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AN INVESTIGATION OF THE RELATIONSHIP
OF THE PERSONALITY THEORY OF CARL G. JUNG AND
TEACHERS' SELF-REPORTED PERCEPTIONS AND DECISIONS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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* * * * *

The Ohio State University
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Chapter 1

Introduction to the Study

Considering that there are at least 2,000,000 teachers in the United States, one would not expect to find a single teacher personality type. In fact efforts to find one have not been successful (Getzels and Jackson, 1963). Although there are certain acts that teachers have in common, these are not handled in the same manner. Even a person not trained in observational skills will be quick to point out that teachers do not handle teaching or grading or disciplining in the same way.

In the United States the experience of observing and interacting with teachers is probably a universal one — shared by all of us. In School-Teacher: A Sociological Study, Dan C. Lortie states that

American young people, in fact, see teachers at work much more than they see any other occupational group; we can estimate that the average student has spent 13,000 hours in direct contact with classroom teachers by the time he graduates from high school. (p. 61)

Of course, it is not only students who observe and interact with teachers, it is also other teachers, administrators, supervisors and parents who do. Almost any child or adult can describe the behavior
of particular teachers. Indeed adults, if asked about their school
days, can produce descriptions of both favorite and feared teachers.
Some descriptions will recreate individuals who are larger than
life, almost figures of legend; others will be but shadows, glimpses
of mere individuals doing their jobs. Whichever the case, the
descriptions paint pictures of very different personalities.

That a variety of teacher models exists is found among teacher
education students (Lortie, 1975).

.... education students have spent years assessing
teachers and many enter training with strong preconceptions
based upon firm identifications .... [they] have undergone
diverse prior experiences and their assessments will
presumably reflect personality differences, varieties of
social experience, and the different contexts within which
their assessments were made .... the descriptions the
respondents gave of remembered teachers point to variety [of
images] rather than similarity. (p. 66)

Years of experience in teaching, supervising and studying in
the field of education have led this researcher to the view,
hypothesis if you will, that there are definite, observable, and
different patterns or styles in the way teachers view their work,
make decisions, and ultimately act (develop curriculum, plan, teach,
interact with others ...). Although there are a number of factors
-- social, cultural, psychological, and physical -- that may
together account for these differences, it is the psychological
aspect, or rather the personality, that is usually considered to
account for the characteristics of teachers.
Personality

The term personality can mean a number of things as Allport (1937) found in the study in which he identified nearly fifty definitions. As Hall and Lindzey (1978) suggest, there are few words in the English language that have such fascination for the general public as the term personality. Although the word is used in various senses, most of the popular meanings fall under one of two headings: social skill or the most outstanding or salient impression that one creates in others. (p. 7)

Although these popular views capture some elements of what might go into teacher personality, they do not describe whole or total individuals. What might explain individual teacher personality requires a larger concept; the person who must direct the classroom interaction is more than a set of social skills or an impression created in the students.

In their review of the literature on teacher personality research, Getzels and Jackson (1963) chose to use a broad definition, one that describes a total individual:

personality means the person as a psychological or unique whole, and refers to the dynamic organization of motives within the individual. (p. 507)

This definition does not focus on the single trait or the impression created. They continue

The personality of the teacher is a significant variable in the classroom... some would argue that it is the most significant variable. The educational impact of an Ichabod Crane or a Mark Hopkins, of a Mr. Chips or a
Socrates, is surely not due solely to what he knows, or even to what he does, but in a very real sense to what he is. There has always been a concern with the personal qualities of teachers .... (p. 506)

The attempt by Getzels and Jackson to classify the studies in useful overriding frameworks (i.e., sequence, teacher subgroups, teacher effectiveness criteria, research instruments, personality theory) failed, but they did organize their work by psychological concepts relevant to the dynamic concept of personality they chose (i.e., attitudes, personality factors). Much of the work they reviewed was so atheoretical that one of their major conclusions, echoing that of the Committee on the Criteria of Teacher Effectiveness of the American Educational Research Association, was that such research should be conducted in relation to theory, something with the potential for describing and explaining; otherwise, it is research that "is conducted in a vacuum" (575, 576)

A 1973 review of research, The Second Handbook of Research on Teaching, does not include a chapter on teacher characteristics or personality. One of the authors, Dan C. Lortie, comments that research related to finding a personality base for classroom differences is in decline except for a few authors (p. 490).

Neither of these reviews (Getzels and Jackson, 1963; Lortie, 1973) mention the use of the personality theory of Carl Gustav Jung (1875-1961); yet in 1981, Hoffman and Belokouski summarize a number of research studies which utilize Jung's theory to address such
the possible differences in personality types of teachers of varying sex, grade level and subject areas, certain characteristics of effective teaching, and whether any personality factors affect the interaction of teachers with the student teachers they supervise .... Are teaching styles and student learning styles influenced by personality type ... (p. 3)

According to Mary Ann Mattoon (1981) much of Carl Jung's work, particularly his theory of personality, had not previously been widely read or accepted in this country. Mattoon also stated that his contribution to the history of psychology has not been widely recognized until relatively recently, but that his influence on fields other than psychology has been recognized and appreciated for decades. People in the arts, the humanities, history, anthropology, and even physics have found in Jung's work significant contributions to their understanding of their own fields. In recent years his place as a major psychological theorist has received increasing appreciation. (p. 17)

Mattoon (1981) links Jung with the humanistic psychology movement, indicating that much of his thinking is reflected in work of this group:

Humanistic psychologies share with Jung's theories the quality of holism; that is, they are based on the assumption that the whole person is more than a combination of elements -- such as perceptions -- and should be treated as a totality. A further characteristic that many of these psychologies have in common with Jung's is that they are phenomenological -- concerned with experiences ... (p. 16)

Jung's work, Psychologische Typen 1921, on which much of the personality research mentioned earlier is ultimately based was
published in English in 1923 as *Psychological Types*. This work does not include his entire theory but is an important part of it. His work can possibly provide not only a theoretical framework but also one that is close to the definition proposed by Getzels and Jackson in 1963.

**Psychological Types**

As we view individual behavior we notice that persons, teachers or other individuals, perceive their world differently; they express themselves differently; they value different things. By considering these differences in relation to Carl G. Jung's personality theory, we become aware of certain ordered, consistent, and logical patterns in the behaviors and in the attitudes displayed.

Jung attempts, in his personality theory, to explain these differences by showing how individuals choose to use their minds and focus their energy. All individuals become aware of persons, things, events, and ideas; this process of becoming aware is what Jung refers to as perceiving. All individuals have to make decisions about what they perceive in their world; this decision-making process is referred to as judging.

Human beings, according to Jung, have two distinct and very different ways of perceiving; one is sensing and the other, intuition. Sensing persons perceive directly through their five sense, and they focus on the facts, the details, and the present. Intuitive individuals perceive indirectly, taking details into the
unconscious and seeing beyond the present to the possibilities, the potential, and the future. Jung suggests that human beings early in childhood select one of these ways of perceiving over the other, quickly becoming more expert and confident in its use. In daily life people will use both ways, but they will prefer and tend to use one more than the other.

As with perceiving Jung suggests two different ways of making judgments about the perceptions; one is called thinking, the other feeling. Persons who use thinking base decisions on logical consequences, but persons who use feeling consider the personal consequences, or what matters to the human beings involved. Again, individuals prefer one method of judging, becoming more conscious of and adult in its use. They will use both, but prefer the one over the other.

Besides using their minds in certain ways, Jung states that people focus their major energy either outward on the world of persons, actions, and things, or inward on the world of ideas, concepts and reflection. They focus their secondary energy in the opposite direction. If the major or dominant energy is focused on the inner world, their secondary energy is focused on the external or outer world. The attitude of the persons who focus the major energy on the outer world is called extraversion; the attitude of the ones who focus the major energy inward is known as introversion. All individuals will focus energy in both directions, but they
prefer one attitude over the other, focusing their dominant function in that direction.

The selection of perceiving and the judging functions creates a tension which provides for the dynamics of human interaction and for the development of psychic energy. These preferences and the attitude of focusing the dominant energy tend to create patterns of behavior which suggest that individuals can be classified into "types" who behave quite differently.

Jung suggests that the choice of the preferences and the attitude and the differentiation and development of the functions occur in a rather stable framework of life stages (Jung, 1933).

Table 1. Jung's Life Stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
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<tbody>
<tr>
<td>I. Childhood</td>
<td>0 - 20</td>
</tr>
<tr>
<td>(Psychic Puberty)</td>
<td>15 - 25</td>
</tr>
<tr>
<td>II. Youth</td>
<td>20 - 35</td>
</tr>
<tr>
<td>(Midlife)</td>
<td>35 - 40</td>
</tr>
<tr>
<td>III. Adulthood</td>
<td>40 - 70</td>
</tr>
<tr>
<td>IV. Late Adulthood and Extreme Old Age</td>
<td>65 - ?</td>
</tr>
</tbody>
</table>

According to Jung the movement of an individual through the stages is like the "daily course of the sun," with the zenith being reached at noon or midlife (35-40). The first half of the journey is spent dealing with the external world, finding one's place in it (gaining maturity, obtaining an education, securing a job,
establishing a home and family ....); the second half is spent
mainly dealing with the internal world (finding oneself, developing
one's other qualities, serving as mentors to the younger, focusing
on the meaning of life ...). Type preference remains relatively
stable throughout one's life, but the desire to use the other (non-
preferred) functions occurs at midlife. This task of becoming a
fully mature person, a process called individuation, is considered a
part of personality or type development (further explanation will
occur in Chapter II).

There are several instruments which provide ways of getting at
Jung's theory and thus the preferences, but the Myers-Briggs Type
Indicator (MBTI) is the most widely used. In the 1975 Annual Review
of Psychology, Rae Carlson spoke of this instrument in reference to
research:

Research on Jungian typology may be greatly facilitated
by the availability of a standardized instrument -- the
Myers-Briggs Type Indicator -- which combines intuitive
appeal to subjects with psychometric stability and an
increasingly firm record for construct validity. (p. 38)

The MBTI provides a fourth dimension which Jung suggests but does
not fully explain. This dimension refers to the perceiving
preference (e.g., sensing-intuition) and to the judging preference
(e.g., thinking-feeling), and it is defined as the attitude toward
the external world. Each individual faces the external world with
one of his/her preferred functions, either a perceiving or a judging
one. The MBTI gives four presences:
Attitudes toward focusing the dominant energy: Extraversion and Introversion

Ways of perceiving: Sensing and Intuition

Ways of judging: Thinking and Feeling

Attitudes toward the external world: Judging and Perceiving

The Center for Application of Psychological Types (CAPT) provides a type table which maps the combinations of the four preferences; this arranges the combinations across sixteen cells or "types." (See Appendix A for the type table.)

Research studies (Hoffman and Belkouski, 1981) conducted using the MBTI indicate that the combinations of "types" have implications for education, particularly for the dynamics of the interaction in the classroom and with the school staff. Gordon Lawrence and Richard DeNovellis (1974) reported observations of Florida middle schools and elementary teachers and students. The teachers had taken the MBTI and the feeling types outnumbered the thinking 68% to 32%. Trained observers found that the feeling types praised more both with word and gesture and tended to give only nonverbal criticism. Thinking types were less demonstrative giving little praise or criticism. Overall they found that the observed differences fit the "types" as indicated by the MBTI scores. Various types, according to the study, could well run their classroom differently, seeing similar behaviors quite differently.

Figures and studies provided through the Center for Application
of Psychological Type (MacCaulley, 1974, 1981) indicate that specific types have a tendency either to select certain careers, including teaching fields and grade levels, or to select similar careers for very different reasons and thus to emphasize different aspects of the same field.

Related to Jung's personality theory and life stages are particular career theories, specifically those of Anne Roe and Donald Super. They suggest that career selection and development are in essence the expression of personality.

Roe developed her theory after studying physical-biological and social scientists and noting the differences in how they related to people and things (Roe; Osipow, 1973). Basically her theory states that individuals inherit a predisposition toward a way of expending psychic energy and that they thus develop a style which they use throughout their lives to satisfy their needs which are hierarchically arranged (her work was influenced by that of A. H. Maslow). The predisposition (and the resulting style) and the needs (satisfied and unsatisfied) influence the career or vocational choices which individuals make. These views of Roe's relate to Jung's type preferences and to the interaction of preferences and the environment.

Donald Super states that the choice of an occupation is "a means of implementing a self concept" and that occupational choices are made in a developmental framework (1953). He has suggested that
individuals move through certain tasks in choosing; these occur in developmental stages. His stages of career development present a pattern which parallels Jung's Life Stages (1933).

**Table 2. Super's Stages of Career Development**

| I. Growth | 0 - 14 |
| II. Exploratory | 15 - 25 |
| III. Establishment | 25 - 45 |
| IV. Maintenance | 45 - 65 |
| V. Retirement | 65 + |

Jung's tasks are similar to Super's, in that they deal with career and occupation in the first half of life and to the development of self in the second half. Jung's stages are concerned with the development of both the outer and inner individual; much of this is "type" development which is particularly crucial at midlife (Jung, 1933). Closely related to this is Super's suggestion that individuals change their means of satisfaction in the Establishment and Maintenance Stages; Jung indicates that they must change their focus at midlife in order to become fully mature individuals.

**THE PURPOSE OF THIS STUDY**

The purpose of this study was to investigate the relationship of personality to teachers' perceptions and choices in their teaching career experience. Personality referred to is that theory proposed and explained by Jung and in part measured by the MBTI.
The perceptions and choices of teaching career experiences were obtained through interviews with individual teachers. The interview focused on four points within the individual teaching career -- selection of teaching, entry into teaching, current position, and a point midway between entry and the current one. Super's stages were used in part to develop both the structure and the nature of the questions so that they would provide a teaching career framework.

The study attempts to explore the question:

Do individual teachers attempt, consciously or unconsciously, to implement or express personality through their teaching?

This study, one of a qualitative nature, was designed to use the constant comparative method of analysis (Glaser and Strauss, 1967) to generate evidence needed to explore more specifically the following questions:

1. Is personality type evidenced in the answers that teachers give concerning their teaching experiences?

   a. Do type-related differences emerge from the responses given concerning the teaching process (planning, instruction, evaluation), teaching success and satisfaction?

   b. Do type-related differences appear in the way teachers view and pursue their career development?

2. Does there appear to be a relationship between personality and the individual teacher's responses?
a. Can type be inferred in part from the answers given?

**THE METHODOLOGY**

The rationale for the methodology of the study is based on the naturalistic paradigm as presented by Guba and Lincoln (1981). The study developed according to the following procedure: (a) The subjects were identified and interviewed. (b) The investigator used another individual to identify appropriate subjects and to debrief with after each interview. (c) The interview data were analyzed using the constant comparative method of analysis. (d) Emerging themes and categories were identified and defined. (e) Categories and incidents were compared across individuals and finally within and across groups. (f) Case study summaries, prepared for each subject, were shared with each one in a second interview. (g) The final analysis occurred after these interviews; the categories were integrated and working hypotheses developed concerning them and comparisons made within and across the four type of groups.

**THE SIGNIFICANCE OF THE STUDY**

The findings of the study may provide a somewhat narrow but yet rich view of the teaching career of several individual teachers. The overall pictures painted by each individual teacher may provide as much information about being a teacher as the sum of their responses to specific questions. The findings may be useful to
teachers in helping them understand themselves in their own personal and professional career development.

Specifically the significance of the study may be that it provides, in addition to the above, the following: (a) additional support for the use of Jungian theory in educational research, especially with regard to teacher personality; (b) information that may help teachers in the teaching process; (c) information for supervisors and administrators who wish to develop good working relationships with teachers; and (d) information that may help educators understand themselves.

THE LIMITATIONS OF THE STUDY

There are several limitations inherent in this study; they are summarized as: (a) The subjects are not a random sample of a teaching population. The nature of the investigation required that the various types be included, and even individuals had to agree to be included, basically to volunteer. (b) Only one instrument for measuring Jungian psychological types is used, and only one interviewer gathered the self-reported data. (c) The interviewer/investigator is not a trained psychologist but an educator who is, however, familiar with the theory. (d) The sample is small (24 educators), but it includes three subjects for each of the eight Jungian types. (e) The setting includes only schools in urban districts. Steps taken to assure what Cuba and Lincoln refer
to as the trustworthiness of the data, especially in the areas of credibility and transferability for this study, address the concern of limitations.

Although the study attempts to investigate the relationship of personality and teacher perceptions and decisions, and thus behavior, it is more in the nature of an exploratory study, adding to the small but growing body of knowledge concerning the Jungian theory and teacher personality.

THE PLAN OF THE STUDY

This chapter has described the problem and provided the purpose, methodology, significance; and limitations of the study. The plan of the study is as follows. Chapter 2, a review of literature, will present the background for the study, Jung's personality theory especially that of psychological type, the theory in the work of others, and research studies that utilized the theory in relation to teaching. Chapter 3 not only gives the rationale underlying the methodology but it also describes the methodology. Chapter 4 presents data and analysis relating to the four function type groups as defined in the design. Chapter 5 provides additional data and analysis focusing on four selected case studies, one from each of the four groups. Finally, Chapter 6 summarizes the findings, presents implications, and provides recommendations for further study.
Chapter 2

Review of Literature

INTRODUCTION

This study came about as a result of years of reading and careful consideration of the possible relationship of Carl G. Jung's theory and teachers' decisions and actions. Because of the nature of the study, the investigator has included in the review of literature more works than might normally be included in a review; she was concerned that significant works that lead her to do this research study be provided for the reader.

Jung's life story provides an example of a man living his own theory. The investigator's hunch that teachers attempt to express their own personality through their work seemed to require that the reader be provided with the background literature that supported the study.

In selecting material for the review of literature this investigator looked to the many references regarding Jung, his life and work, and to the use of the Myers-Briggs Type Indicator (MBTI). Although the references are indeed numerous, only a limited number of sources had bearing on this particular study. The works included
in this chapter will be selected from the following areas: (1) Carl G. Jung, the man and the theory (biography, personality, and typology), (2) Jung's theory as explained or adopted in the works of others, and (3) research studies regarding teachers and/or teaching in relation to the Jungian typology MBTI.

The materials will be reviewed in the following order: (a) Carl G. Jung, the Man, (b) Carl G. Jung, the Theory, (c) Jung's Theory and the Works of Others; and (d) Research Studies.

CARL G. JUNG — THE MAN

Introduction

Carl Gustav Jung (1875-1961) developed his concepts and ideas in a particular historical framework and cultural setting and within his own personal background and experiences. The overview of his life given here is provided so that the typology will not be viewed as an isolated product or closed system of scientific effort. The following information provides some of the "context" in which Jung lived and worked; other materials, including all of Jung's work itself, need to be read for a full understanding of his work.

Authors such as Campbell (1971/1976), Hall and Lindzey (1978), Mattoon (1981), and Progoff (1953/1973) provide such biographical information as is required for the purpose of their books. Biographers -- Brome (1978), Hannah (1976), Jaffe' (1979), Stern (1976) and van der Post (1975) --offer more in-depth views, but as
Hall and Lindzey state, "None ... can be regarded as a definitive biography." (116)

Jung told his own story in Memories, Dreams, and Reflections, a book conceived at first as a biography with Aniela Jaffe' as the author, but in actuality it became his autobiography with Jung himself as narrator and Jaffe' as editor (Jung, 1961/1963, v-vi). This book, while giving something of his life's story, concentrates on his inner life; it is his account of the struggle to know his life's goal, the struggle to accomplish that goal and finally to discover his own personal myth. It is the reflection of a man who has reached his eighties and has turned his mind to the leaving of a record of his life, not one in bits and pieces but one that makes sense of a lifetime in the totality of its meaning. One must read other sources to obtain the external particulars which place Jung in his time.

Mattoon (1981) offers a brief explanation of the times prior to Jung's birth, suggesting that the intellectual and political tenor would have provided the "atmosphere" for Jung's development and growth into adulthood.

From 1800 to 1850 philosophers and poets ... continued to advance the concept of the unconscious, but relatively more medically trained scientists began to make contributions to the study ... Because many of these contributors were German, it is not surprising that the pioneer psychologists of the unconscious -- Freud and Jung -- were inhabitants of German-speaking countries.

The nineteenth century in Europe was a period of intense interest in psychological phenomena. Philosophers,
theologians, physiologists, and neurologists, as well as psychiatrists, all speculated on the determinants of human behavior and the etiology of mental illness ... The psychology of children began to be explored, and investigations were undertaken in the significance of occult experiences and dreams.

Jung was influenced profoundly by the prevailing intellectual climate and interests of his time. Not only was he familiar with the classical Greek and Latin philosophers and the Protestant theological tradition but, also, the works of anthropologists, historians, and philosophers. He was influenced, especially, by the eighteenth- and nineteenth-century philosophers Immanuel Kant and Friedrich Nietzsche. (2,3)

Joseph Campbell (1971/1976) provides summary information and a chronology of major events and writings which are helpful to one trying to understand his life and work. The following periods have been developed using Campbell's work, the works of the previously mentioned biographers and Jung's own work. This framework is used to structure the brief overview of his life:

1. Childhood and Student Years -- 1875-1900
2. Years of Apprenticeship -- 1900-1909
3. Early Career Years -- 1909-1918
4. Years of Major Work -- 1918-1945
5. Retirement and Mature Works -- 1945-1961

Childhood and Student Years

Carl Gustav Jung was born on July 26, 1875, in Kesswil, a small town on Lake Constance in the northern part of Switzerland
where the language, customs and traditions were predominantly German (Campbell, 1971/1976, viii-xi; Jung, 1961/1963; Mattoon, 1981, 3). His parents, Johann Paul Achilles Jung and Emilie Preiswerk Jung, named him for his paternal grandfather who had been a professor of surgery at the University of Basel. By age four his family moved to a suburb of Basel where he began his education. His father, a pastor in the Swiss Reformed Church, taught him Latin, and his mother taught him about exotic religions. Concerning his formal schooling, he reported that his teachers believed him to be average and that he felt separated from his fellow students, partly because of his many interests (theology, archeology, religion) and partly because of his philosophical bent which they did not share (Campbell, 1971/1976, ix-xi; Jung, 1961/1963, 17-72; Mattoon, 1981, 4-5). His going from the village school to the Basel Gymnasium (1886-1895) provided a different world in one sense; he "found the majority of his new school fellows were the sons of wealthy men" (Hannah, 1976, 41). This perspective emphasized the Jungs' own limited means. According to Brome (1978) his school days were not particularly pleasant because of the themes of poverty and his own unpopularity being the predominant ones (36-48).

Jung's own inner experiences are as important as the external events that occurred around him. "Undergirding all of Jung's theories ... was most of all, his own inner life and self-analysis" (Mattoon, 1981, 3). Jung described his development during the
unpleasant gymnasium years. A chance scuffle with a schoolmate led him to consider his not having to return to school if he could use his slight injury as a reason not to. Thus he remained out of school for several months. He finally realized that he was bringing this injury and worry on himself and his parents.

What had led me astray ... was my passion for being alone, my delight in solitude. Nature seemed to me full of wonders, and I wanted to steep myself in them. Every stone, every plant, every single thing seemed alive and indescribably marvelous. I immersed myself in nature, crawled, as it were, into the very essences of nature and away from the human world. (Jung 1961/1963, 31-32)

Close in time to this realization was another important event for him, an insight gained when he was taking the "long road" to school:

... suddenly for a single moment I had the overwhelming impression of having just emerged from a dense cloud. I knew all at once: now I am myself! ... Previously I had existed, too, but everything had merely happened to me. Now I happened to myself. Now I knew: I am myself now, now I exist. Previously I had been willed to do this and that now I willed. (ibid.)

