their characteristics and teaching practices, he found that among other things they differed markedly in personal characteristics. Such studies show clearly that a complex of factors operates to determine teaching success and that not the least of these is itself a complex we call "personality".

Hart in Teachers and Teaching reports the reaction of ten thousand high-school seniors to a request that they describe their best liked teacher, their best teacher, and the one they liked least. Their answers give an answer of wholesome personality. in 80% of the cases the best and the best liked teacher were one and the same person.

A teacher whom the pupils like, if he possesses any teaching skill will tend to be an effective teacher. Pupils like teachers who possess the characteristics we all admire in wholesome personalities.

Teachers should frequently ask themselves questions such as the following: What kind of a person am I? Do students enjoy my company? and finally Do my students like me? The teacher who "hates kids," must lead a miserable life. I must not only like my pupils, but I must know and understand them.

I should like for my teachers to develop enthusiasm in pupils for the activity presented to them. Teachers that are Physical Education Majors will perhaps have a love for sports and activities but the enthusiasm of the pupil will vary throughout the year. Then the teacher must motivate enthusiasm by presenting the material in a manner that will increase interest. Not only should the teacher develop enthusiasm in pupils but also see that her own does not lag.

I should like for my teachers to use and develop their own ingenuity. To take the material at hand and do your best. Maybe the facilities are not the same as you were accustomed to in college.

Finally I should like for my teachers as a group to enter upon a concerted campaign to improve the public attitude toward us as persons and as a profession. We are too modest, too willing to let our works speak for us. The trouble is that our works often have to be gauged by long range results that the public forgets to consider. Might not some value result from a little well placed publicity?

Executive Council Meeting

The Executive Council met in the Hotel Besse on Friday morning. Members present were: Earl Kauffman, Jr., L. P. Dittmore, L. P. Washburn, Irma Gene Nevins, Oran Shearer, Sue Unruh, E. A. Thomas, Fritz Snodgrass, Bill Mifflin, Mildred Huddleston, Helen Saum, Katherine Geyer, Geneva Millet, Edgar Schmidt, Ardis Hill, Merle Henre, T. M. Evans, Hazel Cave, Strong Hinman, and Ralph Titus.