Thus, Jung described becoming conscious of himself: the "I" came into being and the ego recognized itself. This discovery was quickly followed by another realization:

... to my intense confusion, it occurred to me that I was actually two different persons. One of them was the schoolboy who could not grasp algebra and was far from sure of himself; the other was important, a high authority, a man not to be trifled with ... powerful and influential ... (op. cit., 33-34)
He came to speak of these two beings as his No. 1 personality and his No. 2 personality. He noted he found himself moving back and forth between them, with first one then the other dominating his life. The No. 1 personality was the one concerned with the external world, with action and doing, with school and city life; the No. 2 was concerned with the internal world, with the world of nature and country life, and with knowing and being. By the time he reached 19, he noted that his No. 1 personality had emerged as more definite and distinct.

School and city life took up my time, and my increased knowledge gradually permeated or repressed the world of intuitive premonitions (Jung, 1961/1963, 68).

Because of his many interests and his two personalities, Jung had difficulty selecting a field for advanced study.

... Carl's parents constantly confronted him with the question 'What do you want to do in life?' From his fifteenth year onward, the question frequently recurred. Science, with its discoveries based on empirically verified facts, fascinated him, but the metaphysical implications of religion drew with equal power. (Brome, 1978, 55)

Jung himself reported the struggle to select an area of study as being one between his two selves.

In science I missed the factor of meaning; in religion that of empiricism. Science met, to a very large extent, the needs of No. 1 personality, whereas the humane or historical studies provided beneficial instruction for No. 2 (Jung, 1961/1963, 72).

Although he did not share his decision outwardly, he began to
consider the natural sciences, an area also studied by his paternal grandfather (Hannah, 1976, 19; Jung, 1961/1963, 84-87). Dreams helped him clarify his direction; he chose the field of medicine, a practical choice which not only allowed him to gain knowledge about the natural world but also to earn a living. In 1895 when he was 19 he entered the University of Basel as a medical student. Concern about the cost of such expensive and lengthy schooling led to his father's obtaining a stipend for him; this shocked Jung for he believed no one thought him capable or worthy of such an award (Hannah, 1976, 58; Jung, 1961/1963, 86). He was awarded a medical degree in 1900, four years after his father's death. During those years Jung struggled to remain in school because of his responsibility to assist in the support of his mother and younger sister. His father's death brought home to Jung the reality of their financial difficulties for there was almost no provision for his mother's support. In spite of their circumstances, Jung did well in his studies and even found time on Sundays to continue reading in other interests -- Kant, Nietzsche, Goethe, spiritualistic phenomena (Brome, 1978, 59-62; Campbell, 1971/1976; Hall and Lindszy, 1978, 14; Hannah, 1976, 58-62; Jung, 1961/1963, 84-87).

His university years provided him with a different life. Brome reported that a third self emerged during those years, perhaps as a "natural part of developing manhood":
It was a roistering, extravert self, capable of getting drunk and likely to assert itself with an abrasive force ... (1978, 62).

Both Brome and Hannah indicate that he spoke before the Student Association, often concerning the non-rational side of human beings and the limits of exact science (Brome, 1978, 62-68; Hannah, 1976, 65-69). During these years he became interested in the "objective behavior of the human psyche" and saw that one can communicate to others "only by facts" and was thus "driven toward empiricism."

Realization that he should specialize led to another difficult decision for him. Although he was almost persuaded to go into internal medicine, he was influenced by several unusual experiences in his own home and by his reading of Krafft-Ebing's psychiatric textbook when preparing to take an examination in psychiatry. He had little or no interest in psychiatry until that particular reading. As a field it was neither well established nor highly regarded in academic circles at that time (Brome, 1978, 70; Hannah, 1976, 71; Jung, 1961/1963, 100-110). The study of psychiatry apparently allowed him to join his interests, even his two personalities, in a single area of study.

Years of Apprenticeship

In December, 1900, he took a post as First Assistant Physician at Burgholzli Psychiatric Clinic in Zurich with Eugen Bleuler who developed the concept of schizophrenia and under whom Jung completed

1. the autonomy of unconscious psychic contents,
2. the teleological significance of psychological disturbances,
3. the unconscious as carrier of memories lost to consciousness,
4. the unconscious as intuiting agent of a receptivity far beyond that of the conscious mind, and
5. a "patterning force" inherent in the human psyche. (xii-xiii)

Jung (1961/1963) noted that he was elated by his selection of psychiatry, and that in his work at Burgholzli, he worked not only to understand the psyche of the abnormal but to "obtain a deeper insight into the psyche in general" (110-113). Over the next several years he studied with Pierre Janet in Paris, completed research regarding word association tests, published several papers, was promoted to Senior Staff Physician at Burgholzli, and was appointed Lecturer in Psychiatry at the University of Zurich (Campbell, ibid; Hall and Lindzey, ibid; Jung, op. cit., 100).

In 1903 he married Emma Rouschenbach

"who was to become the mother of four daughters and a son, and to remain his close collaborator until the day of her death in 1955" (Campbell, op. cit., xiv).

Jung became concerned that no one considered the patients as
individual persons; no one really listened to what they said. He noted that the crucial thing is the story. For it alone shows the human background and the human suffering; and only at that point can the doctor's therapy begin to work (1961/1963, 120-124).

Entering into the patient's story, fantasies, and dreams, he saw analysis as "a dialogue demanding two partners" (op. cit., 131). Although he began to consider studying mythology to gain understanding of those dreams and fantasies, he did not learn the full significance of many of the mythological links until years later. Freud became especially important to Jung during these years because of his "fundamental researches into the psychology of hysteria and dreams" and of his close investigation of individual cases (Jung, op. cit., 114).

Most biographers offer extensive coverage of the Freud-Jung relationship. In actuality the friendship and professional relationship was essentially a short one lasting from the beginning in 1906 to the final break in 1913 (Brome, 1978; Campbell, 1971; Hannah, 1976; Jung, 1961/1963).

Jung was becoming steadily more embroiled in the work and thinking of Freud. His rereading of The Interpretation of Dreams had left a lasting impression ... academic life still strongly attracted Jung ... but Freud was definitely persona non grata in the academic world and any connection with him would have damaging effects (Brome, 1978, 87).

Jung overcame his hesitation at mentioning Freud in his papers and
lectures and finally supported Freud openly. Jung initiated the relationship by sending Freud papers he had written regarding the word association experiments. They corresponded, sharing papers and ideas until their first meeting in Vienna in 1907 where they talked for thirteen consecutive hours (Brome, 1978; Campbell, 1971; Hannah, 1976; Jung, 1961/1963; Mattoon, 1981). Jung recognized Freud's greatness and his contributions; he spoke of his admiration for him.

Freud's work was of great importance and assistance to Jung -- the mechanisms of suppression, the concept of the unconscious, his work with individual patients -- and his support gave Jung special attention in the field of psychoanalysis. Brome (1978) describes the relationship:

Freud had become for Jung a surrogate father, a person he could warmly relate to and admire .... Their correspondence was alive with mutual psychoanalytic insights in which Freud played the role of father analyst ... (98).

Their work and common interests provided them with the basis for a growing professional linkage, but the positive feelings between the two did not extend to those between Jung and members of the Freud Circle. Jung clashed with several of the stronger supporters of Freud. Even so their correspondence continued (Brome, 1978, 109-125; Campbell, 1971/1976).

Mattoon (1981) suggests that to understand Jung, one must study his association with Freud.

... the six or seven years during which their interests
converged were crucial to Jung's intellectual and professional development. He never ceased to acknowledge his debt to Freud (9).

By 1909 Jung's private practice was growing and he resigned his Burgholzli post. During the same year he and Freud traveled to the United States where they lectured and received honorary degrees at Clark University.

Early Career Years

By this time Jung had "plunged deeply into a mass of mythological and archaeological literature, searching out every possible detail as the significance of symbols became paramount in his reading" (Brome, 1978, 120). His private patients and his lecturing at the University of Zurich took up a great deal of his time. The Jungs, who by 1909 had three children, purchased a house on the lake at Kusnacht. The Freud-Jung "quarrel" developed over the years from 1909 to 1911. There were several points they disagreed on -- Freud's sticking to the sexual theory, Jung's interest in the occult, the interpretation of dreams, and the nature of the unconscious. In spite of growing differences, and struggles with the Freud Circle, Freud proposed, against organized opposition, that Jung be made permanent President of the Association of Psycho-Analysis at its Second Congress in 1910.

Jung had difficulty writing Symbols of Transformation, one of the major works of this period, because he believed its publication would end both his friendship and his professional relationship with
Freud. Because of various positions stated in that work, he believed his disagreement with Freud would become obvious. *Symbols* illustrated the direction of Jung's thinking, his involvement with mythology and symbolism. Mattoon (1981) explained another major difference:

The development and structure of the mind was the focus of further divergence between Jung and Freud. Freud concerned himself almost exclusively with early development; he emphasized early childhood and seemed to consider development to stop with adolescence. To Jung development was lifelong. Indeed, as he grew older, he became increasingly interested in the development occurring during the second half of life (11-12).

Although their friendship came to an end in 1912, the final break between the two men occurred in 1913 at the last Congress of the International Psycho-Analytical Association which was held in Munich. That same year Jung resigned his professorship at the University of Zurich, and the following year Jung resigned the presidency of that group. (Brome, 1978, 103; Campbell, 1971; Hannah, 1976, 151).

Jung, thus, went forward with his search into mythological and dream studies as the First World War became a reality. He was, it seems, driven by a creative force or spirit (e.g., "his daemon") to follow his vision. He remained in private practice, but withdrew from most other outer commitments. During this time he went through a period which he described as "a state of disorientation."

Jung (1961/1963) also referred to this period as the
"confrontation with the unconscious" (179-199). At this time he began to take a new attitude toward his patients. By simply asking questions and applying no theoretical framework to their discussions, he helped them to understand their own dreams and images. The dreams and images they reported reinforced his belief that he needed to study mythology. The question "what myth do you live in?" became a major concern for him. Also needing to learn his own myth he began to study his own dreams, keeping careful notes and drawings. As a psychiatrist he expressed the conviction, "I could not expect of my patients something I did not dare do myself" (178). This study, in addition to working with his patients, affected his work profoundly. These years gave him the experiences which he was to write about and deal with the rest of his life (Jung, 1961/1963, 170-199).

Brome (1978), referring to this period as "Jung's breakdown," reports that Jung carried out his "study" against the background of a normal life existence continuing his practice and family life. He came face to face with his Self -- or many selves -- which he had to assimilate. Much of his writing comes directly from his work in this period, especially Psychological Types (Brome, 1978, 155-170).

As Jung's reputation grew, analytical psychology (e.g., Jungian psychology) gained in followers. The time itself was a particularly stimulating one, and the environment Jung lived in, an exciting one. Brome (1978) describes the Zurich atmosphere in which Jung worked as
"one of the most important theatrical centers between 1914 and 1918" inhabited by such figures as James Joyce, Lenin, Max Reinhardt and the Dadaists (175).

With the ending of the war and with the completion of his encounter with the unconscious, Jung again turned outward. His encounter had led him to recognize that the goal of psychic development is the Self (Campbell, 1971; Jung, 1961/1963, 199).

"There is no linear evolution; there is only circumambulation of the self ... the self is the principle and archetype of orientation and meaning. Therein, lies its healing function" (Jung, ibid.).

He could then take up his relationship to the profession. His confrontation with the unconscious brought about some of his most significant writing, gave depth to his thought, and provided the proper links for his bridge between the inner and outer worlds.

**Years of the Major Work**

Between 1918 and 1945 Jung produced most of his major writings. The task he had set for himself was an immense one. He wished to link his own experiences (dreams, fantasies, visions, etc.) and those experiences of his patients with the historical and cultural themes evidenced in religion, art and literature. He had not only to produce the "facts" of these experiences but also the historical-cultural themes in order to document empirically that his concepts were sound. (Campbell, 1971/1976; Hannah, 1976; Jung, 1961/1963, 200-223).
Brome (1978) suggests that by 1923 Jung's work had matured and his personal life had settled. His mother had died, and he had purchased Bollingen, a place to which he could retreat from the outer world and in which he could continue his own process of development. During this time Jung developed a friendship with Richard Wilhelm who had published an English translation of *I Ching*. Jung thus gained greater understanding of the Chinese philosophy. In 1928 Wilhelm sent Jung a translation of "The Secret of the Golden Flower" for which Jung wrote a commentary (185-195).

*Psychological Types* was published in German in 1921 and in English in 1923. The work itself was the result of Jung's attempt to explain or understand the fundamental differences in the assumptions of Freud and Adler — Freud's view that neurosis derived from the manner in which a child coped with the Oedipus complex and Adler's view that neurosis came from the manner in which an individual attempted to gain power over the environment (Bennett, 1966, 40-45; Hannah, 1976, 132; Jung, 1961/1963, 200-207). Bennett (1966) indicated that Jung thought "a difference of opinion of such dimensions must not be looked on as personal disagreement on a specific issue" (45). Jung (1961/1963) himself said that the work grew from his ....

need to define the ways in which [his] outlook differed from Freud's and Adler's. [The book is] an effort to deal with the relationship of the individual to the world, to people and things ... [and it] yielded the insight that every judgment made by an individual is conditioned by his
personality type and that every point of view is necessarily relative (207).

This work was an important part of his thinking for analytical psychology, a psychology which he described as a natural science albeit one which was "subject far more than any other science to the personal bias of the observer" (Jung, 1961/1963, 200). He believed he had to identify and use the historical and literary parallels available; thus, he provided many of those parallels in *Psychological Types*.

Campbell (1971) describes the work, subtitled *The Psychology of Individuation*, as follows:

This was a work of more than 700 pages, the first 470 dealing with an astounding range of philosophical speculations from India, China, and Japan, Classical antiquity, Gnosticism and the Early Fathers, the Middle Ages, Reformation, Renaissance, Baroque and Enlightenment, Kant, Goethe, Schiller, Hegel, Schopenhauer, Wagner, Nietzsche, and assorted moderns: all concerned with the single theme of psychological types. And in the last 240 pages Jung's own formulation appears ..., along with a glossary of basic Jungian terms and a conclusion discussing the relevance of a recognition of psychological differences to an appreciation of the relativity of all so called "truths" and "facts" to the organs of their perceivers (xxv).

Jung, noting that individuals assigned the governing aspect of their conscious behavior to one of the four functions (thinking, feeling, sensing, intuition), indicated that positions taken and assumptions given would ultimately be related to the dominant function. His observations led him to consider that the combinations of sensing
with thinking as auxiliary or thinking with sensing as auxiliary were characteristic of modern Western man (Campbell, 1971/1976; Jung, 1961/1963). Hence, Western man has left intuition and feeling undeveloped, repressed and undervalued; thus it surfaces "either in the way of demonical seizures, or, more mildly, uncontrollable moods" (Campbell, 1971). Jung, in essence, posed the problem of type not only for individuals but for modern Western society as well.

His work and studies led him to continue his reading and research in mythology and other cultures. He wished to learn more and to observe European or Western man from outside the European setting. Over the years this led him to visit Algeria (1920), the Pueblo Indians in New Mexico (1924), the Elgoni Tribe in Kenya and the Nile area (1925, 1926), and India (1938) (Campbell, 1971/1976; Brome, 1978; Hannah, 1976; Jung, 1961/1963). He continued to gain insight into the religious and cultural symbols and to translate them into psychological ones.

From 1918 on he continued his particular interest in the Gnostic writers, convinced that alchemy was the bridge connecting the Gnosticism of the past with the future "modern psychology of the unconscious" (Jung, op. cit., 201). Jung's critical reading of alchemy texts was based on his understanding of alchemy as a philosophical system inspired by the hope of solving one of the mysteries of life, namely, the connection between good and evil, that is, how the base aspects of life are
transmitted into the noble (Bennett, 1966, 157-8).

The work with alchemy was furthered by his collaboration with Maria-Louise von-Franz, a student of his and a scholar in Latin and Greek. He needed to find the appropriate symbols in those texts that would link the process of individuation to alchemy. Von-Franz was his "collaborator in alchemy from 1934 until his last alchemical work, the Mysterium Coniunctionis, of which she wrote the third volume" (Hannah, 1971/1976, 230).

During the 1920's Frau Olga Froeb-Kapteyn began a series of gatherings at which individuals discussed Eastern and Western philosophies. By the early 1930's these sessions grew, through Jung's influence, into the annual Eranos meetings (Brome, op. cit., 210-215). It was at the yearly sessions that Jung would present a major paper. With the exception of the war years and the year 1950, he presented every year from 1933 until 1951 when he delivered On Synchronicity (Campbell, 1971).

The Psychological Club of Zurich, actually founded by 1916, became a major vehicle for further study and development, particularly for those who were following Jung's analytical psychology. He held seminars once a week at the Club; in 1925 he began also giving them in English. Membership was not easily obtained; Antonia Wolff, patient, student and collaborator of Jung's, was an "efficient guardian of the threshold" as president of the club (Hannah, 1971/1976, 190-200).
Between 1935 and 1938 he traveled widely lecturing around the world. In 1935 he presented five lectures at the Tavistock Clinic in London which were published as *Analytical Psychology: Its Theory and Practice*. He was invited to lecture at the Harvard Tercentenary Conference of Arts and Sciences in 1936 and received an honorary doctorate from Harvard. While in America Jung gave a seminar which was arranged by three Jungian doctors — Eleanor Bertine, Esther Harding, and Kristin Mann — at their vacation home on Bailey Island in Maine. (Both the Jungs enjoyed the time there.) From his lectures and seminars came the writing entitled *Psychological Factors Determining Human Behavior*. He returned again to the United States in 1937 to give the Yale Terry Lectures from which emerged another of his works, *Psychology and Religion*. In 1938 he traveled to India at the invitation of the British Government to take part in the 25th anniversary celebration of the University of Calcutta. This same year he became a member of the Royal Society of Medicine and received an honorary doctorate from Oxford University where he presented the Presidential address at the 10th Annual Medical Congress for Psychotherapy. (Brome, 1978, 227-230; Campbell, 1971/1976, Hannah, 1976, 236-239).

With the outbreak of World War II in 1939, Jung's travels were curtailed; the war deeply depressed him, not only because of its reality but because of its indication that mankind had not progressed beyond the most primitive. He continued to work on the
alchemical studies and to write. The ending of the war saw the charges of anti-Semitism against Jung renewed. In the 1930's Jung's statements concerning German and Jewish psychology and the accounts of his acceptance of the position of President of the German Association for Psycho-therapy led to misunderstandings and charges of anti-semitism and ultimately of pro-Nazi leanings (Brome, 1975, 217-224). Several authors attempt to unravel the thread of these charges (Brome, 1978; Hannah, 1971/1976; Mattoon, 1981; Stern, 1976).

He occupied the Chair in Medical Psychology founded for him at the University of Basel in 1944. His health became a problem with suffering from a broken foot and a heart attack. Even so he published Psychology and Alchemy which he based on papers delivered at Eranos Meetings in 1935 and 1936. In 1945 he received an honorary doctorate from the University of Geneva in honor of his seventieth birthday and he published several works.

Mature Years and Retirement

By 1946 Jung had resigned his teaching position, but he gave lectures at The Psychological Club and continued his writing. The Psychology of Transference, concerning the development of the individuation process and the problem of transference, was published in 1946. At the Eranos Meeting he lectured on "The Spirit of Psychology." (Campbell, 1971/1976; Hannah, 1971, 288-292). When Winston Churchill visited Switzerland in the autumn, he met with
Jung twice.

There was a curious unconscious bond between Churchill and Jung; the latter used to dream of the former every time Churchill approached the Swiss border during the war, although of course Jung never knew Churchill had been there until it was announced in the papers later. They were indeed the two most whole men of their time, although their fates and their psychologies were totally different (Hannah, op. cit., 293).

Shortly after addressing a group of his closest students in November of that year, he suffered his second heart attack (Brome, 1978 252-253; Hannah, 1976, 293-295).

In spite of his illnesses during the years 1946-1952, he produced four more important works: On the Nature of the Psyche, Aion, Answer to Job, and Synchronicity: An Acausal Connecting Principle (Brome, 1978, 253; Campbell, 1971). But not all of his energy was spent in writing, for in 1947 he turned to the concern of establishing an institute. Although he had opposed the idea previously, he, according to Hannah, a student and collaborator, changed his mind:

... he had seen it was impossible to prevent something of the kind being started, for too many people were determined to do so ... he said, "so I think it is better to do so while I can still have some influence on its form and perhaps stop some of its worst mistakes" (Hannah, 1976, 295-296).

Jung laid his proposal for the C. G. Jung Institute before the Psychological Club; he accepted the presidency reluctantly and selected four others to run the Institute — C. A. Meier, Kurt
Biswaenger, Jolande Jacobi, and Leliane Frey — as members of the curatorium. He then worked tirelessly on the statutes that would govern the Institute. In 1950 he stepped down as president; C. A. Meier became president and Emma Jung, in her own right, was elected as a member of the curatorium and as vice president (Hannah, 1976, 259).

Jung retired to Bollingen and continued his writing and his own process of individuation, tackling the problems of self and of god in his works. Several periods of illness bothered him and Emma, but a family friend and nurse, Ruth Bailey, whom Jung had met on his second trip to Africa, would always come from her home in England to look after them. In fact she had promised both of them that "she would live with and look after the survivor, whichever it might be" (Hannah, 1976, 322).

In 1953 Toni Wolff died of a heart attack, her death an unexpected event for many, including Jung. She had played a significant part in his life — and his family's life — since she arrived in his consulting room as a patient in 1910. She became a student, an assistant, an analyst, and according to many, a lover and the guide who helped him through his encounter with the unconscious, particularly with the integration of the anima. Her relationship with Jung placed a strain on his marriage and affected Emma Jung in many ways. (Brome, 1978, 129-134, 185-186; Hannah, 1976, 117-122, 148-149, 153-154, 312-313; Stern, 1976, 129-142).
Interestingly enough it was Emma, not Carl, Jung who attended Toni Wolff's funeral.

In 1954 and 1955 Jung reworked some of his earlier writings and responded to correspondence concerning *Answer to Job* which American publishers had refused to print. In the summer of 1955 Emma took ill, and died in November (Brome, 1978, 258-260; Campbell, 1971). Hannah (1976) was still in close contact with the Jungs and reported ...

Emma's death was the worst relationship loss that Jung ever experienced. Nothing is worse than losing your congenial daily companion and, after fifty-two years of a very meaningful and deeply related marriage ... it seemed to be an almost mortal blow to Jung ... Emma Jung was a most remarkable woman, a sensation type who compensated and completed her husband in many respects (324-325).

Ruth Bailey, as she had promised, came to take care of the survivor, arriving only a few days after the funeral. She became a companion-housekeeper for Jung. They divided their time between the house in Zurich and the Tower at Bollingen. Jung turned more toward his own development as he had completed his thirty-year study of alchemy publishing his final major work, *Mysterium Coniunctionis*, in 1955 (Brome, 1978; Campbell, 1971; Hannah, 1976.)

Beginning in 1955 he worked to complete the Tower at Bollingen.

After my wife's death in 1955, I felt an inner obligation to become what I myself am ... at Bollingen I am in the midst of my true life, I am most deeply myself. Here I am, as it were, the "age-old son of the mother." That is how alchemy puts it, very wisely, for the "old man," "the ancient," whom I had already experienced as a child is
personality No. 2, who has always been and always will be. He exists outside time and is the son of the maternal unconscious ... he comes to life again at Bollingen (Jung, 1961/63, 225).

In addition to this task, he continued writing, reworking some of his earlier things and completing new ones.

By 1957 he had begun work on his autobiography Memories, Dreams, Reflections with Aniela Jaffe. He continued to be active even though he was feeling the effects of aging. In the winter of 1957-58 he wrote a paper entitled "A Psychological View of Conscience" for a lecture series organized by the Institute. The British Broadcasting Corporation, in 1959, persuaded him to be interviewed by John Freeman for a series of famous living people entitled "Face to Face." He appeared quite natural during the filming even though it took several hours and was a tiring ordeal for a man of eighty-four (Hannah, 1976, 329-341).

By 1960 he was involved in producing a work called Man and His Symbols which he edited and for which he wrote an article, "Approaching the Unconscious." Illness made the writing very difficult, but he gave himself fully to the writing — in English — and to the reading and criticizing of the other articles. Maria-Louise von-Franz assisted him in the editing in addition to writing an article and the conclusion (Hannah, 1976, 342-346; Jung, 1964).

By the spring of 1961 his health had worsened, and after a brief illness, he died on June 6, 1961, in Zurich.
This brief view of Jung's life offers only a glimpse of the man and his work. Its purpose was but to suggest the time and their influence on him, and he on them. His contributions are many, particularly his providing an alternative way of viewing reality, with the materials of the inner world being seen as real as the objects of the external world and an alternative way of studying the human being from the individual's perspective, from within. The next section outlines some of the major concepts in his theory of personality (psyche) of which the typology is but a part.

CARL G. JUNG — THE THEORY

Analytical Psychology or Jungian Psychology

To provide a context for the psychological types one needs to see them in relationship to Jung's total view of the individual. Jung was interested in describing the psychic "behavior" of individuals. When he spoke of the psyche, he was referring in general to personality. "By psyche I understand the totality of all psychic processes, conscious as well as unconscious" (Jung, 1923/1971). "The psyche, as a reflection of the world and man, is a thing of such infinite complexity that it can be observed and studied from a great many sides" (Jung 1931/1960, 139). Jung's work explored that psyche and described it in its many aspects. His writings regarding that psyche or total personality are not easily read or understood; he wrote extensively concerning the many aspects
but he did not present his theory in a systematic form. In an attempt to present his thinking to the general public, Jung, in collaboration with fellow analytical psychologists, wrote *Man and His Symbols* which was published not long after his death. To read Jung himself the American can consider his work as presented in English in the *Collected Works of C. G. Jung*:

The publication of the first complete edition, in English, of the works of C. G. Jung was undertaken by Routlegde and Kegan Paul, Ltd., in England and by Bollingen Foundation in the United States. The American Edition is number XX in Bollingen Series, which since 1967 has been published by Princeton University Press. The edition contains revised versions of works previously published ... works originally written in English ... works not previously translated ... and, in general, new translations of virtually all of Professor Jung's writings. Prior to his death in 1961, the author supervised the textual revision, which in some cases is extensive. Sir Herbert Read (d. 1968), Dr. Michael Fordham, and Dr. Gerhard Adler compose the Editorial Committee; the translator is R. F. C. Hull (except for Volume 2) and William McGuire is executive editor (Jung 1921/1971, 609).

Each volume of the collected works contains a listing of all volumes, their contents and the original publication dates. In addition to these works, Jung's autobiography *Memories, Dreams, Reflections* with Anelia Jaffe (1961) provides insight into his life and work. Beyond these one must rely upon those who write about his theory or those who present excerpted or special volumes of his writing.

An introduction to Jung's work is provided by Jolande Jacobi in *The Psychology of C. G. Jung* which first appeared in 1940. Jacobi
was a Jungian analyst who worked in Zurich for a period of time; she was a member of the board which governed the C. G. Jung Institute (Brome, 1978; Hannah, 1976). Jung himself read the book and stated in the foreword:

My endeavours in psychology have been essentially pioneer work, leaving me neither time nor opportunity to present them systematically. Dr. Jacobi has taken this difficult task upon herself with a happy result, having given an account free from the ballast of technical particulars ... I hope it may be the lot of this book not only to give the general reader an insight into my researchers, but that it will also save him much laborious searching in his study of them (Jacobi, 1940/1973, ix).

A more recent book, Jungian Psychology in Perspective by Mary Ann Mattoon, gives not only an explanation of his psychology but includes a discussion of its place in the history of psychology, a discussion of related research studies and application of the theory, and finally, a comprehensive bibliography of Jungian psychology. Mattoon, a professor and a Jungian analyst, developed the book for use in teaching a course on Analytical Psychology at the University of Minnesota (Mattoon, 1981).

Hall and Lindzey (1978) provide a brief overview of Jung's personality theory in their Theories of Personality and E. A. Bennett (1966), lecturer at the Institute of Psychiatry at London University and personal friend of Jung's, provides an additional overview in What Jung Really Said. Joseph Campbell (1971) selected certain of Jung's own writings and provided interpretative comment and biographical information in The Portable Jung. Although these
are not the only sources, they are the most easily obtained.

Jung's work which does deal directly with education from kindergarten through high school is found in four lectures or essays contained in Vol. 17 of the Collected Works or in a smaller volume entitled Psychology and Education (Jung, 1954). The four essays with their original dates are as follows: (a) Analytical Psychology and Education — 1946, (b) Child Development and Education — 1923, (c) The Gifted Child — 1946, and (d) Psychic Conflicts in a Child — 1946.

Jung believed that there were certain fundamental ideas in analytical psychology regarding the development of the person which were especially useful to educators. His view, of course, is a psychological one and is concerned with the development of the conscious mind which grows slowly out of the unconscious mind. His ideas regarding education are given in the context of his concept of the development of consciousness of the whole person. Jung (1923/1971) compares development to the psychic evolution of mankind; each child moves through the mental development of mankind ... [and] develops out of an originally unconscious, animal condition into consciousness, primitive at first, and then slowly becoming more civilized (43).

In comparing the path of human development to the daily course of the sun, Jung suggested four stages of life for each person. In the 180 degrees in "the arc of life," the rising sun is like the
awakening consciousness of the child (first quarter or stage); at midmorning the sun reaches a point similar to that of beginning adulthood with its sharpening of consciousness (second stage); at its zenith, it reaches a point equal to mid-life, marking the beginning of the second half of life and its deepening consciousness (third stage); in the late afternoon the sun approaches the horizon, signaling the arrival of old age and the need to prepare for death (fourth stage). Transition from one stage to the next brings on a period of psychic struggle, a time for growth. (Jung, 1931/1976, 3-22). Figure 1 and the accompanying explanation is this author's attempt to describe those stages of life as given in Jung's "The Stages of Life." (See Table 1.)

Stage One: Childhood. This is a childish stage of consciousness, basically unconscious. The child has no problems because nothing depends on him/her for he/she is wholly dependent on others. In this stage the child comes to know and to recognize self and others, gradually moving from the unconscious to the development of the ego. The child is more governed by impulse and by others than his/her own ego. The stage draws to a close with a transition period, that of physical and psychic puberty.

Transition: In this period the individual moves to a more conscious state in which the ego is distinct from that of the parents, and the individual becomes aware of some of life's problems and tensions. During this time the individual experiences
Figure 1: Stages of Life

(As described in Modern Man in Search of a Soul, 113, 114)
conflicting impulses which must be dealt with.

**Stage Two: Youth.** This stage is that of the developed ego, conscious and separate from others. The individual faces and deals with the problems and concerns of the external world -- establishing him/herself with a career, home, family, friends and community. Consciousness is turned to outward realities, for which adjustment must be made often ending the dreams of childhood. Transition to midlife signals the close of this stage.

**Transition:** This period indicates that a significant change in the human psyche is in preparation. The individual begins to experience an unexplained need to change and to question the value and worth of what he/she has previously done.

**Stage Three: Adulthood.** This stage is concerned with the process of individuation -- the development of the neglected aspects of personality, the integration of the opposites, the growth of the inner world and the achievement of a higher level of consciousness. In this stage the individual seeks to find satisfaction in ways different from his/her youth, and he/she is concerned with the world of Self.

**Transition:** The realization of one's mortality may signal this less obvious transition period.

**Stage Four: Mature Adulthood/Old Age.** This stage is a tying together of one's life, making meaning of one's existence, sharing one's ultimate knowledge, and lastly preparing for death. At the
extreme end of this stage, the individual either slips or withdraws into the unconscious and finally into death. At the extreme end, this stage, similar to stage one, finds the person living unaware of the problems of others and being dependent on others.

One sees that the concerns and interests of the four stages would have to be different. As Jung suggested, the education suitable for one is not suitable for the others; each stage has its own particular needs and demands.

... we cannot live the afternoon of life according to the programme of life's morning -- for what was great in the morning will be little at evening, and what in the morning was true will at evening have become a lie (Jung, 1931/1976, 17).

In most of his work Jung is concerned with the second and third stages; it is the individuals in these two who are conscious of themselves and others and of the problems encountered in life, and it is these individuals who are responsible not only for themselves but for those in the first and fourth stages. Considering that teachers are to be found in Stages Two and Three, they would be at different levels of development and thus understand the world differently.

The Structure of the Psyche

Hall and Lindzey (1978) suggested viewing Jung's structure of personality (psyche) as a "number of differentiated but interacting systems" (118). This suggestion provides a way of viewing the
components of the psyche and their relationships. Each component affects the others, giving or discerning psychic energy as it operates. Jung's most systematic explanation of the psyche occurs in the writings found in Volumes 7, 8 and 9 of Collected Works with the typology falling in Volume 6.

According to Jung the psyche consists of levels of consciousness, complementary but antithetical: (1) consciousness with the ego, (2) the personal unconscious with complexes, and (3) the collective unconscious with the archetypes (Jung, 1936/1969). By conscious Jung simply meant "In control of the ego," and by unconscious "not under the control of the ego." Within these levels one finds the components or systems of the psyche -- the ego, the persona, the shadow, and the anima or animus. (Hall and Lindzey, 1978; Jacobi 1940/1973; Jung 1921/1971; Jung 1936/1969; Mattoon 1981.)

These levels exist for all individuals; the conscious level, the last to be developed, is the smallest and most fragile layer. Progoff (1953/1973) compares the three levels to geological rock formations:

At the top is a thin layer of surface rock; below that a somewhat thicker layer of rock of another type; and underneath these two, a dark volcanic base that extends back to the very core of the earth itself (perhaps as the individual relates to the universal) and which occasionally erupts, shooting its materials up to the surface through the other two layers (56).

The top layer is, of course, consciousness of the individual.
The second level or layer is the personal unconscious which consists "essentially of contents which at one time have been conscious but which have disappeared from consciousness through having been forgotten or repressed." (Jung, 1936/1969, 42); thus the contents of the personal unconscious are gained through personal experience, as an individual acquisition. Mainly these contents consist of complexes, memories, feelings, perceptions, and ideas, which may be accompanied by emotion and perceptual distortion (e.g., inferiority complex, mother complex ...)

The third and largest layer, the collective unconscious, is the storehouse of latent memory inherited from one's ancestral past ... [and] is the psychic residue of human evolutionary development ... (Hall and Lindzey, 1978, 19).

In essence, it is not individual but universal. The collective, or transpersonal, unconscious has contents and behaviors that are similar everywhere in everyone and are obtained through heredity, not individual acquisition. Archetypes (pre-existent forms) essentially make up the contents of this layer which forms a common "psychic substrate of a suprapersonal nature" existing in every human being. The archetypes are "typical modes of apprehension" that are uniform and regularly recurring; they are underlying universal idea forms or process patterns or rather the potentiality or possibility of them (Jung, 1919/1960; 1936/1969; 1954/1969). In a sense, they are transpersonal and unconscious patterns that interact with an individual's personal experiences in a cultural
setting to produce specific images or processes (actions). Some of
the more familiar archetypes are the mother, the hero, rebirth, the
self. Even the components of the psyche (e.g., shadow, anima,
animus) have an archetypal basis. It is from this layer, the
collective unconscious with its archetypes and instincts, that
consciousness eventually develops.

Components of the Psyche

The conscious aspect or contents of the psyche are related
directly to the ego. The ego is a "complex of ideas which
constitutes the center of [the] field of consciousness and appears
to possess a high degree of continuity and identity (Jung,

The ego is the conscious mind. It is made up of
conscious perceptions, memories, thoughts, feelings. The
ego is responsible for one's feeling of identity and
continuity and from the viewpoint of the individual person
it is regarded as being the center of consciousness (Hall

As Mattoon (1981) points out ego means "I" in Latin and basically
has the same meaning in analytical psychology; it is the center of
consciousness (24). The ego represents the side of the psyche,
especially in Western cultures, that is primarily oriented toward
adaptation to outer reality (Jacobi, 1940/1973, 7). During the
first few years of life there is little if any consciousness but it
develops slowly. One can observe the ego, the conscious mind, come
into existence as the child begins to say "I" and to distinguish
him/herself from others. As the child interacts with the environment, he/she begins to develop consciousness from the unconscious. The most extensive development of consciousness takes place in the first stage of life when the child integrates into consciousness various contents of the collective unconscious. Schooling can assist with the development and integration of consciousness for it can provide an appropriate environment for the child to develop a conscious identity separate from the parents, (Jung, 1928/1953).

The persona is the public personality that an individual assumes; it is also the role that society expects him/her to play. In Jung's words the persona

is a compromise between individual and society as to what a man should appear to be ... in relation to the essential individuality of the person concerned it is only a secondary reality, a compromise formation, in making which others often have a greater share than he (Jung 1928/1953, 156).

An individual may have many aspects to the persona depending on the number of roles he or she plays (worker, spouse, parent, church member, neighbor, citizen, golfer).

... the persona is necessary for adaptation to the world ... it is necessary for adequate psychological functioning. Without a developed persona one is likely to be socially inept, and, thus unable to achieve the objectives that depend on making a positive impression on people (Mattoon, 1981, 30).

The pattern or idea from which the persona develops is an archetype,
originating out of the experiences of the human race through their history as social beings. Jacobi (1940/1973) noted that our concept of persona includes not only psychic qualities, but also forms of social behavior and habits of personal appearance. A person who is well adjusted to both the environment and his/her own inner life will see the persona as "merely a supple protective coating that makes for easy, natural relations with the outside world (28)."

There are dangers with development of the persona for one may become too identified with the role and become alienated from her/his own individuality, thus appearing rigid even shallow. Because of the nature of what society expects of teachers, the development of an appropriate and healthy persona (role) is important.

As there is the ego, center of consciousness, there is also the shadow, center of unrecognized and denied qualities and traits, or the negative side of personality.

The development of the shadow runs parallel to that of ego; qualities which the ego does not need or cannot make use of are set aside or repressed, and thus they play little or no part in the conscious life of the individual (Jacobi, 1940/1973, 110).

Often the contents of the shadow component are ones which an individual prefers not to show. "They are the parts of oneself that one considers unpresentable, because they seem weak, socially unacceptable, or even evil" (Mattoon, 1981, 26). Manifestations of the shadow can be embarrassing or disturbing because when they appear they result in persons not acting like themselves or even
acting contrary to their normal behavior. This is the universal experience of "being beside oneself" (e.g., the shadow is in effect "beside" the conscious personality). The shadow has two potential forms -- the personal shadow coming from the personal unconscious which has been described and the collective shadow drawing its form from the unconscious which it may personify and project on other persons who are different, of another race or class. "The evil we see in them is really unconscious in us." (Cohen, 1976, 40-41).

Thus the shadow is a problem for human beings because they can project the contents of their own negative side onto others and blame them for having such traits. It is possible for an individual to become conscious of at least part of the contents of the shadow. Becoming conscious of and integrating elements of the shadow make up the first step in the process of individuation, a task for the adult who has reached mid-life. Recognizing shadow elements in one's own personality, while not pleasant, could be productive for anyone but especially for teachers who must interact with dozens, even hundreds, of students every day. Examples of shadow figures in literature are Robert L. Stevenson's Mr. Hyde, Mary Shelley's Frankenstein, and Darth Vader of Star Wars.

The next component of the psyche is that of the soul-image, the mediator of the relationship with the unconscious. It has a double aspect with the animus (masculine element) for the woman and the anima (feminine element) for the man. They are spontaneous
creations of the collective unconscious and they represent images of
the other sex that all persons carry with them. It is through these
archetypes that individuals apprehend and communicate with the
opposite sex. Ultimately, each individual should become aware of
his/her own soul-image and integrate those contents into
consciousness; in other words, each woman should integrate the
masculine and each man, the feminine into their own personality. In
trying to provide "conceptual aids" for understanding these
elements, Jung suggested that the animus corresponds to the paternal
logos (e.g., discrimination and cognition) and the anima to the
maternal eros (e.g., the connective quality) (Jung, 1951/1979,

Because the anima and animus originate in the unconscious, they
are not under the control of the ego; they manifest themselves in
two ways — in projections on to others and in dreams and fantasies.

We encounter the inner form of animus or anima in our
dreams, fantasies, visions and other expressions of the
unconscious when they disclose contrasexual traits of our
own psyche; we are dealing with the outward form when we
project a part or the whole of our unconscious psyche upon
someone in our environment and fail to realize that this
other person who confronts us is in a way our own inner self
(Jacobi, 1973, 115).

According to Jung's concept of development only adults would be able
to recognize and come to terms with the contents of these two
components of the psyche. Encountering, in a conscious way, the
anima/animus is the second stage of the individuation process. Von
Franz (1964) describes the steps in this process with illustrations of the various levels of anima/animus development.

The anima is the "personification of all feminine psychological tendencies in a man's psyche, such as vague feelings and moods, prophetic hunches, receptiveness to the irrational, capacity for personal love, feeling for nature..." (von Franz, 1964, 177). Each man carries with him images of the feminine or of the female, and it is through these that he comes to understand and communicate with women. These anima images are projected on the females that the individual man encounters. The first woman to be the carrier for such an image would be the mother and then other women who play significant roles in his life (e.g., grandmothers, sisters, aunts, friends' mothers and teachers) (Jung, 1951/1979).

The content for the anima is determined by archetypal images, the culture in which a man lives, and by his own experiences with the women he has known, especially his mother. The anima is manifested in four major images that a man may project onto women and each has a positive and a negative aspect:

**Eve** personifies the Earth Mother. She might appear in a man's dream as a farm woman who harvests grain, gathers eggs, cooks, and cares for children. In her positive form of nourishing and caring for other persons she is life-sustaining; in her negative form, she nurtures excessively, thus restricting the development of her children, husband, and other people.

**Helen** (of Troy) personifies the seductress, the sex object. The dream image could be any movie star or pinup girl of the 1980s and 1940s. In her positive form Helen can be delightful company; negatively, she may be manipulative,
using her charm to others' detriment. Mary, the pure virgin, is the spiritual mother. The dream image could be a respected high school or college teacher. Positively, she is a person of integrity and independence, who knows her own values; negatively, she may be remote and demand high achievement at the expense of personal relationships.

Sophia is the figure of wisdom. In a dream she might appear as an elderly woman who is known as wise. The positive side of such a figure seems self-evident; the negative is in the use of wisdom, or knowledge, for destructive purposes. (Mattoon, 1981, 96).

These images are basically the major types that the projections or dreams fall into; the particular form itself can be almost endless as suggested by Jacobi (1940/1973) "A sweet young maiden, a goddess, a witch, an angel, a demon, a beggar woman, a whore, a devoted companion, an amazon" (116); yet they would fit into the four classifications. Von Franz (1964) suggests that the four types are stages in the individuation process of the man, that he must move through recognizing the contents as best he can and integrate them into his own conscious personality. An individual who has a healthy relationship with his inner world (the anima is well connected with his consciousness) can be "related, compassionate and gentle" (Mattoon, 1981, 96); it is the one who is totally unconscious of the anima that he may be affected negatively by it and become sentimental, resentful, moody and filled with "an unshakable feeling of rightness and righteousness" (Jung; 1951/1979, 16; Mattoon, ibid).

For a woman the animus is the "male personification of the
unconscious ... [and it] exhibits both good and bad aspects ... apt to take the form of a hidden 'sacred' conviction (von Franz, 1964, 189). As with the animus, each woman carries with her the images of the masculine or of the male and through these images comes to understand and communicate with men. These images are projected on the males that she encounters; the first man to be a carrier for such an image would be the father and then other significant men in her life (e.g., grandfathers, brothers, uncles, friends' fathers, and teachers) (Jung, 1951/1979). As with the anima the contents of a woman's animus would come from the archetypes, the culture itself, and through her own experience of the men she has known, especially her father. The animus manifests itself, both positively and negatively, in four major images which are seen as stages: power, deed, word, and meaning (E. Jung, 1969).

The animus of power may appear in a woman's dreams as the image of a physically powerful male, such as an athlete or a soldier. In its positive form the manifestation gives the woman the capacity to achieve, to be active in her own behalf; in its negative form it seeks to dominate other people.

Closely related to the animus of power is the animus of deed. The dream image is the man of action, such as an astronaut or a political leader. Its positive manifestation is likely to be effective leadership in social reform; its negative expression often is an exaggerated concern for rules and abstract justices.

The animus of word is reflected in the image of an orator or poet. Its positive form includes the capacity to deal with abstractions; its negative manifestation is reflected in rigid and prejudiced opinions.

Meaning is assumed to be the highest level of animus development. It may be personified in dreams as a priest or philosopher. Experienced positively, the animus of meaning
becomes "a mediator between the conscious and the unconscious"... Negatively, the animus of meaning may be expressed in religious dogmatism or in such single-minded concern with abstractions that concrete experiences are ignored. (Mattoon, 1981, 89-90).

Both the personified form and the behaviors are described here; thus giving a view of the projections, dreams Jacobi (1940/1973) suggested typical forms the animus takes: a famous film star, boxing champion, political or military leader, Dionysus, the Pied Piper, or the Flying Dutchman (116). In looking at the positive animus Jung (1951/1979) stated that it gave to the woman's personality and consciousness "a capacity for reflection, deliberation, and self-knowledge" (16), and he saw the negative aspect as being evidenced by opinionatedness, desire for power and hostility. Unfortunately, he described the negative more than the positive, and it has been left to others to study further and describe the positive animus.

Psychological Type

In his work Jung provided an explanation of the ways in which individuals use their minds. As already mentioned, he proposed a scheme which deals with two major attitudes, the direction of interest or focus of psychic energy, and with four major functions, the processes of perception and judgment. In Chapter One it was explained that individuals use both attitudes and all four functions, but they tend to "select" and become more skilled in one
attitude and two functions. Rather than seeing preferences as static and rigid categories, Jung viewed them as general tendencies and thought of the total scheme as an orientation for a dynamic view of personality or psychological behavior. Although he considered that persons prefer certain functions over others he noted that the four together produce a kind of totality. Sensation established what is actually present, thinking enables us to recognize its meaning, feeling tells us its value, and intuition points to possibilities as to whence it came and whether it is going in a given situation. In this way we can orient ourselves with respect to the immediate world as completely as when we locate a place geographically by latitude and longitude (Jung, 1923/1971, 540-541).

In stressing specific characteristics of an attitude, a function or a type, one may create the image of a "pure type," one that does not exist in the actual world of people. Jung cautioned against using the categories as specific and separate; one should view them in a totality and then only as a point of reference for practical understanding of self and others. There are no pure introverts or extroverts, but only introverted or extraverted function-types such as extraverted-sensing or introverted-thinking types (Jung, 1923/1971, 523; Evans, 1964, 96).

The attitudes of extraversion and introversion will be described separately and in detail to provide an understanding of the nature of interest and psychic energy. The separate functions of perception (sensing and intuition) and judgment (thinking and
feeling) will be described as they appear in general, as they appear extraverted and introverted, and as they appear in pairs (sensing-thinking, sensing-feeling, etc.). Jung's definitions and descriptions have been used to provide the theoretical framework, but other authors (James Hillman, Jolande Jacobi, Mary McCaulley, Mary Ann Mattoon, and Maria-Louise von Franz) are used to clarify and expand the concepts. In particular Isabel Briggs-Myers' descriptions (1980) are used. Myers gives a different coloring to her descriptions, one that is more like what a general observer might notice. Her work comes from having used Jung's theory in observing individuals in their normal activities rather than in a clinical setting. She developed with others, including her mother Katherine C. Briggs, the Myers-Briggs Type Indicator and thus has prepared behavioral descriptions for items on that instrument.

Attitudes

The two major attitudes are extraversion and introversion. According to Jung the extravert has "a positive relation to the object" and the introvert, "a negative one."

These contrary attitudes are in themselves no more than correlative mechanisms: a diastolic going out and seizing of the object, and a systolic concentration and detachment of energy from the object seized. Every human being possesses both mechanisms as an expression of his natural life rhythm ... (Jung, 1923/1971, 5).

Individuals in their normal lives would use both attitudes, appearing to others more like extroverts one time and more like
introverts another. However, individuals will choose one attitude more often than the other and thus appear to others to be that attitude "type."

The persons who concentrate for the most part on the external world select extraversion according to Jung (1923/1971):

Extraversion is characterized by interest in the external object, responsiveness, and a ready acceptance of external happenings, a desire to influence and to be influenced by events, a need to join in and get "with it", the capacity to endure bustle and noise of every kind, and actually find them enjoyable, constant attention to the surrounding world, the cultivation of friends and acquaintances, none too carefully selected, and finally by the great importance attached to the figure one cuts ... The psychic life of this type of person is enacted, as it were, outside himself, in the environment. He lives in and through others ... (549-50).

In contrast, the individuals who concentrate on the internal world are considered to be introverts. Jung (1923/1971) described this attitude type as follows:

The introvert is not forthcoming, he is as though in continual retreat ... He holds aloof from external happenings, does not join in, has a distinct dislike of society as soon as he finds himself among too many people ... He is not in the least "with it", and has no love of enthusiastic get-togethers ... His best work is done with his own resources, on his own initiative, and in his own way... His relations with other people become warm only when safety is guaranteed, and when he can lay aside his defensive distrust ... Thus the psychic life of this type is played out wholly within ... His retreat into himself is not a final renunciation of the world, but a search for quietude, where alone it is possible for him to make his contribution to the life of the community (550-552).

Jung's work in psychology and psychiatry and his study of
history, art, religion and literature provided him with numerous examples of these fundamental differences. He found the pair of opposites described in Nietzsche's work (the Apollonian and the Dionysian views), in Carl Spitteler's poetic work (Prometheus and Epimetheus) and in William James' discussion of the rationalist (tender-minded) and the empiricist (tough-minded) (Jung, 1923/1971, 800-819; 499-504). He reported on Wilhelm Ostwald's work in which he compared "the biographies of a number of outstanding scientists"; Ostwald spoke of the scientists as falling into two categories, the classic and the romantic types (Jung, op. cit., 322-399). These differing terms fit Jung's concepts of introversion and extraversion.

Mattoon (1981) characterizes the two attitudes in her explanation of Jung's "types."

The extraverted person is likely to adjust well to the environment: to be sociable, enthusiastic, and optimistic. However, such a person also may tend to be superficial, too ready to accept conventional standards, dependent on making a good impression, afraid of the inner world, and perhaps, disinclined to be alone (55).

The introvert, on the other hand...

prefers his or her own thoughts to conversation with others and, consequently, enjoys being alone. Such a person tends to have only a few friends but to be very loyal to them. An introvert is likely to be clumsy in a social situation, perhaps too outspoken or ridiculously polite, and may be over conscientious, pessimistic and critical (55).

These descriptions, along with Jung's, give a somewhat exaggerated
position, but they do provide an idea of the range between the two extremes.

Myers (1980) provides a less extreme description. She explained that the extravert bases conduct on the outer situation whereas the introvert considers the inner situation — ideas, concepts, archetypes. A list showing the effects of the two preferences was prepared using the notes of Katherine Briggs. The following items are excerpted from that list:

**Extraverts:**
- The afterthinkers
  - Attitude relaxed and confident
  - People of action and practical achievement
  - Understandable and accessible, often sociable
  - Expansive and less impassioned, they unload their emotions as they go

**Introverts:**
- The forethinkers
  - Attitude reserved and questioning
  - People of ideas and abstract invention
  - Subtle and impenetrable, often taciturn and shy
  - Intense and passionate, they bottle up their emotions and guard themselves carefully (56).

The extravert will become involved in new experiences without hesitation; the introvert will hesitate and may or may not become involved. One expends energy; the other conserves it.

In the literature, types are often categorized by combining their attitude preference and their dominant function. Thus, persons who have perception (sensing or intuition) as their dominant will be spoken of as extraverted sensing (ES), introverted sensing (IS), extraverted intuitive (EN), or introverted intuitive (IN). Likewise, persons who have judgment (thinking or feeling) as their
dominant will be spoken of as extraverted thinking (ET), introverted thinking (IT), extraverted feeling (EF), or introverted feeling (IF). Thus one comes to understand what the dominant function is and in which direction it goes.

**Psychological Functions**

The functions of perception, sensing and intuition, serve the role of information gathering, and as such, are referred to by Jung as the "irrational functions." Thinking and feeling, the functions of judgment, are the "rational functions" because they are by nature based on reason. Every individual will prefer one perceiving function over the other and one judging function over the other; thus there are four possible combinations: sensing thinking, sensing feeling, intuitive feeling, and intuitive thinking. In these pairs one will be the favorite (dominant) function and the other, the second favorite (auxiliary) function. The dominant function of the extravert will be outwardly directed or "extraverted" and the auxiliary function, inwardly directed or "introverted." The opposite is true for the introvert. The dominant function of the introvert will be inwardly directed or "introverted," and the auxiliary function will be outwardly directed or "extraverted." Thus there are what Jung refers to as eight clearly distinguishable types and to what is reported as sixteen combinations in the MBTI (see the type table in Appendix A).

**Sensing.** The sensing function is basically what its name
implies; it uses the five senses and perceives or tells what is. According to Jung it "mediates the perception of a physical stimulus" (1923/1971, 461). Hall and Lindzey (1978) describe it as the perceptual or reality function. "It yields concrete facts or representations of the world" (125). In her work Jolande Jacobi (1940/1973) states that sensing "perceives things as they are and not otherwise. It is the sense of reality, par excellence ... (12)." She offers several examples of the general sensing type:

[The sensing type] ... will note all the details of a historical event but disregard the general context in which it is set ... in viewing a lovely spring landscape ... will note every detail; the flowers, the trees, the color of the sky ... (12).

When an individual uses sensing, he or she cannot use intuition because they are mutually exclusive; one cannot "sense" and "intuit" at the same time.

For the sensing types whatever comes directly through their senses is their own personal experience and therefore to be trusted. What comes to them indirectly through others is not their experience and thus is not to be trusted as much (Myers, 1980, 57). The sensing types are observant and keenly aware of the external environment. They live in the present and are

... by nature pleasure lovers and consumers ... Desiring chiefly to possess and enjoy, and being very observant, they are imitative, wanting to have what other people have and to do what other people do, and are very dependent upon their physical surroundings (63).
The sensing function is concerned with the immediate, the real, the practical and the facts of experience.

Extraverted sensing is more concerned with the external objects perceived; introverted sensing is more concerned with the effects of what is perceived. Extraverted sensing persons (extroverts with sensing as the dominant function or ES) are realistic, matter-of-fact, practical and adaptable; they are usually easy-going and have the capacity to enjoy life. Normally they learn best from experience and are able to deal with an "immense number of facts" (Jung, 1923/1971, 363-66; Myers, 1980, 101). Such persons are curious and able to deal with a number of situations, preferably ones with some variety.

Introverted sensing types (introverts with sensing as the dominant function or IS) may seem calm, even passive, because the effects of objects are more important than the objects themselves (Jung, 1923/1971, 395; Mattoon, 1981, 63). The introverted sensing types are the "most practical of the introvert types" and are systematic and thorough in their efforts; they adapt well to routine and deal well with "an immense number of facts" (Myers, 1980). McCaulley (1976) contrasts the two sensing types. The IS type is a "thoughtful realist" who sees knowledge as important to establish truth; the ES type is, on the other hand, an "action-oriented realist" who views knowledge as important for practical use.

Intuition. Intuition, the other perceiving function is
concerned with the possibilities, the relationships, and the meanings found in experience. It does not concentrate on the information gathered by the senses, but it "is the function that mediates perception in an unconscious way" (Jung, 1923/1971, 453); where sensing sees details and parts, intuition sees only the whole. With intuition "a content presents itself whole and complete, without our being able to explain or discover how this content came into existence" (ibid.). Because of the difficulty of explaining their perceptions, Mattoon (1981) suggested that individuals with dominant intuition "... sometimes feel that their perceptions are considered by other people to be inferior" (63). She cautioned, though, that well-developed intuition can produce perceptions that are as correct as perceptions produced by well-developed sensation; they simply are obtained in different ways.

Jacobi (1973) underscored the unconscious nature of intuition by describing it as having a "capacity for an unconscious 'inner perception' of the inherent potentialities of things" (12). Using the viewing of a historical event as an example, she said that the intuitive would pay little attention to the details, but would "have no difficulty discerning the inner meaning of the event, its possible implications and effects" (ibid).

One is struck by the opposite nature of the two kinds of perception; it is as if they see different worlds. The sensing type, with feet planted firmly in the real world of experience, may
not understand the intuitive type who has little interest in that reality except to see it as a springboard to new things or meanings. Myers (1980) described the intuitive as being "comparatively uninterested in sensory reports of things as they are"; they wait for "intuitions" to come to them from their unconscious showing them visions of possibilities for the situation, whatever it is (57). Indeed, they run on inspiration and may not understand the reality-based sensing person who works with the information gathered through careful attention to the observed world. As she had listed the effects of the sensing preference, Myers (1980) also provided explanation of the effect of the preference for intuition. Craving inspiration, she noted, the intuitives "face life expectantly," and "are imaginative at the expense of observation" (63). They live almost in the future and are

... by nature initiators, inventors and promoters; having no taste for life as it is, and small capacity for living in and enjoying the present, they are generally restless. Desiring chiefly opportunities and possibilities, and being very imaginative, they are inventive and original, quite indifferent to what other people have and do ... are independent of their physical surroundings (63).

Extraverted intuitive types seek new possibilities, are stimulated by difficulties and new situations, have the ability to encourage and inspire others, and operate on impulsive energy rather than concentrated will power (Jung 1923/1971; Myers, 1980, 108).

An extraverted person who has dominant intuition enjoys anything new in the outer environment, is imaginative and
innovative, and may become completely absorbed in a project for a time. Completing the plans may be difficult, because the person's attention is sidetracked by new possibilities (Mattoon, 1981, 64).

McCaulley (1976) characterized the EN types as "action-oriented innovators" who view knowledge as important for creating change.

The opposing intuitive dominant, the introverted intuitive type (IN), is in McCaulley's view the "thoughtful innovator" who believes knowledge is important for its own sake. The introverted intuitives, motivated by inspiration, focus on their inner vision and are interested in finding and establishing new ways (Jung 1923/1971, 401; Myers, 1980, 112). They are in general intensely individualistic and will "concede that the impossible takes a little longer -- but not much" (Myers, ibid). The selection of an auxiliary function (thinking or feeling) is important since the choice will be what is extraverted and more likely working in the outer world providing balance for this type.

The two perceiving functions are opposite and are, when operating, mutually exclusive. Using the one function would call for suppressing the other. The two are most evident when they are extraverted and dominant. These types would appear on the MBTI type table as ES_P or EN_P (see Appendix A). Although the function is dominant in the IS_J or IN_J, it is directed inwardly. This inward direction often makes the individuals appear to the observer as a "paler" version of their extraverted counterparts whose dominant is
Judging Functions

The rational functions, the ones based on reason, are thinking (impersonal, objective) and feeling (personal, subjective). In providing definitions Jung (1923/1971) stated that thinking is the "function, which following its own laws, brings the contents of ideation into conceptual connection with one another" (481) and that feeling is "primarily a process that takes place between the ego and a given content, a process, moreover, that imparts a definitive value in the sense of acceptance or rejection" (434).

Thinking is ideational and intellectual. By thinking humans try to comprehend the nature of the world and themselves. Feeling is the evaluation function; it is the value of things, whether positive or negative, with reference to the subject. (Hall and Lindzey, 1973, 125)

One might say that a thinker would evaluate from a correct-incorrect position; whereas, a feeling person would decide from an appropriate-inappropriate stance. It is only with these two functions that a sex difference is noted. More women indicate a preference for feeling judgment than for thinking judgment; men, on the other hand, more often select thinking as their judgment preference (Jung, 1923/1971, 330-407; Mattoon, 1981, 99-101; Myers, 1962; Myers, 1980; von Franz, 1971/1979, 38-54).

Thinking. Thinking is essentially impersonal. Its goal is objective truth, independent of the personality and wishes of the
thinker or anyone else" (Myers, 1980, 65). The thinking function concentrates on analysis, definition, causal connections, and logical organization. Thinking types are naturally brief and business-like, choose truth over tactfulness (when forced), are likely to question conclusions of others, and organize ideas in a logical sequence without repetition (Myers, 1980, 68).

There is a difference between extraverted and introverted thinking. Extraverted thinking depends on ideas that come from the external world -- observable facts, ideas that are transmitted by tradition and education -- and the conclusions drawn are directed outwardly (Jung, 1923/1971, 342-344). Extraverted thinking, whether dominant or auxiliary, will be concerned with the facts of experience and the solving of practical problems.

The persons who are extraverted thinkers (extraverts whose dominant function is thinking or E_TJ) appear strong in this function.

The thinking of an extraverted person serves to put order into the external world. The person's interest is in the result, not the idea behind it. Pragmatic politicians, who are concerned more with finding ways to reach their goals than with the goals themselves, are likely to be extraverted thinking types (Mattoon, 1981, 64).

This type, interested in such order or goals, develops a set of rules to go by, or as Jung suggested "elevates objective reality or an objectively oriented intellectual formula into the ruling principle not only for himself but for his whole environment"
According to Myers (1980) this type enjoys deciding what ought to be done and giving the orders to see that it is done (85). They indeed are the organizers in any field. "They put clarifying order into the outer situation" (von Franz, 1971/1979, 38).

The introverted thinking types (introverts whose dominant function is thinking and thus directed inwardly or I_TP) may appear less forceful because they will use their thinking to analyze the world and to organize ideas, concepts, or facts. They are influenced by ideas, not external considerations, and they will follow those ideas inwardly. To others they may appear "cold" and "inflexible" because they do not always wish to make their ideas public, nor do they try to win support for them (Jung, 1923/1971, 384-386). The introverted thinkers are more concerned with abstractions and underlying principles; they may tend to complicate ideas and thus have difficulty in conveying their conclusions to others (Jung 1931/1971, 384-85; Myers, 1980, 89-90; Mattoon, 1981, 64). They are not trying to establish order in the outside world but are concerned with clarifying their own ideas and bringing order to their own thinking process (von Franz, 1971/1979, 41). Often they appear reserved, even shy to others. The selection and development of an auxiliary process will significantly affect their outward personality for it is that auxiliary perceiving function -- sensing or intuition -- that will be seen by others and direct
Feeling, Feeling, a rational function, "evaluates the object, determines whether it is desirable or undesirable and its degree of importance" (Mattoon, 1981, 64). It is often misunderstood because of other common meanings of the term.

The phrase "It feels soft (or hard)," expresses what Jung called sensation; "I have a feeling that something is going to happen," reflects intuition; and "I feel depressed," refers to emotion ... Developed feeling is a function of consciousness under the control of the ego, whereas emotion ... is a response that cries out of the unconscious and is likely to be connected with whichever of the functions is inferior (ibid.).

The feeling function evaluates and through it.

we appreciate a situation, a person, an object, a moment, in terms of value ... this function connects both the subject to the object (by imparting value) and the object to the subject (by receiving it within the subjective value system). It therefore functions as a relation, and is often called "the function of relationship" (von Franz and Hillman, 1971/1979, 90).

Feeling is in essence, because it is subjective, based on the values of the person. The system of values, as the function itself, can develop over time into a highly differentiated process. As the function develops, persons gain

a subtle appreciation of values, and even of value systems, and ... judgments of feeling then rest more and more on a rational hierarchy, whether it be in the realm of aesthetic taste, ethical goods, or social forms and human relationships (von Franz and Hillman, op. cit., 91).

Myers (1980) indicates what the behavior of feeling types might
look like. It will concentrate on persons rather than things, more likely agree with others than question them, choose tact over truthfulness, be more naturally friendly whether sociable or not, and finally be supportive of the efforts of others (68).

In discussing the difference between thinking and feeling judgment, Hillman (von Franz and Hillman, 1971/1979) states that although "feeling does not operate in syllogisms, there is an exactitude and demonstrable reason in its operation" (91). He provides an example of choosing one type of judgment over the other:

When a child asks for an explanation, an answer may be given from thinking or feeling; at times, a story which answers to the anxiety in the child may be "truer" than an intellectual explanation of causes. To hit the mark truly does not mean always to tell the factual or logical truth (ibid).

Thus, feeling judgment decides which is more appropriate in the situation and acts accordingly.

Extraverted feeling and introverted feeling are different just as extraverted and introverted thinking are different. "The extravert's feeling is always in harmony with objective values ... under the spell of traditional or generally accepted values of some kind" (Jung 1923/1971, 354-355). Extraverted feeling, whether dominant or auxiliary, will focus on the social aspects, the personal dimensions, and harmonious relationships within any given situation.

The persons who are extraverted feeling types are those whose
dominant function is feeling (E_FJ on the MBTI). These people appear strong in all aspects of feeling. Such a person places a high value on harmonious interpersonal relations, serves them by being aware of what is happening to other people, and thus is perceived as warm. Such a person is enthusiastic, spontaneous, and imaginative but holds traditional values and can be so nice that the niceness is a burden to others (Mattoon, 1981, 64).

Conventional and extensive, the extraverted feeling types "are usually the ones who most genuinely sacrifice themselves for others [and are] always jumping into the breach ... (von Franz, 1971/1979, 44). According to Myers (1980) this type is friendly, sympathetic, conscientious, preserving, idealistic and loyal; he or she likes to have things settled but does not necessarily have to make the decisions (93-95).

The introverted feeling type has feeling as a dominant function, but it is introverted or directed inwardly (I_FP on the MBTI). Such persons are concerned with "the subjective factor" and their "outward demeanor is harmonious, inconspicuous ... with no desire to affect others, to impress, influence, or change them in any way" (Jung, 1931/1971, 387-389).

In an introvert the feeling function may give the impression of coldness because the person is undemonstrative. When the feeling ... is expressed, however, it tends to be disconcertingly genuine, contrasting with the conventionality of extraverted feeling. Introverted feeling is probably intense, moreover, and may carry deep compassion (Mattoon, 1981, 65).

Because they do not outwardly express their values, the
introverted feeling types are difficult to understand and thus they are simply misjudged by others. In describing this type von Franz (1971/1979) said that they are often found in the background where important and valuable events are taking place ... they turn up in places where important and valuable inner facts, archetypal constellations, are to be found [and they] also generally exert a positive secret influence on their surroundings by setting standards (48).

Such individuals value harmony in their inner life, have a strong sense of duty, are idealistic and loyal but undemonstrative, and do best at individual work involving personal values (Myers, 1980, 97).

Preferred Functions

Each individual will have a preference for one perceiving and one judging function. This combination is known as a function type and refers to both a primary or dominant function and a secondary or auxiliary function. The dominant function is the one most well-developed and conscious, and the auxiliary is a "less differentiated function" ... [which] exerts a co-determining influence (Jung, 1923/1971, 405). In extraverts the dominant function is extraverted but in introverts it is introverted. Jung, through observation and careful study, determined that each individual was characterized by his or her dominant function -- this function is the decisive one for the orientation of consciousness. The dominant function rules the orientation of the individual, and the auxiliary function provides balance and supplements the dominant. Myers (1980) offers
an explanation of the role and relationship of the two: A good way to visualize the difference is to think of the dominant process as the General and the auxiliary process as his Aide (14). Often it is easier to determine the two preferred functions than it is to determine which one is dominant and which auxiliary. Myers' illustration underscores the difficulty:

In the case of the extravert, the General is always out in the open. Other people meet him immediately and do their business directly with him. They can get the official viewpoint on anything at any time. The Aide stands respectfully in the background or disappears inside the tent (ibid).

Thus the extravert's dominant may be easily seen.

The introvert's General is inside the tent, working on matters of top priority. The Aide is outside fending off interruptions, or, if he is inside helping the General, he comes out to see what is wanted. It is the Aide whom others meet and with whom they do their business. Only when the business is very important (or the friendship is very close) do the others get in to see the General himself (ibid).

The introvert's auxiliary may be mistaken for the dominant and thus the introvert may be misjudged by the observers.

Each type would appear in two ways to an observer; one would be with the perception function extraverted so that the observer would be more aware of that specific function (sensing or intuition); the second would be with the judging function extraverted so that the observer would be more aware of that specific function (thinking or feeling). Each pair or combination (ST, SF, NF, NT) will be presented as it would appear in general, as it would appear with
judgment extraverted, and as it would appear with perception extraverted. These descriptions are derived from Jung (1931/1971), McCaulley (1976, 1977), Myers (1962, 1980). Not all descriptive aspects of each function will be repeated. The following descriptions simply emphasize the extraverted aspects of the functions that seem to be characteristic of the combinations. Because of the complexity of the nature of the dominant and auxiliary, those aspects are not included here.

**Sensing-Thinking (ST) Combination** The sensing-thinking combination indicates that an individual prefers to use sensing rather than intuition and thinking rather than feeling. McCaulley (1976) describes this combination as "practical and matter-of-fact"; these individuals generally like to use their abilities in "technical skills with facts and objects." In providing assistance to researchers using the MBTI, McCaulley (1977) modified the above slightly to provide predictions for the ST combination in medical professions:

Practical and matter-of-fact. Like to give patient care by applying technical skills to daily tasks; by expert use of tools and equipment (22).

Myers (1980) suggests that the ST combination with Thinking (T) extraverted would be analytical, logical, realistic, tolerant of or adapting to routine, thorough or deliberate, and likely not to tolerate the intangible easily (77-81; 85-89; 104-107). (This combination would appear as ESTJ or ISTJ on the MBTI.) The ST
Combination with sensing extraverted is somewhat similar to the above type according to Myers (1980) in that this type (ESTP or ISTP) enjoys facts and details, has a grasp of general principles, and is realistic; but this type is generally more flexible (89, 91, 101, 103). According to Myers (1962) this function type would find scope for its abilities in production, construction, accounting, business, economics, law, and surgery.

**Sensing-Feeling (SF) Combination** The sensing-feeling combination indicates that these two functions are preferred over intuition and thinking. This type is characterized by McCaulley (1976) as sympathetic and friendly with a definite liking for using their abilities in providing "practical help and services for people." She becomes more specific in her predictions for this combination in regard to the medical fields; this type likes to "give patient care through daily tasks aimed at nurturance and comfort" (McCaulley, 1977, 22).

The SF combination with feeling extraverted (ESFJ or ISFJ on the MBTI) is also practical, loyal, adapts well to routine, and likes things or decisions settled (Myers, 1980, 96). Realistic and adaptable, this same combination with sensing introverted (ESFP or ISFP on the MBTI) may also be known for having artistic taste and for being conservative (Myers, 1962, 1980). This type will find use for their abilities in sales, service, customer relations, welfare work, nursing, and general practice (Myers, 1962).
Intuitive-Feeling (NF) Combination The NF type prefers intuition and feeling and is described as being enthusiastic and insightful and wishing to use abilities in understanding and communicating with people (McCaulley, 1976). In predicting behavior for research in the medical fields, McCaulley (1977) suggested that this type will like to "give patient care through psychological understanding" (22).

The NF combination with feeling extraverted will naturally have judgment focused outwardly (ENFJ or INFJ). These individuals will usually appear more settled or decisive. This type is especially noted for their concern for people and their desire for harmony in human relationships. (Jung, 1923/1971, 354-356; Myers, 1962; Myers, 1980, 96-97, 115-116). When intuition is extraverted in this type (ENFP and INFP), the individuals are concerned with the possibilities for people, are not easily discouraged and are flexible and adaptable in their approach to life (Jung, 1923/1971, 366-368; Myers, 1962; Myers 1980; 100, 112). Because their perception (intuition) is turned outwardly, these individuals have a more expectant quality and a more spontaneous attitude. Finding scope for their abilities may lead this type to select research, teaching, preaching, counseling, writing, psychology, and psychiatry (Myers, 1962, 56).

Intuitive-Thinking (NT) Combination Intuition and thinking are preferred over sensing and feeling in this type combination (NT).
Described as being logical and ingenious, these individuals like to use their abilities in theoretical and technical developments (McCaulley, 1976). The predictions for this type for behavior in the medical fields are that they are the most scientific and that they like to give patient care through the application of science and programmatic planning (McCaulley, 1977, 22).

When thinking is extraverted in the NT combination (ENTJ and INTJ), judgment is turned outwardly giving these people a more settled or decisive appearance. Characteristic of this group are the need to solve problems or have new assignments, the search for or interest in the range of possibilities in any situation, and the tendency to be analytical or hold a critical attitude (Myers, 1962; Myers, 1980, 88-89, 114-115). On the other hand, the NT with intuition extraverted (ENTP or INTP) has perception turned outwardly giving a more flexible appearance. These individuals are more likely to be impersonal and analytical, using facts only when necessary to support a theory; they are usually independent and may squander their energies in the pursuit of possibilities (Myers, 1962; Myers, 1980, 92, 111-112). This type would find use and scope for their abilities in the fields of research, science, invention, securities analysis, management, and cardiology (Myers, 1962, 56).

The psychological types of Jung provide a way of viewing the psychological processes, allowing individuals to understand their own behavior and explain differences between them and others. The
categories of extravert-introvert, and perception-judgment are not separate boxes in which to place individuals; these attitudes and functions are preferences expressed within a larger framework, that of individual development that occurs over a lifetime.

JUNG'S THEORY AND THE WORKS OF OTHERS

**Jung and Education**

Jung does not speak directly to education in most of his writing. The application of his ideas and theory to education has come mainly from others who have used his work in their specific field. It is mainly through others that the question "What does Jung hold for education?" has really arisen. Often the path to the implications for education has been traveled by those who have read only those who write to explain Jung. Perhaps the difficulty of reading Jung has contributed to his not being widely read in the United States, along with the lack of acceptance of his particular non-positivistic views of the world.

In recent years interest in his ideas and their application to education -- beyond the use of archetypes in the study of literature -- has increased. Such interest may be related to a number of educationally-related factors (i.e., study of creativity, interest in right-brain, affective education movement, concern with teaching/learning styles); or it may be related to a larger development in the social science community (i.e., search for a more
inclusive research paradigm, humanistic psychology movement,
holistic perspective, and study of adult development and life-long
learning).

Cohen (1976), Homans (1979) and Mattoon (1981) attempt to link
Jung and his work with others who had similar ideas or may have
borrowed from Jung's concepts. They suggest that many psychological
concepts discussed today were anticipated in Jung's work.

Mattoon (1981) places Jung with the humanistic psychologists:

Humanistic psychologies share with Jung's theories the
quality of holism; that is they are based on the assumption
that the whole person is more than a combination of elements
— such as perceptions — and should be treated like a
totality. A further characteristic that many of these
psychologies have in common with Jung's is that they are
phenomenological -- concerned with experiences, rather than
with assumptions regarding dynamics (16).

Cohen's work (1976) is an attempt to explain Jung's major
concepts and to show that his approach is indeed scientific but that
he comes more from the experiential than the experimental
background. He notes that the book is for readers, who like
himself, have "been brought up on materialism, positivism, and the
view that matters of the spirit are incommensurable with those of
science ... " (vii). In explaining Jung's approach, Cohen links him
with other specific psychologies or points of view. One is the
theory of self-actualization found in the writings of many
contemporary psychologists, but perhaps best articulated by Abraham
Maslow in Motivation and Personality, 1954. That a person has an
"intrinsic, characteristic individuality to assert" (124) is not unlike Jung's process of individuation (Cohen, 1976, 124-125; Mattoon, 1981, 16, 189-192).

Jung can be linked with both Gestalt and holistic psychology. With the Gestalt school he shares three major similarities: (a) "a non-positivistic, experiencer-oriented" view of the nature of science; (b) the "choice of psychic wholes ... as the principal objects of study"; (c) the "understanding of motivation as a single force ... subsuming the specific biological and psychological drives" (Cohen, 1976, 133). In terms of "holistic" psychology Jung shares specific similarities with Michael Polanyi and Arthur Koestler: (a) the hierarchical organization of systems and (b) the role of opposites in the systems (ibid).

Progoff (1973) believed that the development and acceptance of "third force" humanistic psychology (e.g., Abraham Maslow, Carl Rogers, and Karl Menninger specifically) affected Jung's position by allowing application of his work and by validating the directions he took earlier. Jung's theory provides a way to see and to understand a dimension of human beings not seen before. One can study personality on a "larger canvas" -- one large enough to hold personality, culture, history and religion (ix-xi; xx-xxii).

It has remained for others to translate Jungian theory into educational language and manageable forms. Overall, there are two approaches to dealing with the theory; one is simply to understand
it and so act accordingly with children and the other is to develop systematic ways of using the theory, specifically the typology, in planning and implementing curriculum and instruction. Within the systematic approach there are currently three ways of looking at type and learning: (a) combination of attitude and perception preferences as presented by Gordon Lawrence (1982); (b) temperament styles as developed by Keirsey and Bates (1978); and (c) combinations of perception and judgment preferences as done by Alexis Lotas (1977) and Robert Mogar (1969). A related but separate view is one developed by Joseph Kruse (1974) for mid-life adults regardless of type; it perhaps falls into both categories because it calls for understanding of theory but also provides for a systematic use of that knowledge. These approaches are discussed in the following materials, and are related to models developed by David Kolb (1974, 1976, 1981), Ian I. Mitroff and Ralph H. Killman (1978).

**Myers -- Influence of Types**

Isabel Briggs Myers (1980) provided description of the MBTI types and discussed the practical implications type has for various areas, among which are learning styles. She calls for understanding and for use of that understanding in teaching.

Type makes a natural and predictable difference in learning styles and in student response to teaching methods. An understanding of type can help to explain why some students catch on to a way of teaching and like it, whereas others do not catch on and do not like it. Two distinct problems are involved here. Catching on is a matter of
communication. Liking it is a matter of interest (147).

It is the sensing child that may have the more difficult time, in her perspective, because they are less drawn to theories and are more concerned with getting the right answer.

Myers (1962, 1980) emphasized the mutual use of the opposites, stressing that the opposite or different function was also valuable and useful. By showing what intuitives need from sensing types and for all the other opposites, Myers provided a picture of what the inferior cannot do well. Seeing what the dominant feeling type needs from a thinking type suggests what the feeling type either cannot do or does badly (e.g., it is outside ego control, done unconsciously or irrationally). Appendix A includes an explanation of Myers' "Mutual Usefulness of Opposites Types." Persons need to recognize the value of their opposites and to adjust their behavior so that they show respect for the opposite type of perception or judgment.

Wickes' Childhood and Effects of Type

Frances Wickes (1927/1966), a child psychologist, does not present a model of learning or provide a description of teachers' behaviors, but she does express concern regarding adults who are with children. The unconscious motives of parents and teachers affect and influence the child, especially the young child who is still so closely tied to and dependent upon adults.

... a child may react to a parent or teacher as though
he were the person with whom he identifies .... The closer the bond ... the more the child is modeled not only by the conscious but also by the unconscious demands (110).

Wickes' ideas could be considered in Mogar's model in which not only personal characteristics but also life stages are regarded as important factors. Her concerns center around forcing children into their opposites:

"a great peril lies in the attempt to reverse the type attitude .... insidious because it frequently masquerades under the name of love and unselfishness. Ungratified ambition, personal pride, thwarted love, all these seek an outlet. If they are repressed instead of raised to conscious understanding in the life of the individual they may seek a means of expression by proxy, through some other life which can be controlled. The desire for fulfillment is one of the strongest life urges and should find its expression in each life, but where it is frustrated it may seek satisfaction through other lives. (Wickes, 1966, 115).

One illustration drawn from her own work emphasizes the problem of forcing a child into his opposite. A father whose introversion had to be sacrificed to the economic pressures of raising a large family began to preserve his integrity by compensating in giving his children what he had missed.

... more and more he looked back upon his years in a quiet little classical university as the only ones of real satisfaction. As soon as his boy was born he began to plan his career. The boy was to have a classical education with plenty of philosophical studies. He was not to be hurried. He was to have plenty of opportunities for quiet thought. Unfortunately for these plans the boy turned out to be a rollicking extravert whose only interest was in popular scientific experiments. Clashes of will began early since the boy would not see what was, in his father's eyes, "his own best good." When it came to a question of college, hostilities became open. The boy wished technical school,
the father insisted upon a small college where the classics were venerated and the laboratories were by no means modern. The father won and the boy left home in a state of rebellion vowing that he would get something that he wanted if only "to spite the old man." What he got was a fine crop of wild oats, a most unsavory reputation, frequent flunk marks and finally, by means of much tutoring, just enough standing in his studies to make graduation. He refused the opening that his father chose for him. Finally, as a last resort, he was permitted to enter the technical school. He completed the four years' work in three years and graduated with honors. But the worst of the difficulty could not be undone. The hostility against his father, the determination to have his own way, the rebellion against authority, and the ideas of self-aggrandizement that came from his own satisfaction that his father was wrong and he right, produced an overbearing and aggressive personality which rode roughshod over all who came his way. Also the habits formed in college persisted, a character originally open and lovable became perverted and a life which might have attained to real individual value was largely wasted (Wickes, 1927/1966, 115-116).

Her example, though extreme, points up the harm that can come from forcing someone to be something he is not.

In schools, teachers or adults must know and control their inner forces so that they can deal effectively with children and parents, particularly the difficult ones. In addition teachers should understand the attitude (extravert or introvert) and the dominant function (sensing, intuition, thinking or feeling) so that they have an understanding of their own and their students' strengths and weaknesses (Wickes, 1927/1966, 13-38, 108-35).

Wickes describes the behavior of young children as they are in the first years of schooling. See Table 3 for comparisons of attitudes and functions. Care must be taken though, she cautioned, in categorizing children's types. Simply judging by their acts is
not good because behind those acts lie the motives. Children's behavior is closely linked to that of adults important to them. Indeed a child is more at the mercy of adults with his actions linked to adults' behaviors and motives rather than to his own. She rephrases the Golden Rule to stress her point: "Do unto others as you would have them do unto you **if you were they.**" (108)

**Gordon Lawrence -- Learning Styles**

Other educators suggest the use of Jungian theory to improve education. Gordon Lawrence (1982), building on the work of Isabel Briggs Meyers and Mary McCaulley, proposed matching of student type with appropriate techniques. His work is geared more toward the already existing classroom and teacher. He suggests that type is related to aspects of teaching and learning but proposes looking at single functions or pairings of attitude (E or I) and perception (S or N) preferences, an approach different from Mogar's. The extraversion–introversion preference indicates the broad areas of students' natural interests with extraverts scanning the environment and having "a variety of interest" whereas introverts pursue fewer interests more deeply" (38). The sensing–intuition continuum reveals the "basic learning style differences"; the sensing type is likely to go step-by-step through a new experience while the intuitive works by skips and jumps, following inspiration and looking for patterns (**ibid.**). Patterns of commitment and values are evidenced in the thinking–feeling preference, and work habits are
<table>
<thead>
<tr>
<th>ATTITUDES</th>
<th>PERCEPTION</th>
<th>JUDGMENT</th>
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<tbody>
<tr>
<td>Extraverted</td>
<td>Intuitive</td>
<td>Thinking</td>
</tr>
<tr>
<td>friendly,</td>
<td>arrives at conclusions unconsciously</td>
<td>intellectual adaptation to reality</td>
</tr>
<tr>
<td>eager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>curious</td>
<td>cannot trace decisions or how they were made</td>
<td>true thinking develops slowly</td>
</tr>
<tr>
<td>spontaneous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adaptation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enters into</td>
<td>if extraverted, active, often not completing</td>
<td>not glib or quick which masks as</td>
</tr>
<tr>
<td>group</td>
<td>tasks</td>
<td>thinking</td>
</tr>
<tr>
<td>activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>makes many</td>
<td>if introverted, seemingly passive</td>
<td>hesitant to decide</td>
</tr>
<tr>
<td>friends</td>
<td>retreating into daydreams of inner world</td>
<td></td>
</tr>
<tr>
<td>Introverted</td>
<td>Sensing</td>
<td>Feeling</td>
</tr>
<tr>
<td>withdrawn</td>
<td>approaches life through concrete reality of</td>
<td>governed by laws of relationship</td>
</tr>
<tr>
<td></td>
<td>five senses</td>
<td>values</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cautious</td>
<td>likes variety of impressions</td>
<td>often considered slow and stupid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>because school does not touch feeling</td>
</tr>
<tr>
<td>careful</td>
<td>can be over stimulated so as to miss</td>
<td>can resist schooling</td>
</tr>
<tr>
<td>adaptation</td>
<td>meaning or importance of experience</td>
<td></td>
</tr>
<tr>
<td>responds slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>takes time to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes</td>
<td>slow</td>
<td></td>
</tr>
<tr>
<td>considered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Based upon the materials in The Inner World of Childhood, pages 108-135, by Frances G. Wickes.
exhibited through the judgment-perception choice (MBTI's fourth dimension).

Lawrence (1982) indicates that lessons should be designed to deal with motivation or interests (extraversion-introversion) and learning styles (sensing-intuition) as the first considerations (43). Using population projections from Myers (1962, 1980), he hypothesized that the regular classroom contains the following: 18 extraverted sensing (ES) students, 7 introverted sensing (IS) students, 7 extraverted intuitive (EN) students, and 3 introverted intuitive (IN) students. This selection of paired elements (ES, IS, EN, IN) is different from Mogar's (ST, SF, NF, NT) but so is the instructional approach. Rather than using Jungian topology as part of a larger theoretical framework dealing with education process, Lawrence provides a practical guide to curriculum development and lesson planning for teachers whose predominant preferences are extraversion and sensing. According to MBTI figures of those teachers who took the instrument, 52% preferred extraversion and 52% preferred sensing (Lawrence, 1982, 21). When teachers indicated teaching level, the percentages preferring sensing change; 61% of the elementary teachers chose sensing; 54% of the middle and junior high teachers selected sensing with 51% of the high school doing so. Only at the college or university level does the predominant preference switch with 65% selecting intuition (ibid.).

Using Lawrence's guide the teachers focus on preparing lessons
that provide activities that appeal to various type preferences. With such activities student learning and growth can be fostered.

**Keirsey and Bates — Temperament Styles**

Keirsey and Bates (1978) used the Jungian theory and the MBTI types to develop four general "temperament styles" for their clinical practice. These styles combine various aspects of the perceiving and judging functions in ways different from others already discussed, and they provide a popularization of some Jungian concepts. The four styles are the Dionysian Temperament (sensing-perceiving or SP), the Epimethean Temperament (sensing-judging, SJ), the Promethean Temperament (intuitive-thinking, NT), and the Apollonian Temperament (intuitive-feeling, NF). Although these authors describe these temperaments in general, they also give their teaching and learning particulars. Unfortunately, it seems that the behaviors suggested are not necessarily grounded in observation or research.

Using the CAPT data for school personnel from California who have taken the MBTI, Keirsey and Bates provide a profile of the California teaching population: SJ or Epimethean — 56%; NF or Apollonian — 36%; NT or Promethean — 6%; and SP or Dionysian — 2%. (These numbers do not correspond with those of the population from which the sample was drawn in this study, nor do they always correspond with those from other states.) The temperaments along with their teaching styles are described in the
following materials.

1. The Dionysian Temperament is based on sensing-perceiving (SP). This style or type lives for today and is impulsive, spontaneous, cheerful, optimistic, active and loyal. Such a person lives fully in the present, must do what he or she feels like doing, sees action as its own end, and likes to try out new things (Keirsey and Bates, 1978, 30-39).

They describe the SP type in teaching as desiring freedom and spontaneity in children and can be counted on to do the unexpected. Such persons tend to abandon formal education in greater numbers than other types and are not "burdened" with the belief that learning is its own reward. They do not consider themselves to be accountable for outcomes (op. cit., 157-159).

2. The Epimethean Temperament is based on a sensing-judging (S-J) combination. Existing primarily to be useful to their social units, these individuals seek out the "shoulds" and the "oughts." They are compelled to be bound and obligated and are accountable to the standards of society. Obedient, responsible, traditional and stable, they live a stoical ethic, are conservers and serve a "parental" function (op. cit., 39-47).

According to Keirsey and Bates, this SJ teaching style focuses on developing the usefulness of students to society and concentrates on preserving and passing on the cultural heritage. With work well laid out and planned in advance, these teachers have a well established classroom routine and generally prefer obedient students. They see their task as carefully pointing out errors the students have made. Working well in organization structure, these individuals are likely to be loyal and supportive, lending stability to the school.

3. The Promethean Temperament consists of the intuitive thinking (NT) combination. Desiring to control and understand, to predict and explain, this "scientific" type desires to improve and develop their own abilities. Self-critical, terse, logical, these individuals can become isolated, seeking knowledge but being unaware of the feelings of others (47-57).

As teachers, Keirsey and Bates, say these individuals are
interested in developing their students' intelligence. They are good at problem-centered discussion but tend to escalate performance standards and move too rapidly. Assuming that students want to learn, they are impersonal and have little patience for incompetence. This type enjoys designing and building new curricula and is apt to read professional literature and have advanced degrees (Keirsey and Bates, 1978, 161-163).

4. The Apollonian Temperament is based on the intuitive-feeling (NF) combination. Enthusiastic, empathetic and self-reflective, these persons are concerned with inspiring, persuading and making a difference. They rarely limit a commitment, work toward a version of perfection, and tend to see potential good in everyone. They need relationships and interaction with others. Their goal is self-actualization. (Keirsey and Bates, 1978, 57-66).

Personal charisma and commitment to their students mark the teachers of this style. Concerned about students' welfare and relating on an individual basis, these teachers attempt to individualize instruction and to use value curricula and experiences in their lessons. They tend to conduct a democratic classroom always willing to change a well-planned lesson and devote all the time necessary. Seeming to enjoy and be enthusiastic about teaching, they are usually popular with and leaders among the faculty (Keirsey and Bates, 1978, 163-165).

According to Keirsey and Bates' view of the California school personnel with their major temperaments being SJ and NF, the school itself moves from the "basics" position (SJ) to the "self-actualization" position (NF). These two perspectives are in eternal and continual battle.

Robert Mogar — Model of Education

Robert Mogar (1969) attempted to develop a theoretical framework for education based on theorists who shared a "psycho-social, transactional orientation, an emphasis on life styles, human
motivation, and value orientations, and a concern with man's highest potentialities ..." (17). The models that Mogar borrowed from were developed by the following: A. Maslow, Toward a Psychology of Being, 1962; R. Kluckhohn and T. Parsons, Personality in Nature. Society and Culture, 1965; E. Erickson, Childhood and Society, 1963; A. Goldstein, et. al., Psychotherapy and the Psychology of Behavior Change, 1966; T. Parsons and E. Shills, Toward a General Theory of Action, 1954; C. Morris, Paths of Life, 1942; H. Cantrel, The Patterns of Human Concern, 1965; C. G. Jung, The Structure and Dynamics of the Psyche, 1960, and J. Jacobi, The Psychology of C. G. Jung, 1962. He hoped to provide for "experiential learning involving the whole person" in contrast to cognitive learning, "the storing of knowledge and select problem-solving skills" (ibid.).

Mogar (1969) proposed the following elements in his model:

A. Antecedent Conditions (heredity, culture, family structure, socio-economics ...)
B. Persons (abilities, aptitudes, needs, motives, beliefs, life styles ...)
C. Situations (educational system with capacities, needs, values, requirements ...)
D. Life Stages (infancy, childhood, elementary school, secondary, college ...)
O. Outcomes (new abilities, satisfactions, values, behavior patterns, attitudes ...) (18-19)

The model operates in the following sequence: "A" produce "B" who interact with "C" during "D" to produce "O." Thus, one has an educational process and can focus on and study any aspect by looking at the sub-models. He proposed using Jung's theory in B (persons) and C (educational institutions) in exploring the possibility of
setting up alternative educational systems. Within these sub-models, he proposed the elements of (a) life styles — sensing-thinking, sensing-feeling, intuitive-feeling, intuitive-thinking; (b) needs levels — physiological needs, security, belongingness, achievement/esteem, and self-actualization; (c) teaching techniques — ST, SF, NF, NT; and educational approaches — uniformity, congruity and compensatory (op. cit., 21-30).

Using the four function types (ST, SF, NF, NT), Mogar categorized educational techniques by the pairs of perception-judgment preferences: (a) sensing-thinking techniques (e.g., programmed instruction) cultivate technical scientific capacities; (b) sensing-feeling techniques (e.g., body and sensory awareness) cultivate interpersonal and sensory-physical capacities; (c) intuitive-feeling techniques (e.g., free association) cultivate intuitive-affective capacities, such as imagination; (d) intuitive-thinking techniques (e.g., synectics) cultivate cognitive-conceptual capacities (op. cit. 23). Joining the person’s life style preference (e.g., ST, SF, etc.) and techniques appropriate for type with the individuals' need level, provided Mogar with the "sub-model." The four basic life styles have, according to his sub-model, growth and deficiency needs associated with them (op. cit., 27):

<table>
<thead>
<tr>
<th>Type/Life Style</th>
<th>Growth Need</th>
<th>Deficiency Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>efficiency and achievements</td>
<td>compulsions, obsessions</td>
</tr>
</tbody>
</table>
In proposing the above, Mogar considered Jung's discussion of the consequences of prolonged suppression of a person's natural preferences or the society's placing high value on the use of his or his inferior functions.

The sensing-thinking functions are "strongly encouraged and richly rewarded in our educational institutions ... [and intuition and feeling] are generally discouraged and few outlets are available for the cultivation and expression of these functions" (Mogar, 1969, 28). School systems generally employ ST techniques primarily (e.g., imparting of knowledge) with SF techniques used secondarily (e.g., socialization).

His model proposes three major approaches in matching persons with educational techniques. (a) The uniformity approach provides the same educational process for all people; such an approach would develop select capabilities (e.g., the thinking function) but leave other human resources undeveloped. (b) The congruity approach would have individuals exposed to comparable style (i.e., NT's would
receive NT techniques); this approach would maximize dominant functions and capabilities but other functions would for the most part remain undeveloped. (c) The complementary or compensatory approach presupposes maximum development of the dominant functions and exposes individuals to techniques that appeal to their lesser developed functions; this model should work with persons having strong self-actualization tendencies (op. cit., 30).

Mogar (1969) wished to include and to emphasize the techniques and approaches that are not regularly used. Thus he stressed the NT and especially the NF techniques and emphasized experiential learning in which teachers and their experiences are of importance.

Experiential learning requires intense personal involvement. This condition includes a working emotional relationship with at least one other person ... the teacher's level of maturity and capacity for empathetic understanding become critical factors ... The key factors are similar to those of originality or creativity. In order to facilitate these kinds of learning, the instructor's role is primarily one of inspiration, guidance and support (39).

The "teacher-guide" has to inspire, stimulate, guide and encourage in this type of learning because the students' sense of identity changes and they need "to affirm the change" they undergo and "to assimilate new relationships" (42).

In his educational process model using Jungian concepts, Mogar emphasizes self-directed growth, experiential learning, use of styles to set up a student-techniques match, and the fostering of personal growth and change.
Alexis Lotas -- Pedagogical Models

Using the same pairing of function types as Mogar with the concepts of Harry Broudy (The Real World of Schools, 1972), Alexis Lotas (1977) proposed four pedagogical models. The ST Model, known as the Cognitive I or Cognitive Sensing model, emphasizes didactics or working; it is concerned with problem solving, imparting knowledge, skill acquisition and efficiency. The NT model, the Cognitive II or Cognitive Intuitive model, emphasizes heuristics or knowing and centers on appropriation by Gestalt, discovery learning, intellectual challenge, symbolic competence and strategy. The SF model, the Affective I or Affective Sensing model, stresses philetics or relating and focuses on empathy, relating to others, participation and the ability to nurture and sustain support. For the NF model, the Affective II or Affective Intuitive model, Lotas moves beyond Broudy's three concepts. This model emphasizes logos or meditating and is concerned with transcendence, relating to ultimate values, awareness of oneness with the universe, insights and imagination (31). Lotas developed the Lotas Teaching Preference Questionnaire or LTPQ based on these four models. By using this questionnaire teachers are to be able to identify their two major preferences for teaching style. Later with Brink, he developed the Learning Style Preference Questionnaire (LSPQ) by which students could identify their learning style preferences.

The work of several other authors related to Jung's theory, to
education, and to research, will be considered here: (a) Earl J. Kruse (1974) with his Jungian learning model for mid-life adults, (b) David Kolb (1974, 1981) with his experiential learning model and learning styles, and (c) Ian I. Mitroff and Ralph H. Killman (1978) with their analysis of the traditional and newly emerging methodological approaches to scientific inquiry.

Joseph Kruse — Learning Model for Mid-life Adults

Kruse (1974) developed a learning model for the mid-life adult, one that focuses on depth education. Based on his own study and experience as a practicing attorney, a counseling psychologist and a mid-life adult, he suggested that there was a need for such a theory.

... the current trend toward life-long learning is not just for adults returning for degrees; adults seem to be looking for dynamic change without comprehending that this change must come from within their psyches (Kruse, 1974, 9).

Education has been concerned with the control and mastery of the environment, not the recognition and understanding of the inner world of adult human beings. In other words, education in America focuses on youth and on vocational education.

Drawing upon the writings of Jung and Jungian authors, Kruse developed a learning model based upon the process of individuation,

... a natural, spontaneous unfolding of the psyche toward wholeness ... a way to the broadening of the personality consisting of a gradual exploration of the contents and functions of the total psyche and of their
effect on the ego (Kruse, 1974, 58).

Such a process required a different type of learning theory, one suitable for mid-life adults and inner learning. Kruse's model is included here because this study deals with experienced inservice teachers some of whom fall within the age range of those considered by Kruse. It is hypothesized that not all growth or learning required by teachers is necessarily related to teaching tasks.

Because Jung did not deal with learning per se, and because he and the Jungian analysts did not discuss individuation outside analysis, Kruse used a deductive method for developing a learning theory for normal healthy adults, the first step toward developing depth education. He drew from Jung's work and from those authors who dealt at length with archetypes, complexes and individuation. He drew specifically from the following authors and works to test the "implicit" fit of his model with Jung's theory: Gerhard Adler (Studies in Analytic Psychology, 1966), M. Esther Harding (Psychic Energy, Its Source and Its Transformation, 1963), Jolande Jacobi (The Psychology of C. G. Jung, 1962), P. W. Martin (Experiment in Depth: A Study of the Work of Jung, Eliot and Toynbee, 1955), June Singer (Boundaries of the Soul, 1972) and Edward C. Whitmont (The Symbolic Quest, 1969).

A summarized and condensed description of Kruse's learning model is presented in Table 4 with the identification of two major tasks, eight possible stages in the process, and suggestions for
planned depth education programs. Each of the eight stages contains a description of the individual's state or condition and some alternative actions he or she can follow. These stages are not to be considered as occurring necessarily in this pattern; they have been identified empirically as ones that occur. They may, however, overlap, reverse, or happen somewhat differently depending on the individual's unique personality and experiences.

Because individuation occurs "in some form or fashion as a natural process for all mid-life adults" (Kruse, 1974, 147), it will come about regardless of the individual's plans. Life situations, or the "unplanned life curriculum," can activate the archetypes and result in a person's "nagging" awareness that something is wrong (stage one), but unless the person understands what is happening to him/her, there is no attempt to learn from this opportunity. Occasionally, an individual may look for a "vehicle to express the unconscious tug toward individuation and may choose some systematic method of self-improvement" (Kruse, 1974, 149). This plan, or "defacto curriculum," may take the form of self-awareness groups, sensitivity training, joining of causes to help others, a Great Books course, astrology, participating in the arts, or learning something "new."

The surge of continuing education in college and university programs for adults are examples of adults sensing the call for new growth, but the adults may see growth still as mastery of the environment rather than as a journey toward wholeness (Kruse, 1974, 150).
Table 4. Depth Education Based on Jungian Theory and the Process of Individuation

I. Major tasks of the model

A. Task of engaging the collective unconscious
   Process: spontaneous emergence of successive archetypes
   (i.e., anima/animus, self, wise old man, great mother,
   hero, child ....)

B. Task of development of the ego
   Process: enlargement of the ego and consciousness in
   engaging the archetypes and complexes (i.e., ego, persona,
   shadow)

II. Process of the model -- a dialectical process between the ego
   (and consciousness) and the complex

A. Level one - getting the attention of the ego
   1. Stage one or sensitivity stage
      a. Description: a longing, a sense of uneasiness,
         a need to question or re-evaluate one's life
      b. Alternatives: escaping externally through alcohol,
         drugs, sex, etc.; or accepting disturbance and
         looking within for growth possibilities
   2. Stage two or blocking of libido
      a. Description: a loss of meaning or direction, a
         degree of uncertainty, a feeling of being in a
         jam
      b. Alternatives: pushing through these feelings by an
         act of will; or accepting being at a standstill
         and attempting to understand
   3. Stage three or regression of the libido/loss of energy
      a. Description: energy moves into unconscious;
         feelings of fatigue, tiredness, irritation, anger,
         depression
      b. Alternatives: an attempting to find energy
         elsewhere by turning to others; or letting go and
         following the energy

B. Level two - Confronting the complex/archetype
   4. Stage four or incubation
      a. Description: feelings similar to those in Stage
         three (because complex is gathering energy in
         unconscious); experiences of forgetfulness, "slips
         of the tongue," insecurity, uncertainty
      b. Alternatives: attempting to force premature
         reconciliation, or practicing of patience and
         waiting to facilitate process
Table 4 (Continued)

5. Stage five or partial reconciliation of opposites
   a. Description: complex is partially in consciousness; sense of expectancy and hope; quickening of energy
   b. Alternatives: attempting to work out solution, or emphasizing the tension between opposites for clearer reconciliation

6. Stage six or reconciliation of opposites
   a. Description: contents of complex available to consciousness; active, use of self-inventory methods; decisive stage
   b. Alternatives: differentiating contents and integrating into consciousness and thus reconcile the opposites, or accepting the contents (a negative step) without reconciling opposites (failure to reconcile is destructive to personality)

C. Level three - Forward movement
7. Stage seven or progression of libido
   a. Description: spontaneous release of energy, sense of confidence and self-acceptance, increased productivity, renewed sense of meaning in life; energy available to consciousness
   b. Alternatives: choosing to apply new energy and insight by helping others with similar conflicts and/or by portraying growth in some concrete manner (painting, sign, picture...); making certain contents are being integrated in clear and consistent way

8. Stage eight or
   a. Description: sense of gratitude; mentally reviewing the process; feeling a new center of the psyche
   b. Alternatives: choosing to refine the meaning and new energy and to "code" for the next complex; being open to self and others and having less defensiveness; readying oneself for the next confrontation

III. Planned depth education — suggested programs

A. Use of dreams, direct expressions of psychic activity
   1. Dreams provide a self-inventory of growth and a picture of the complexes and archetypes
   2. Dreams are particularly for Stages one through five (identification of complex/archetype and growth chart) and for Stage eight (preview of nature of the next complex/archetype
B. Use of nature, a retreat-like environment
1. Nature provides an environment which serves to lower conscious defenses and to make a person wait more patiently
2. Nature settings are good for Stages one through four and eight and should be avoided for Stages five through seven when action is required

C. Use of celebration, self or group celebration
1. Celebration provides the outward act or sign symbolizing growth and serves as selective reinforcement by self or others
2. Celebration is good for encouragement of the individual, recognition of the individual's accomplishment, rejuvenation of the individual along the way, and reinforcement of new learning (reconciliation and integration)

D. Use of small group, support and acceptance of fellow members in the process of individuation
1. Small group provides for discussion and engagement of each member in dialogue, for planned regular meetings, including weekend retreats, and for service to others outside the group.
2. The small group is good in Stages one and two with acceptance of all members as they are; in Stage three for assurance that loss of energy is a normal facet of the process; in Stage five for assistance in sorting out opposites; and in six and seven for assistance in seeing new opportunities for growth

E. Use of systematic study
1. Systematic study includes the use of literature, art, scripture, and biography; these materials will assist in activating archetypes
2. Systematic study of the above areas is good in Stages one and two for studying opposites and awakening archetypes; in Stages three and four for studying the process of a complex in the works and understanding their own process; in five and six for assisting in the differentiating opposites

The real need is for planned depth education, education for optimal growth, not for adaptive or remedial learning. Individuals need to use the learning theory model in conjunction with program areas (see III Planned Depth Education -- Suggested Programs in Table 4) and self-inventory methods to chart their own growth.

According to Kruse this model has five distinctive features:
(a) that the initiative is with the unconscious and learning comes from within; (b) that the learning is sequential with complexes appearing throughout life; (c) that the center of personality shifts from the ego to the self; (d) that the alternative to this type of learning is not merely ignorance but destructiveness to the personality; and (e) that consciousness reconciles the tension of the opposites rather than learning new skills (Kruse, 1974, 125-128).


David A. Kolb's work with management styles and learning styles relates closely to Jungian theory and models based on it. Kolb (1974, 1981) worked with college students who faced changing their majors because they could not deal with the culture of their chosen fields. What at first seemed to be a simple enough task of switching majors became the focus of his research.

It was only later that I was to discover that these shifts represented something more fundamental than changing interests -- that they stemmed in many cases from
fundamental mismatches between personal learning styles and the learning demands of different disciplines. That disciplines incline to different styles of learning is evident from the variations among their primary tasks, technologies and products, criteria for academic excellence and productivity, teaching methods, research methods, and methods for recording and portraying knowledge. Disciplines even show sociocultural variation -- differences in faculty and student demographics, personality and aptitudes, as well as differences in values and group norms." (Kolb, 1981, 233)

He saw that what was needed was a "more refined epistemology that defines the varieties of truth and their interrelationships and a greater psychological understanding of how individuals acquire knowledge in its different forms (ibid).

Kolb focused his research on "an approach to learning that seeks to integrate cognitive and socioemotional factors into an experiential learning theory" (Kolb, 1981, 235). His work resulted in the development of a learning model (see Figure 2).

The experiential learning model represents an integration of many of the intensive lines of research on cognitive development and cognitive style. The result is a model of the learning process that is consistent with the structure of human cognition and the stages of human growth and development .... The learning model is a dialectical one similar to Jung's ... concept of personality types, according to which development is attained by higher-level integration and expression of non-dominant modes of dealing with the world (ibid).

Concrete Experience (CE) refers to the abilities which allow persons to involve themselves "fully, openly without bias in new situations; Abstract Conceptualization (AC) refers to the abilities which allow individuals to conceptualize, integrating observations
Concrete Experience

Testing Implications of Concepts in New Situation

Formation of Abstract Concepts and Generalizations

Observations and Reflections

Figure 2: The Experiential Learning Model of David Kolb
into logical theories. Reflective Observation (RO) indicates the abilities used by individuals to observe and reflect on experiences -- from many perspectives; Active Experimentation (AE) refers to those abilities that allow individuals to use theories to make decisions and solve problems.

Kolb's model provides two primary dimensions, creating tensions between the polar opposites of each dimension and between the two separate dimensions: (a) Concrete Experience -- Abstract Conceptualization and (b) Active Experimentation -- Reflective Observation. These dimensions represented in Figure 3 are indeed similar to Jung's perceiving and judging functions and attitude emphasis.

Kolb's model seems to require the individual learner to select the abilities appropriate to any given situation. In his work Kolb has identified four statistically prevalent learning styles. Each style combines an ability from each of the two dimensions as Jung's typology combines one perception and one judgment function. These styles are

1. The Converger, combining the dominant styles of AC and AE abilities, shows the greatest strength in practical application of ideas, does well in situations, testing or otherwise, in which there is a single correct answer, is "relatively unemotional, preferring to deal with things rather than people," and often chooses "to specialize in the physical sciences" (Kolb, 1981, 238). [The Converger seems to correspond to thinking, particularly as combined with sensing as the perception choice. The style seems to have an extraverted focus.]
Figure 3: Dimensions of Kolb's Model
2. The **Diverger**, combining the dominant styles of CE and RO, is opposite to the Converger. This individual shows greatest strength in imaginative ability, in organizing many relationships into a "gestalt", and in generating ideas. This individual is interested in people rather than things, majors in the liberal arts or humanities and tends toward counseling, organizational development consulting and personnel management (Kolb, 1981, 238). [This style seems to correspond to the Jungian intuitive feeling or NF combination with a somewhat introverted attitude.]

3. Combining the dominant styles of AC and RO, the **Assimilator** shows strength in ability to create theoretical models, is good at "assimilating disparate observations into integrated explanation," and is more likely to be found in basic sciences, mathematics, research and planning (Kolb, 1981, 238). [This style is similar in description to the Jungian thinking with intuition and an overall sense of introverted attitude.]

4. The **Accomodator**, the assimilator's opposite, combines the dominant styles of CE and AE. This individual shows strength in doing, in carrying out plans, in experimenting, in becoming involved and in taking risks. Adapting to "specific immediate circumstances," this person solves problems by trial-and-error, relies on people more than on analytic abilities, and generally selects the practical and action-oriented fields of business, marketing and sales (Kolb, 1981, 239). [This style is similar in description to the sensing feeling (SF) combination with an extraverted attitude.]

Although the styles are not one-to-one translation of Jungian types, their similarities are suggested in the following:

<table>
<thead>
<tr>
<th>Jung</th>
<th>Kolb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion (E)</td>
<td>Active Experimentation (AE)</td>
</tr>
<tr>
<td>Introversion (I)</td>
<td>Reflective Observation (RO)</td>
</tr>
<tr>
<td>Thinking (T) with Sensing</td>
<td>Abstract Conceptualization (AC) with AE - Converger</td>
</tr>
<tr>
<td>with Intuition</td>
<td>with RO - Assimilator</td>
</tr>
</tbody>
</table>
Feeling (F)  Concrete Experience (CE)  
with Sensing  with AE - Accomodator  
with Intuition  with RO - Diverger  

The similarities and differences are illustrated in a diagram (Figure 4) showing the dimensions of both Jung and Kolb.

In studying the career areas selected by the four styles, Kolb (1981) found that they differed significantly on several aspects: (a) what constitutes valid knowledge, (b) how knowledge is reported (numerical/logical symbols; words or images), (c) inquiry methods used (e.g., case studies, experiments, logical analysis...), and (d) criteria for evaluation (statistical or practical significance) (243). Learning styles that matched the demands or norms of a given field led to graduate work in the field and to greater commitment to that field; those whose styles did not match chose work outside, both in graduate work and career path (Kolb, 1981, 246).

Kolb's experiential learning model does not stop with the career preparation but intends to include adult development, similar to Jung's process of individuation. Kolb (1981) describes his model as "a holistic concept that seeks to describe the emergence of basic life orientations as a function of dialectical tensions between modes of relating to the world" (248). The human growth process consists of three broad developmental stages: (a) the Acquisition Stage extends from birth to adolescence and includes the acquiring of basic learning skills and cognitive structures. (b) The Specialization Stage extends through formal education and career
Figure 4. Comparison of Jung and Kolb
training and terminates at mid-career; it focuses on establishing
self in work and life and is rewarded for the dominant learning
style. (c) The Integration Stage is marked by reassertion of the
expression of non-dominant modes of learning and it focuses on new
career interests, changes in life styles and new creativity in one's
chosen career (Kolb, 1981, 248-250). Increasing complexity and
relativism result from the dialectical conflict between the four
primary adaptive modes (CE, RO, AC, and AE). Growth or development
for the adult is "attained through a dialectical process of
adaptation, achieved through the expression of non-dominant modes of
dealing with the world and their higher-level integration with
specialized functions" (ibid.). Kolb, Kruse, and Mogar join Jung in
the view that modern society's specialization is, as Kolb says, in
"direct conflict with .... individual developmental needs." (ibid).

Mitroff and Kilmann -- Modes of Inquiry

Although Mitroff and Killman (1978) do not directly address the
field of education, they provide insights regarding modes of
inquiry. Concerned with what they called "the crisis of scientific
belief," they studied the psychology and sociology of science to
"identify distinct basic patterns of inquiry practiced by different
kinds of scientists" (Mitroff and Kilmann, 1978, 3):

The tension between different views of science and
scientific method in Western culture has reached the point
at which it can no longer be ignored. When fundamental
differences in attitude persist so long, and with such
intensity, not only should we take them seriously but we should regard them as surface symptoms of a deeper phenomenon. *Methodological Approaches to Social Science* contends that the tension is symptomatic of basic psychological differences between the proponents of differing views of science.... If an integrated methodology of science is ever to be achieved, it will only be through explicit and conscious understanding of the reasons that have brought about the divergence in views (Mitroff and Kilmann, 1978, vii).

In their desire to propose a unified methodology for the social sciences, they constructed a typology of the major ways social scientists think about and practice science. They used typologies already developed by Liam Hudson (1966), Gerald Gordon (1974), I. I. Mitroff (1974a, 1974b, 1977), Abraham Maslow (1966) and C. G. Jung (1923). These typologies are summarized below (with the exception of Jung's):

1. Hudson (1966), based on his study of British school boys, developed a typology with two major "interdependent and mutually useful" categories — Convergers and Divergers. The Convergers tend to be realistic, analytic, reductionistic and prefer to deal with the impersonal and with well-structured tasks; the Divergers tend to be idealistic, holistic, creative and prefer to deal with the personal and enjoy working with diversity and ambiguity. (Kolb also used Hudson's work.)

2. Gordon (1974), using the cognitive styles of working scientists (e.g., the ability to differentiate among stimuli and the ability to perceive meaningful relationships among disparate data
and propose problem solutions), produced a hierarchy of four major types of scientific problem solving: (a) The Integrators, high in both abilities, are good at perceiving meaningful relationships in disparate data and proposing solutions. (b) The Problem Solvers are good at solving already recognized and formulated problems. (c) The Problem Recognizers are good at recognizing or formulating problems. (d) The Technicians, low in both abilities, are good in solving formulated problems of the standard type.

3. Using their work with 42 Apollo scientists, Mitroff and others (1974a, 1974b, 1977) developed a typology continuum based on the underlying dimension of speculativeness. This continuum includes three types. (a) At the one end, Type I individuals speculate far afield from the known data, enjoy finding and creating patterns in disparate data, and are conceptual theorists of the first rank. (b) At the other end, Type III individuals value precision and experimental work above all else and disdain speculativeness. (c) Between the extremes fall the Type II individuals who combine aspects of both, doing good experimental work and speculating on it and, above all, good at interpreting both.

4. Maslow (1966) implicitly suggests a typology of two categories in his description of two kinds of science. (a) Healthy and creative science promotes the growth of the scientist as a human being. (b) Unhealthy and compulsive science fosters defensiveness
and anxiety. Although both deal with prediction, control, certainty, lawfulness, etc., the unhealthy and compulsive science "neuroticizes" them. Healthy science promotes the positive aspects of these and also allows the existence of ambiguity, creativity and even sloppiness.

Using these typologies and that of Jung, Mitroff and Kilmann developed a "typology" of four scientific modes of inquiry: the Analytical Scientist (AS), the Conceptual Theorist (CT), the Conceptual Humanist (CH), and the Particular Humanist (PH). Their description or explanation includes how each of the four would view science and the "practice" of inquiry, specifically: (a) the nature of scientific knowledge, (b) guarantors of that knowledge, (c) aims of science, (d) preferred logic, (e) preferred sociological norms or ideology, (f) preferred mode of inquiry and (g) properties or characteristics of the scientist. The four "types" are presented in Table 5.

Whereas at first, they saw the Analytical Scientist - Conceptual Humanist and the Particular Humanist - Conceptual Theorist as the dialectic pairs, as would Jung's types, they came to look at the Analytical Scientist and Particular Humanist as the most opposed basically, in Jungian terms, Thinking versus Feeling, two very different judgment bases. By comparing, the authors provide a contrast of the two Jungian opposite functions and a more detailed description of the two modes of inquiry. They offer the contrast of
Table 5. Modes of Scientific Inquiry

<table>
<thead>
<tr>
<th>Type</th>
<th>Analytic Scientist</th>
<th>Conceptual Theorist</th>
<th>Conceptual Humanist</th>
<th>Particular Humanist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nature of Knowledge</strong></td>
<td>impersonal, value-free, disinterested, reductionistic, apolitical, realistic, precise, accurate, causal, unambiguous, cumulative</td>
<td>impersonal, value-free, disinterested, holistic, apolitical, valid, imaginative, multiple-causation, purpose, ambiguity, problematic, uncertainty</td>
<td>personal, value-constituted interested (actively), holistic political, imaginative multiple-causation, problematic concerned with humanity</td>
<td>personal, value-constituted interested, partisan political poetic, non-rational, causal action-oriented</td>
</tr>
<tr>
<td><strong>Guarantors of Knowledge</strong></td>
<td>consensus, external validity, controlled nature of inquiry, distance between researcher and subjects, rigor</td>
<td>conflict between imaginative theories, comprehensive holistic theories, expanding research programs</td>
<td>conflict between human &quot;researcher&quot; and &quot;subjects,&quot; inquiry fosters human growth and development</td>
<td>intense personal knowledge and experience</td>
</tr>
<tr>
<td><strong>Aims of Science</strong></td>
<td>precise, unambiguous theoretical and empirical knowledge (for their own sake)</td>
<td>construction of broadest conceptual schemes, product of conflicting schemes</td>
<td>promotion of human development on widest scale</td>
<td>assisting a particular person to know him/herself uniquely and to achieve non self determination</td>
</tr>
<tr>
<td><strong>Preferred Logic</strong></td>
<td>Aristotelian, strict classical logic, nondialectical and indeterminate</td>
<td>dialectical logics, indeterminate logic</td>
<td>dialectical behavioral logics</td>
<td>&quot;logic&quot; of the unique and the singular</td>
</tr>
<tr>
<td><strong>Preferred Sociological Norms</strong></td>
<td>neutrality, universality (independent of person) disinterested skepticism</td>
<td>norms -- function of one's theoretical perspective and cannot be separated from interests</td>
<td>economic plenty, aesthetics, human welfare</td>
<td>emotional commitment, particularism, interestedness conviction (belief in own findings)</td>
</tr>
<tr>
<td><strong>Preferred Mode of Inquiry</strong></td>
<td>controlled inquiry, especially classical concept of experiment</td>
<td>conceptual inquiry, treatment of innovative concepts from multiple perspectives, invention of new schemes</td>
<td>only emerging currently conceptual inquiry, treatment of innovative concepts maximum cooperation between researcher and subjects so both may know themselves</td>
<td>case study, in-depth study of a particular individual</td>
</tr>
<tr>
<td><strong>Characteristics or Properties</strong></td>
<td>disinterested, unbiased, impersonal, precise, expert, skeptical, specialist, exact, methodical</td>
<td>disinterested, unbiased, impersonal, imaginative, speculative, generalist, holistic</td>
<td>interested, free to know and admit biases, highly personal, imaginative, speculative, generalist, holistic</td>
<td>interested, biased, &quot;all-to-human,&quot; poetic, committed to action-oriented science</td>
</tr>
</tbody>
</table>

Analytical Scientist versus Particular Humanist: (a) faith in rationality vs. faith in rationality and nonrationality; (b) emotional neutrality - emotional commitment; (c) universalism - particularism; (d) community - solitariness; (e) disinterestedness - interestedness; and (f) skepticism and doubt - belief in own findings. Underscoring the difference, they ask whether or not a formal logic of Feeling can be developed.

the notion of a feeling-based science undercuts one of the most central cultural assumptions of conventional science -- the cultural presupposition of masculinity ... much of our science is built on stereotypical concepts of masculinity (Mitroff and Kilmann, 1978, 102-104).

As with other typologies reported in this study, these authors cautioned that the types not be viewed as separate and rigid modes of scientific inquiry; they wished to illustrate the interdependence of the four views of scientific methodology. They proposed sub-models of science, one a micro-model of the "epistemic-structure of science" in a "Systems View of Problem Solving" which is similar to the Jung use of all four functions and to Kolb's "experiential learning model." (See Figure 5.)

The model describes the process of scientific problem solving as Jung describes the use of all four functions and as Kolb's model describes the steps of the learning process; individuals may be involved with all aspects of the problem or model but their field or area of study may suggest where in the model their responsibility begins and ends. The nature of the problem and the perspective of those involved influence the conceptual model selected and continue to
Figure 5: A Systems View of Problem Solving*

*Adapted from the model presented by Mitroff and Kilmann, Methodological Approaches to Social Science. San Francisco: Josey-Bass, Inc., 1978.
influence the process all the way through. The model explicates a number of fundamental matters regarding the nature of science. Each phase of the model potentially involves different scientific norms (ideologies), different standards of rationality and performance, different psychological types, linguistic levels of analysis, and the paradigmatic development of a particular science. Consider, for example, the matter of linguistics. The Conceptual Modeling phase obviously involves questions of semantics ... the basic meaning of the Problematic Situation and its representation within an appropriate universe of discourse. The Scientific Modeling phase involves matters of syntax. The Solution phase involves testing and development and is therefore a matter of empirics. The concern of both these phases is with the detailed and valid language. The semantic concern is the choice between two or more competing languages for conceptualizing a problem; the syntactical and empirical concerns work within a particular chosen language structure. Finally, the Implementation phase involves matters of pragmatics: Does the proposed theoretical solution work in practice? Does it make a difference? (Mitroff and Kilmann, 1978, 118)

Mitroff and Kilmann (1978) state that different psychological types are better suited for some phases of the model than for others.

The Conceptual Modeling phase is the domain of the CT and the CH. The fundamental difference between them is that whereas the CT stresses the analytical, impersonal features of reality, the CH stresses the personal, human features ... The AS is best suited for the Scientific Modeling and Solution phases of inquiry ... the PH is best suited to the implementation phases of research. Working with individuals, organizations, interpersonal relationships, and issues of timing are very important here (120).

Viewed in larger framework of institutional science, various types could more effectively perform certain tasks.
Summary of Jung's Theory and the Work of Others

Beginning with Jung and his explainers and moving through the various models, we have gone from separate psychological functions (Sensing, Intuition, Thinking, Feeling) to psychological types in individual persons (ST, SF, NF, NT); from learner needs and educational techniques (Mogar) to pedagogical models (Lotas), from separate steps in a learning experience to preferred learning styles and selected disciplines (Kolb); and from individual scientists to modes of scientific inquiry (Mitroff and Kilmann). Although across these particular models, there is not a perfect comparison, they share a Jungian basis and are similar in their descriptions. Table 6 is a comparison of the descriptions that can be viewed from the Jungian combinations, ST, SF, NF, and NT.

One can hypothesizes that teachers who generally fit into these descriptions might well approach the classroom somewhat differently; and if they are to modify their approaches to improve the achievement of students, they would need to understand their "own" and their students' type.

RESEARCH STUDIES REGARDING TEACHERS AND TEACHING

Although there are numerous research studies conducted in which the Myer-Briggs Type Indicator and Jungian theory are used, they do not all pertain to teacher personality, nor do they necessarily consider Jungian theory in any depth. Selected related research
<table>
<thead>
<tr>
<th>Jung Psychological Types (MBTI)</th>
<th>Sensing and Thinking (ST)</th>
<th>Sensing and Feeling (SF)</th>
<th>Intuition and Thinking (NT)</th>
<th>Intuition and Feeling (NF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- practical</td>
<td>- practical</td>
<td>- enthusiastic</td>
<td>- ingenuous</td>
<td></td>
</tr>
<tr>
<td>- matter-of-fact</td>
<td>- sympathetic, friendly</td>
<td>- insightful</td>
<td>- analytical, theoretical</td>
<td></td>
</tr>
<tr>
<td>- logical</td>
<td>- logical</td>
<td>- idealistic</td>
<td>- logical</td>
<td></td>
</tr>
<tr>
<td>- realistic</td>
<td>- realistic</td>
<td>- possibilities</td>
<td>- possibilities</td>
<td></td>
</tr>
<tr>
<td>- technical skills with</td>
<td>- practical help and</td>
<td>- understanding</td>
<td>- theoretical/technical</td>
<td></td>
</tr>
<tr>
<td>facts and objects</td>
<td>services for people</td>
<td>- communication with</td>
<td>- developments</td>
<td></td>
</tr>
</tbody>
</table>

| Hegar Learner Needs             | Sensing and Thinking (ST) | Sensing and Feeling (SF) | Intuition and Thinking (NT) | Intuition and Feeling (NF) |
| Educational Techniques          | - growth need --        | - growth need --        | - growth need --           | - growth need --           |
|                                 | efficiency and          | sensitivity and         | enlightenment and          | knowledge and              |
|                                 | achievement             | liveliness towards     | serenity                    | wisdom                     |
|                                 | - educational techniques| - educational techniques| - cultivation of          | - education techniques     |
|                                 | - cultivation of        | - cultivation of        | intuitive capacities such  | - cultivation of            |
|                                 | scientific              | personal and sensory    | as imagination; free       | cognitive/conceptual       |
|                                 | capacities; programmed  | physical capacities;    | association                 | capacities; symectie      |
|                                 | instruction             | body and sensory awareness|

| Lotos Pedagogical Models        | Cognitive (I) Sensing   | Affective (I) Sensing   | Affective (I) Intuitive    | Cognitive (I) Intuitive   |
|                                 | - didactic, working     | - philetics, relating   | - logos, meditating        | - heuristics, knowing     |
|                                 | - problem solving       | - empathy               | - transcendence            | - discovery learning      |
|                                 | - imparting knowledge   | - relating to others    | - awareness of mess with   | - intellectual challenge  |
|                                 | - skill acquisition     | - participation         | - universe                 | - symbolic competence     |
|                                 | - efficiency            | - nurturing             | - insight                  | and strategy              |
|                                 | - maintaining support   |                        | - imagination              |                          |

| Kolb Learning Styles            | Converger                | Accommodator            | Diverger                   | Assimilator               |
| Disciplinary Differences        | - active experimentation | - active experimentation | - concrete experience      | - abstract conceptualization|
|                                 | - abstract conceptualization | - doing, carrying out plans | - reflective observation   | - reflective observation   |
|                                 | - practical application of | - becoming involved     | - imaginative ability      | - creation of theoretical |
|                                 | ideas                    | - solving problems by   | - generation of ideas      | models, integrated        |
|                                 | - unconventional         | trial and error          | - organization of ideas    | - explanation             |
|                                 | - preferring to work with things | - relying on people    | - generalizing             | - abstract concepts       |
|                                 | - hands-on experience    | - preferring practical, action-oriented work | - preferring humanistic, liberal arts | - preferring mathematics, basic sciences, research |

<table>
<thead>
<tr>
<th>Mitroff and Kimball Modes of Scientific Inquiry</th>
<th>Analytical Scientist</th>
<th>Conceptual Humanist</th>
<th>Conceptual Theorist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- disinterested, unbiased</td>
<td>- interested, biased</td>
<td>- disinterested, unbiased</td>
</tr>
<tr>
<td></td>
<td>- impersonal, private</td>
<td>- personal</td>
<td>- imaginative, speculative</td>
</tr>
<tr>
<td></td>
<td>- political</td>
<td>- political</td>
<td>- generalist, holistic</td>
</tr>
<tr>
<td></td>
<td>- reductionist, causal</td>
<td>- moral, non-rational</td>
<td>- political, multiple</td>
</tr>
<tr>
<td></td>
<td>- controlled inquiry</td>
<td>- action-oriented</td>
<td>- cognition</td>
</tr>
<tr>
<td></td>
<td>- classical experiment</td>
<td>- personal knowledge and experience</td>
<td>- concerned with humanity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- case study = individual</td>
<td>- conceptual inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- maximum cooperation between experimenter/subject</td>
<td>- conceptual inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- multiple perspectives</td>
</tr>
</tbody>
</table>

| 126 |
studies are be given here, but for the most part only those related
directly to teacher personality are be reported. The first research
studies to be discussed are be those dealing with type and learning;
secondly, those with type and career or subject major choice; and
lastly, those with type and teacher personality/teaching. Often
these studies overlap.

**Myers-Briggs Type Indicator**

The Myers-Briggs Type Indicator (MBTI) was developed to
implement Jung's type theory for the most part by Isabel Briggs
Myers. Several forms were developed for adults and high
school/college students with two major periods of construction
occurring in 1942-1944 and 1956-1958 (Myers, 1962). In 1962 the
MBTI (Form F) was published by Educational Testing Service (ETS) and
distributed for research purposes only. By then ETS had collected
data on large samples. In 1975, since research had confirmed and
justified distribution of the instrument for professional
applications, Consulting Psychologists Press in Palo Alto,
California, began publishing and distributing the Form F instrument
(166 items). In the same year a research laboratory at the
University of Florida was converted to a "nonprofit Center for
Applications of Psychological Type to provide education, research,
and service to MBTI users" (McCaulley, 1981, 294-296). By 1977,
Consulting Psychologists Press was also distributing a second form
of the instrument, Form G with 126 items.
The items on the instrument attempt to measure the Jungian preferences, three explicit in Jung's theory:

extroversion (E) -- introversion (I)
sensing (S)     -- intuition (N)
thinking (T)    -- feeling (F)

The fourth dimension, judging (J) -- perceiving (P), considers the individual's preference "to use judging or perceptive attitude for dealing with the environment" (Myers, 1962, 1). These preferences are used to provide four indices (a) E or I, (b) S or N, (c) T or F, and (d) J or P.

A forced choice format was selected to measure the preference scales which are "all dichotomous by definition" (McCaulley, 1977, 23). The purpose of the forced choice is "to determine relative preference for two important but opposite functions" (ibid.). None of the questions are designed to cut across preferences; that is for example to compare extraversion with thinking.

The instrument consists of three parts, two of which have phrase questions and the third which has word pairs. McCaulley (1981) provided samples of each type:

When you go somewhere for the day, would you rather
(a) plan what you will do and when?
(b) just go?

Which word appeals to you more?
(a) literal     figurative (b)
(a) gentle     firm (b)

(310)
The phrase items are hypothesized to be more likely to reflect preferences that are subject to social pressures; thus, the word pairs are included to tap the individual preference. Wording of the items was geared to the "style" of preference so that "the choices in a given question are psychologically, not logically, opposed ..." (McCaulley, 1981, 309).

The scores produced by the instrument are supposed to indicate the direction of the preferences and thereby identify the dominant and auxiliary functions and the direction of interest. The responses are scored to generate type. (See Appendix A for a review of the four preferences.)

Scoring of the instrument includes summing of total points for each aspect of the four indices and determining the direction of the preference. Two scores are then provided -- the preference score and the continuous score. The preference score gives the letter of each preference and a score indicating the strength of the preference (usually a range from 1 to 61). An example for an ESFJ could look like E - 25; S - 13; F - 23; J - 25. The scores below 20 are considered to exhibit a less confident or weaker preference.

The continuous score is provided for use in studies in which the investigator "assumes the distribution of preference scores is continuous and linear ..." (McCaulley, 1977, 25). The midpoint is set at 100, and the preference score is subtracted from 100 for E, S, T and J, or added to 100 for I, N, F and P. (For example, E 15
has a continuous score of 85, while I 15 has a continuous score of 115.) Continuous scores are often used to compare the four MBTI indices with scales of other personality tests. (Ibid.)

The MBTI has 16 personality types because of the combinations of the four indices. These go beyond the eight attitude functions described by Jung (see Table 7). In describing these eight combinations, Jung does not include the auxiliary function in the pattern. The auxiliary function is different in every respect from the dominant function; it moves in the opposite direction (E or I) and it is of the other dimension (J or P) (McCaulley, 1981; Myers, 1980; Jung 1923).

The four scales or indices are dichotomous by definition and are relatively independent. There is a slight correlation between the S-N and the J-P scales. The sensing types tend also to be judging (S-J) and the intuitives to be perceiving (N-P) (Strickler and Ross, 1963; Webb, 1964).

Reliability of the MBTI instrument is overall within the satisfactory range. Studies dealing with split-half reliability and test-retest procedures report correlation coefficients that are acceptable. Both Carlyn (1977) and McCaulley (1981) reviewed a number of studies that provide sources in addition to Myers' (1962) work.

Myers (1962) used a "logically-split-half procedure" to test the reliability of the type categories. By applying the Spearman-
<table>
<thead>
<tr>
<th>MBTI Types</th>
<th>Jungian Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perception Dominant</strong></td>
<td></td>
</tr>
<tr>
<td>ESTP        — ES-P Extraverted and Sensing (dominant)</td>
<td></td>
</tr>
<tr>
<td>ESFP        — IS-J Introverted and Sensing (dominant)</td>
<td></td>
</tr>
<tr>
<td>ISFJ        — EN-P Extraverted and Intuitive (dominant)</td>
<td></td>
</tr>
<tr>
<td>ISTJ        — IN-J Introverted and Intuitive (dominant)</td>
<td></td>
</tr>
<tr>
<td><strong>Judgment Dominant</strong></td>
<td></td>
</tr>
<tr>
<td>ENTJ        — E-TJ Extraverted and Thinking (dominant)</td>
<td></td>
</tr>
<tr>
<td>ESTJ        — I-TP Introverted and Thinking (dominant)</td>
<td></td>
</tr>
<tr>
<td>ISTP        — E-FJ Extraverted and Feeling (dominant)</td>
<td></td>
</tr>
<tr>
<td>INTP        — I-FP Introverted and Feeling (dominant)</td>
<td></td>
</tr>
</tbody>
</table>
Brown Prophecy formula she obtained correlations between the halves (six samples of over 1200 individuals) for each index (E-I, S-N, T-F, J-P). The only coefficients below .75 were for 30 underachieving 8th grade students and 100 non-college preparatory 12th graders (all but the T-F index were in the .70's) (Myers, 1962, 19-20).

Carlyn (1977) reviewed 16 studies regarding the MBTI. Overall, she reported that reliability determined by two measures, internal consistency and stability, of both type category (preference) scores and continuous scores was satisfactory. The range of correlation coefficients produced acceptable results: E-I, .76-.82; S-N, .75-.87; T-F, .69-.86; J-P, .80-.84 (465). In her review of four studies of college students she noted that "a clear majority of the subjects displayed either complete stability or a shift in only one of four basic variables" (467).

McCaulley reported similar findings in her review of MBTI studies. The split-half reliability for 13 samples indicated high correlation coefficients for each index, from a low of .76 to a high of .94. The test-retest correlations ranged from .56 (T-F dimension) to .87 (S-N dimension and the J-P dimension). Reviewing nine samples (1444 individuals) from five main sources (Myers, 1962; Carlyn, 1977, McCaulley, 1978; Carskadon, 1977; and Carskadon, 1979), she found that a range of 31% to 61% retained the same preferences in all four indices; 70% to 88% remained the same on three; 10% to 22% remained the same on two, and 2% to 7% remained
the same on one. Only one person changed on all four McCaulley, 1981, 317-318. McCaulley (1981) and Carskadon (1979) report that those individuals who have low preference scores or are less confident of the choice are the ones more likely to change.

Myers (1962), Carlyn (1977), McCaulley (1981) and Strickler and Ross (1962) provide data to indicate that the MBTI scales are indeed measuring the constructs of Jungian theory.

Measures of validity indicate that the MBTI is measuring the theoretical constructs of Jung's theory. The MBTI correlates positively with the Gray-Wheewright Psychological Type Questionnaire (developed by two Jungian analysts). The correlation coefficients for the various indices are E-I .79, S-N .58, and F-T .60 (Strickler and Ross, 1962; Myers, 1962). The items for these indices seem to be measuring the same dimensions and in the direction of the Jungian concepts.

Comparison of the MBTI with other instruments that measure similar concepts also indicate that the MBTI scales are measuring the Jungian constructs. Myers (1962, 1975) provides correlation between the instrument mentioned above, the Strong Vocational Interest Blank (SVIB), the Allport-Vernon-Lindzey Study of Values (AVL), the Edwards Personal Preference Schedule, the Personality Research Inventory, Brown-Haltzman Study Habits, the Concept Mastery Test, Scholastic Aptitude Test, grade point averages, achievement and aptitude scores. McCaulley (1978) provided correlations between
the MBTI scales and the SVIB, the 16 Personality Factors Test (PFI), the Omnibus Personality Inventory (OPI), the Opinion, Attitude and Interest Survey (OAIS), the AVL, and the Rokeach Dogmatism Scale. Carlyn (1977) provides summaries of other correlations with the MBTI; McCaulley (1981) provides a summary of the major studies concerning the correlations of each MBTI index.

The research indicates that the MBTI instrument produces results that are reliable and that its indices are measuring the constructs of Jungian theory.

**Type and Learning**

Learning and its relationship to type is investigated in studies focusing on learning style or activities preference and on studies centering on achievement. McCaulley and Natter (1974) investigated and identified learning activities preferred by type, predicted behaviors according to theory and research, and provided suggestions for taking type into account. They found that one of the scales, Sensing-Intuition, provided a number of significant difference; on 27 or the 35 measures they used, the intuitive significantly out-performed the Sensing students. Other research studies (Damico and Dalsheimer, 1974; May, 1971; Morgan, 1975; Ross, 1963) also report significant research findings regarding the S-N scale indicating that Intuition is positively related to such academic measures as IQ scores, grade point averages, and achievement tests. Myers (1980) reported data from other
researchers that correlates with this evidence (see Table 8 for a summary).

McCaulley (1974) reports that Sensing students score lower on both the ACT and SAT than do intuitives. Thus the work of both Myers and McCaulley suggest that the very nature of the preference may account in part for the difference in achievement.

In short, Intuitive types, with their greater interest in, and developed skills with symbols score higher on most aptitude tests which are designed (usually by intuitive types) to test verbal skills, speed of comprehension, ability to draw inferences ... (McCaulley, 1974, 6).

These advantages do not carry over into the testing areas related to practical application and skill testing. McCaulley and Natter (1974), for example, reported that the scores are not significantly different on tests involving practical application of math and reading skills or aptitude (Armed Services Vocational Aptitude Battery) (122-140).

Isaac (1963) studied the motivation factors associated with the two preferences, Sensing and Intuition. His work suggests that the S favors extrinsic and the N intrinsic motivation. Extrinsic motivation (response and reinforcement) is rewarded in a concrete, tangible and immediate manner; intrinsic motivation, however, supplies its own rewards through the acts of exploring, investigating and experiencing new ideas.

In addition to looking at achievement, McCaulley and Natter (1974) investigated the high school students' preferred learning
Table 8. Relative Frequence of Sensing and Intuitive Types and Academic Achievement

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Sensing</th>
<th>Intuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,503</td>
<td>High school students in a college prep. program (males only)</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>4,758</td>
<td>11th and 12th graders in a college prep program (Pennsylvania)</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>1,001</td>
<td>National Merit Finalists</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>3,314</td>
<td>11th and 12th graders in other than a college prep program (Pennsylvania)</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>500</td>
<td>Adults who did not finish 8th grade</td>
<td>99.6%</td>
<td>0.4%</td>
</tr>
<tr>
<td>71</td>
<td>Rhodes Scholars (male)</td>
<td>7%</td>
<td>93%</td>
</tr>
</tbody>
</table>
activities. Their study provided responses that produced "distributions significantly different in the direction predicted" (149). They predicted behaviors for function and function type and a summary of the results follows: (a) The expectations for the extravert's learning activities were confirmed; the extraverts wanted more sociability and group action, appeared more confident and willing to present in a class, and sometimes over-extended themselves into activities. (b) Expectations for sensing students were also confirmed in that they expressed preference for methods that allowed them to see (films, television) rather than to read about events and that allowed them to work steadily toward their goals. (c) As predicted, the intuitive types preferred independent study, did more non-required reading, and had time management problems. (d) Expectations for thinking types were confirmed in that they approached learning in a serious, business-like manner and preferred strategies that allowed mastery of material. (e) The judging-types, as predicted, prefer scheduling, planning, and completing their work. (f) The perceiving types reported that they likely procrastinate and do not plan their work; they did out score judging types on every academic achievement measure except grades in school (McCaulley and Natter, 1974, 150-164). Little evidence was forthcoming for the positive aspects of introversion, feeling and perception. These findings, however limited, do provide data for comparing with other studies and for continued study of the
relationship of type and learning.

Roberts (1982) investigated the media preferences for learning of 335 community college students. Concerned with the disparity between personality types of college faculty and "open-door" students, he asked students to complete a forced-rank-order of preference list of instructional media. The results indicate that different types prefer different learning activities and perhaps suggest that conscious effort should be made when teaching at the college level where lecture and reading assignments are often the main methods used. In reporting the top two and bottom two choices, Roberts (1982) provided the following analysis. The ST types (101 students) selected demonstrations and labs as their preferences. The N types (89 students) selected reading as a preferred activity; the ESFP type (32 students) listed reading as one of their least preferred learning activities. Lecture was selected by only two MBTI types, ESTJ and INFP; 30% of the students (all S types) rejected the lecture form. Fifty percent of the SF types and 50% of the NT types selected tutorials as a preferred type of learning. All students rejected the audio recording method of learning.

Type preference appears to influence the kind of learning activities students prefer. The implications for planning and developing instructional strategies and activities are obvious. Teachers who are aware of and knowledgable about type differences may find themselves better prepared to plan for effective teaching.
**Type and Career or Subject Major Selection**

Type and career or subject area choice is investigated by several researchers. The findings reported here deal with the separate functions, combinations of functions, and combinations of function and orientation.

Myers (1962, 1980) has drawn together a number of studies concerning the relation of type and the selection of a major or field of study. Table 9 provides results of several studies as indicated by those findings the perception preference (S or N) does seem to have a bearing on the selection of an area of study. These findings are not unlike those of David Kolb (1981) which were reported earlier.

In a study of 3362 college students McCaulley (1975) found that by their senior year some types were significantly over represented in particular fields. The elementary education majors contained more ESFJ and ISFJ types and the arts and sciences majors were largely INTP types. Trends appeared in other combinations. The ES types preferred majors in elementary education, building construction, nursing, physical education, and business administration; the IS types preferred accounting. The IN combination selected majors in English, art, chemistry, journalism, and forestry. The results from this study are also similar to the findings in Kolb's work.

Other studies (Smith, 1970; Story, 1972) report similar
Table 9. Frequency of Type and Field Selection

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>S</th>
<th>N</th>
<th>F</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance and Commerce (Wharton School of Finance and Commerce)</td>
<td>488</td>
<td>71.9%</td>
<td>28.1%</td>
<td>31.4%</td>
<td>68.6%</td>
</tr>
<tr>
<td>Science Students (California Technical)</td>
<td>205</td>
<td>16.7%</td>
<td>83.3%</td>
<td>31.2%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Fine Arts Seniors (University of Florida)</td>
<td>33</td>
<td>9.1%</td>
<td>90.9%</td>
<td>60.6%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Art Education Seniors (University of Florida)</td>
<td>31</td>
<td>12.7%</td>
<td>87.1%</td>
<td>77.4%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Counselor Education Students (University of Florida)</td>
<td>118</td>
<td>15.2%</td>
<td>84.8%</td>
<td>85.6%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>ST</th>
<th>SF</th>
<th>NF</th>
<th>NT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance and Commerce Students*</td>
<td>488</td>
<td>51%</td>
<td>21%</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td>Science Students*</td>
<td>705</td>
<td>12%</td>
<td>5%</td>
<td>26%</td>
<td>57%</td>
</tr>
<tr>
<td>Liberal Arts Students</td>
<td>3676 (males)</td>
<td>24%</td>
<td>17%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>Engineering Students</td>
<td>2188</td>
<td>24%</td>
<td>11%</td>
<td>22%</td>
<td>43%</td>
</tr>
<tr>
<td>Theology Students</td>
<td>99</td>
<td>3%</td>
<td>15%</td>
<td>57%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*These are the same students as reported above.
findings for just those in teaching. Teachers in social studies, English and art tend to be N-P; those in science and mathematics S-J. McCaulley and Natter (1974) reported that 51% of the teachers attending a summer institute in humanistic education were ENFP and INFP types. Todd and Roberts (1981) investigated the type of 60 art and 60 music preservice teachers to see if they were compatible in learning and teaching styles since they were often placed together in fine arts departments in college and in integrated arts programs in schools. They found significant differences between the two groups on the S-N scale and the J-P scale, but not on the others. Of all 16 MBTI cells, two (ENFP and INFP) contained 58.5% of the art education majors; the music education majors were more randomly distributed among the cells. The least represented aspects in art education majors (S - 20% and J - 26%) were well represented in the music education majors (S - 42% and J - 58%). The authors attempted to explain the differences by using Myers (1962, 1980). Art education would call for tolerance of complexity, independence, imagination, warmth and use of the abstract; whereas music education would call for thoroughness, responsibility, performing up to capacity, meeting deadlines and being good with detail.

The type differences reported in these studies could be problematic when departments or faculties are considering planning, developing and implementing policies or programs in a school.
Type and Teacher Personality/Teaching

Research concerning Jungian theory/MBTI and teachers is beginning to provide education with several insights — the overall view of "who" goes into teaching, the probable teaching choice (level, are), and different teaching styles of classroom teachers. Much of the work to date falls into the category of descriptive research.

Although there is evidence to show that all types can and do enter teaching, the research is indicating that certain types are more likely to be found in classrooms. In their review of fourteen studies, Hoffman and Belkouski (1981) found the majority of preservice and inservice teachers are E, S, F and J; they did find that preservice teachers included more NFP types than did inservice teachers (7-9). These figures correlate with those reported by Lawrence (1982); he provided data concerning 5363 teachers: E - 52%, S - 52%, F - 63% and J - 63% (21). His figures indicate a change as one moves to the higher levels. Preferences for 1378 college and university faculty are I - 52%, N - 65%, T - 50% and J - 63% (ibid.). Thus the trend is toward introversion and intuition as the teaching moves to the college or university level.

McCaulley and Natter (1974) provided similar information regarding teachers (K - 12) but gave more descriptive information in the summary of their results: (a) Feeling types out numbered thinking types and were more likely to be warm and caring in their
classrooms and to work best when they are appreciated. (b) Forty to 50% of the teachers fell into the four S-J patterns; they focused on facts, had order, and worked best when they used past experience. (c) Preservice teachers included far more ENFP and INFP types than the inservice teachers studied (180-188).

Research does indicate that there is a relationship between type and teaching style. DeNovelles and Lawrence (1974) reported certain trends in their study of 79 classroom teachers. Their study, using systematic observation instruments and trained observers, produced correlations that were significant (p < .05).

Teacher behaviors correlating with introversion and sensing were teacher-centered classroom with pupils; having no choice in activities; that content structures activities was related to introversion. The teacher behaviors that correlated with feeling were pupil-centered classrooms, pupils working individually, positive verbal, and both positive and negative nonverbal. Those behaviors related to intuition were teachers' moving freely about the classroom and negative nonverbal. Pupils' negative behaviors were linked to teacher type. Disruptive behavior described as hostile-aggressive was related to intuition, and that described as passive and withdrawn to sensing and judging. In analyzing which teachers were likely to control the activities, they found that the extraverted thinking type is most likely to control to a higher degree and extraverted feeling least likely to control activities.
Cohen (1981) reviewed five studies conducted in school districts and concluded that the results indicate that type can be used to predict certain behaviors. The NF combination was positively correlated with praising students, acceptance of feelings, indirect climate, and student talk (Flanders Interaction Analysis). The majority of severe discipline cases "occurred in situations where teacher and pupil type were mismatched" (44). The dominant function seemed to be a more important variable in teacher behavior than did the auxiliary function or the attitude orientation (extraversion-introversion).

Dittmer (1981) found in her study on effects of type on classroom values that the greatest differentiation was among the least preferred values "... where personality type seemed to determine much more emphatically what persons did not like in their classrooms." The most significant finding concerned the S-N scale; the sensing teachers did not like "fear, chaos, disorder and favoritism" whereas the, intuitive found "dominance and dogmatism" to their disliking. These dislikes parallel the preferences and non-preferences described for these two functions. Correlations with the Edwards Personal Preference Schedule indicate the needs most strongly associated with each preference; the one most strongly associated with sensing is Order and with intuition, Autonomy (Myers, 1962, 25-26). The strength of the need may be linked to the strength of the dislike. These dislikes may suggest a relationship
to the inferior function (for the sensing dominant it would be intuition and vice versa) and even to the shadow aspect of the personality. Being unaware of these relationships and aspects of personality could lead to teachers’ unconsciously pushing their students to be like them and thus forcing them to work in their inferior and most disliked manner.

Huelsman (1983) attempted to determine whether practicing teachers prefer to teach in styles similar to their own preferred learning style and whether those styles are related to their types. Using the MBTI and the Lotas Teaching Preference Questionnaire (LTPQ) and the Learning Style Preference Questionnaire (LSPQ), she analyzed the relationships between type, teaching style preference (ST/Cognitive I; SF/Affective I; NF/Affective II; NT/Cognitive II) and learning style preferences (same categories). (See Lotas 1977, 1978). Although learning style preferences were rather equally distributed, the MBTI types were not, nor were the teaching style preferences. The results (N = 98) are given in Table 10.

The MBTI type was statistically analyzed in terms of predictiveness and found to be a significant predictor for all but Cognitive II Teaching Style. For example, sensing and thinking were the best predictors (positive) for the Cognitive I (ST) Teaching Style and the best predictors (negative) for the Affective II (NF) Teaching Style. Overall, there was a strong preference for the Affective I (SF) Teaching Style and a weak one for Affective II
Table 10. Type and Teaching/Learning Styles*

<table>
<thead>
<tr>
<th>Measures:</th>
<th>MBTI</th>
<th>LTPQ</th>
<th>LSPQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categories:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cog. I - ST</td>
<td>24%</td>
<td>19%</td>
<td>27%</td>
</tr>
<tr>
<td>Aff. I - SF</td>
<td>36%</td>
<td>49%</td>
<td>26%</td>
</tr>
<tr>
<td>Aff. II - NF</td>
<td>28%</td>
<td>5%</td>
<td>21%</td>
</tr>
<tr>
<td>Cog. II - NT</td>
<td>12%</td>
<td>26%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Based on personal conversation with Dr. Huelsman in April, 1984.
More secondary and more older teachers selected the Cognitive II (NT) Teaching Style than did elementary or younger teachers (Huelsman, 1983). The results lead to a number of questions, only two of which follow. Why do teachers select teaching styles different from the MBTI or learning preferences? What leads to so few selecting Affective II (NF) style and so many selecting Affective I (SF)? If indeed the majority of teachers are ESFJ, perhaps that style predominates. If NF types are not found in inservice populations, is it because they leave or because they change to another style, one linked to their inferior functions?

Although the research studies directly related to teaching behaviors are few, they suggest that type is a variable that influences the way teachers behave in classrooms and in preparing for classrooms.

Summary

In selecting material for the review of literature, this investigator found it difficult to limit the works chosen because a large body of work related, directly and indirectly, to this study. However, representative materials dealing with Jung and his theory, his theory as used by others in education, and research studies regarding teachers or teaching in relation to his theory (were selected and reviewed).
Chapter 3

Methodology

RATIONALE

Teaching is a very human activity. It involves teachers, students, intentions, objectives, materials and assumptions. Each individual, teacher and student, comes to that interaction with a set of givens, both recognized and unrecognized. The teacher, however, is required to make conscious judgments about his or her subject, the students, and the means for bringing them together for the purpose of learning.

In the broadest sense, all teachers speak of selecting materials or "content," developing lessons, and planning the instruction for their students; to say that all teachers do this is not to say that selecting, developing, and planning are the same actions for all teachers. What individual teachers do mean when they discuss their own teaching in these terms is a major concern of this study. What the teachers say about themselves and their teaching is the basic data for the investigation.

So often teaching methods and curriculum are viewed as something separate and external to the teachers, the persons at the
center of the classroom activity or interaction. The assumption underlying this study is that the teachers themselves are a part of those methods and that curriculum, that they are inseparable parts of the total interaction. Hence, who they are becomes important; they are not interchangeable parts that can be moved from classroom to classroom without changing the interaction somewhat.

Gaining insight into another human being or into oneself requires human interaction and reflection. A study which attempts to investigate the relationship of personality to teachers' perceptions and decisions in their teaching career requires a method which allows individual teachers to be themselves and to be reflective in a reasonably natural setting. It calls for talking, for asking, for reflecting, and for reporting past and present views and behaviors; it calls for a "view from within," for a phenomenological stance.

The phenomenological view holds that "description of experiences reveals facts about consciousness, about the way man experiences the world, as well as directly revealing facts about the world" (Roche, 1973, p. 1). Some of the major ideas underlying the phenomenological position (Roche, 1973) are indeed assumptions that underlie this study:

1. Human beings' most distinguishing feature is the ability to know they are aware of things. This growing and developing awareness is akin to the development of all human beings, indeed
even of consciousness. (Jung explains it in a developmental framework continuing that development throughout the individual's lifetime.)

2. Mental phenomena have as real and as unavoidable an existence as do physical phenomena (Roche, 1973, 5). The beliefs, dreams, and visions people have are as much a part of their existence and reality as are their physical bodies, their books, and their clothes.

3. Conscious activity or consciousness is characterized by intentionality. There is for the human being a movement toward some goal, doing something or being something.

4. A major method for studying the human experience is the describing by those individuals involved. One cannot study a human activity (in this case, teaching) without studying the human beings who experience that activity. Thus when one studies teaching, he or she needs to ask teachers what they experience.

Using the directed reflections of individuals' concerning their teaching provides not only a description of their realities and of teaching but also of them.

This particular study has developed slowly, not only in terms of studying Jung's theory, but also in terms of determining how to investigate teachers' views and experiences and of identifying assumptions that underlie the study. As it has unfolded and grown, the assumptions have become more apparent, more explicitly stated.
rather than implicitly felt. Although viewed within the larger goal of the consideration of the implications of the Jungian theory for education as a whole, the study needed to focus on a more manageable task and on a specific aspect within the larger view. In the educational setting the focus becomes the participants within that interaction. Here the underlying assumption is that perceptions and understandings affect the attitudes and behaviors of the participants, particularly the teachers. The assumptions held by the researcher are akin to the views held by third force psychologists, with whom Jung shares basic assumptions. Third force psychology ...

seeks to understand man in dynamic terms. It looks at human beings, not only through the eyes of an outsider but also in terms of how things look from the point of view of the behaver ... It is concerned with more than the forces exerted upon people from the outside. It seeks also to understand the internal life of the individual ... the unique ways of seeing and understanding that cause him to behave as he does. (1962 ASCD Yearbook, 66, 67)

Considering that individuals' reports of their perceptions, actions, and intentions is important, the researcher had to review methodological possibilities. The perspective called for seemed to fit into what Bogdan and Taylor (1975) call the phenomenological perspective and what Guba (1981) and Guba and Lincoln (1981) refer to as the naturalistic paradigm.

The phenomenological perspective "is concerned with understanding human behavior from the actor's own frame of reference
... [and the] important reality is what people imagine it to be" (Bogdan and Taylor, 1975, 2).

Guba and Lincoln (1981) refer to the naturalistic paradigm as "phenomenological, anthropological, or ethnographic" and characterize it as a stance or posture rather than a specific methodology. It differs from the rationalistic paradigm on key assumptions concerning the nature of reality, the nature of the relationship of inquirer/object, and the nature of "truth statements" (Guba, 1981). The differences in the assumptions are summarized in part in the following discussion.

1. The rationalistic paradigm holds that "there is a single reality upon which inquiry can converge" and that this reality can be separated into "manipulatable" parts which can be singly studied without influencing other parts; the naturalistic holds that there are multiple realities and that inquiry will diverge as more is known and that the parts are interrelated and do influence each other. One of the assumptions on which this study rests is that the participating teachers will perceive different and various realities and that the study itself may indeed cause a participant to view some aspect of teaching from a different perspective or to give it new meaning. Having chosen one teacher rather than another may lead the investigator to take a somewhat different perspective. Working from the naturalistic assumption may be like dealing with a kaleidoscope; with each "turn" of the object under study, one has a
different perspective, each turn providing new perspectives which then relate to each other and influence the total pattern observed.

2. The rationalistic paradigm holds that the relationship between the inquirer or researcher and the object or research subject is an independent one; the naturalistic holds that the inquirer and the subject or "respondent" are "interrelated, with each influencing the other." The inquirer, though, attempts to maintain optimal distance.

3. While the rationalistic paradigm holds that generalizations, truth statements that are context free, are possible and are indeed the focus of inquiry, the naturalistic holds that generalizations are not possible and that one can hope only for "working hypotheses" that relate to a specific context. The former focuses on similarities while the latter focuses on differences as frequently as it does on similarities.

Although the two paradigms themselves are not the methods of inquiry, Guba (1981) suggests that they seem to call for a difference in terms of "postures" taken by those whose works falls within either of the two. The naturalistic practitioners seem to prefer qualitative methods, argue for relevance rather than rigor, prefer to have their theory emerge from the data, want the opportunity to deal with both propositional knowledge and tacit knowledge, tend to use themselves as instruments, insist on emergent designs, and prefer to conduct their inquiries in the natural
setting inviting whatever interruptions that setting brings.

Considering the purpose of this study — to investigate the relationship of personality type to perceptions and decisions — it seemed that the naturalistic paradigm was more appropriate. Would teachers in their informal discussion express any type-related information? It seemed that the relationships should emerge without being forced (check lists, rating scales, forced choice questionnaires, etc.), that type would reveal itself in everyday discussion about one's work and life.

THE DESIGN OF THE STUDY

It was assumed that "type" or function preferences would emerge naturally if teachers were permitted to discuss their teaching. Therefore, asking participating teachers to make type-related choices was to be avoided. The teachers, it was decided, were simply to be themselves and be encouraged to respond to questions concerning their teaching.

This study is basically one that is done from a phenomenological perspective, concerned with how individual teachers view teaching and finally with them as individual personalities. It is an exploratory study and the design emerged as the study developed. The study and the design depended on a number of factors:

- the nature of Jungian psychological theory and its effect on the study
- the development of an appropriate interview plan
- the availability and willingness of individuals to participate
- the schedules and time frames of institutions and individuals.

Adjustments and revisions became a regular part of the plan as the study progressed.

The proposed interview outline was loosely structured around some aspects of career development (e.g., selection, advancement), knowledge of teaching and teaching careers, and a general knowledge of schools. Pilot interviews were conducted with two women — one junior high school mathematics teacher (INTJ) and one first grade teacher (ESFJ). Although both responded spontaneously and the junior high teacher provided more information, the answers did not provide enough information for the investigator to infer type or to study development in the analysis. Thus she revised the interview outline to include (a) questions across four time periods or points in the career span, (b) more questions geared specifically to the teaching process, and (c) parallel questions which could be compared across the time periods (e.g., role, satisfaction, adaptations, relationships). These revisions were made in an attempt to elicit responses that would provide both breadth and depth.

The four time periods in the interview outline were loosely patterned using Super's Career Development Stages (Growth, Exploration, Establishment, and Maintenance see p. 12), knowledge of
the process of teaching (planning, instruction, evaluation, classroom management) and knowledge of education and schools (staff development, placement, professional and personal relationships, assistance, etc.). The outline, though designed to gain answers about teaching, was simply a stimulus, the method used to set up a conversation and an interaction; it provided the framework for the individuals' discussion of their perceptions and decisions related to teaching. See Appendix ?? for the Interview Outline.

The investigator included the eight Jungian types to allow for the hypothesized differences to emerge. The proposed sample included secondary teachers who were between the ages of 30 and 50. These requirements were established to ensure that the participants had the appropriate experience and maturity for the reflective aspects and for teaching career decisions. The decision to restrict the sample to secondary teachers was based on the assumption that elementary and secondary teachers could report teaching differences that are attributable simply to grade level (e.g., differences between the lessons designed for first graders and high school seniors).

A sample of 24 individuals was selected to provide a range of the function combinations -- six each, including three extroverts and three introverts. Thus the participants included the eight Jungian types (see Table 11).

The design that developed or emerged can be explained by using
Table 11: Participants Type Design

<table>
<thead>
<tr>
<th>Sensing Thinking (ST)</th>
<th>Sensing Feeling (SF)</th>
<th>Intuitive Feeling (NF)</th>
<th>Intuitive Thinking (NT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introverts (IST)</td>
<td>Introverts (ISF)</td>
<td>Introverts (INF)</td>
<td>Introverts (INT)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Extraverts (EST)</td>
<td>Extraverts (ESF)</td>
<td>Extraverts (ENF)</td>
<td>Extraverts (ENT)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
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</tr>
</tbody>
</table>
Guba and Lincoln's (1981) simplified model of Williams and Roush's "domain of inquiry" concept (82). This model provides a conceptual framework for all forms of inquiry and focuses on the degree to which constraints are placed on two dimensions: the X axis representing the antecedent conditions (all variables that might impinge upon the study at the outset) and the Y axis representing the outputs (all variables that the inquirer might attend to once the study is under way). The lower left hand corner of the four quadrants represents the "ideal" naturalistic study — a low degree of constraints on either dimension; the upper right hand corner represents the "ideal" scientific study — a high degree of constraints on both dimensions (See Figure 6).

This study falls within the naturalistic area of the model even though there are constraints placed on both dimensions. The constraints placed on the antecedent conditions, as mentioned previously, are (a) an age requirement, (b) a minimum experience requirement, (c) a limitation of secondary only, (d) use of teachers from only urban settings; and (e) conduct of the interview itself (e.g., interviewer's procedures). As the study progressed, these constraints, particularly the age and secondary requirements were changed to allow for the inclusion of types. The informality of the interview process and the relationship established with the respondents permitted the discussion to go outside the framework of teaching. The small number of constraints placed on the antecedent
Figure 6. Guba and Lincoln's version of Willems and Rauch's Domain of Inquiry
conditions and the theoretical sampling approach invited limited constraints on outputs (interview response). The outputs for the study are limited by the nature of the research questions, and by the response capabilities of the individuals under the conditions present at the time.

**SETTING OF THE STUDY**

The general setting was an urban school system with approximately 75,000 students and 3,500 teachers and support personnel. The system faced the problems that many other Ohio urban systems faced prior to and after 1980 — financial difficulties, dropping student enrollment, staff assignment and lay-off concerns, desegregation implementation, teacher strikes, and public criticism of schools and teachers. The teaching staff was characterized by its years of experience (average years of experience between 11 and 15), a significant number of master's degrees, and an average age approaching 37.

The population from which the sample was drawn came from participants in a federally-funded university-developed project for staff in that particular urban school system. The participants were paid for voluntarily participating in the project which ran for a full year. The participants came from five secondary schools (two high and three middle schools) which ranged in size of professional staff from 40 to 90.
SELECTION OF THE SUBJECTS

The population from which the sample was drawn (see Setting for description) were participants in a federally funded project which administered the MBTI to all those involved. These participants included the eight Jungian types and the sixteen MBTI types (See Appendix C) for the project type table). A sample of 24 individuals was selected providing the range of function combinations with six of each, including three extraverts and three introverts (Table 11).

As part of the design the investigator was to interview the participants without knowing their specific type to see if she could predict which functions they preferred. A colleague who knew the purpose of the study and the type theory agreed to act as informant or coordinator for the participant selection.

The project participants (82 individuals) were identified by their MBTI type categories. Informants in two of the public schools indicated individuals who would be more likely to meet the criteria established and to agree to participate. Names from this list were contacted if they fit into the type categories, but individuals beyond this group were also contacted.

The coordinator provided three names at a time. As people accepted or rejected participation, she gave additional names. Individuals were contacted by telephone. The telephone contact generally went as follows:

Hello, I'm Linda Thompson, former classroom teacher,
I'm finishing my doctoral studies at Ohio State University. You may remember me; I presented at a summer workshop. In my research I am interested in interviewing teachers who are between 30 and 50 and who have taught at least five years. The interview focuses on four major points in your teaching career -- your selection of teaching, your first year in teaching, your current position, and a point midway between your first year and now. I will analyze your answers and then compare them to the personality type indicator you took during the workshop. Finally, I will share that information with you at a future date.

Each person who agreed to participate received a letter which restated or amplified the telephone conversation and confirmed the interview time and place. In addition to the letter, they received an interview outline, a background information form, and a Professional Concerns list to complete. The outline was provided because it was assumed that persons would feel more comfortable about the interview if they had prior knowledge of the types of questions. Second, it was assumed that introverts would be more likely to answer questions if they had time to consider them.

The selection and interview process took a year to complete because of scheduling problems and time constraints. The coordinator kept a record of the types as interviews were completed.

As the interviews and selection of additional persons progressed, adjustments as to who would be included had to be made. To include the type range proposed, the age range had to be extended and non-teaching positions had to be included. The decision was made to go above the age of 50 but not below 30. Using those younger than 30 would have involved including first and second year
teachers. Such a move seemed to violate several criteria of the study. Including non-teaching persons (counselors and administrators), necessary to gain the type range, was seen as expanding the range of information available which might provide type-related insights.

**DATA COLLECTION**

**The Interview Process.** The interview sessions ranged from one and one-half hours to three hours in length. Fourteen interviews were conducted in the school setting, nine in the participants' homes, and one in the interviewer's home. The participants made the decision as to when and where the interview took place.

The interview process was arranged to be collegial and informal even though the interview itself was somewhat structured. At the outset the researcher established herself as part of the "culture"; indeed she had worked in a school system in the area for a number of years and shared with the participants a knowledge and understanding of the larger school context.

The larger context placed the researcher in the role of participant observer in a broad sense. She had been a participant in the school culture for fifteen years working in six different schools in nine different levels or positions. As interviewer she was an observer with an understanding of the culture that could be described as "tacit knowledge" (Polanyi, 1966). Following Bogdan and
Taylor's suggestion (1975) that the best way for the researcher to establish rapport is to share what she has in common with the subjects, this interviewer began by sharing some aspects of her experience in teaching.

The interview attempted to construct partial career stories and was somewhat similar to what Levinson (1978) called a "biographical interview ... [which] combines aspects of a research interview, a clinical interview, and a conversation between friends" (p. 15). It was a research interview in that it covered certain topics: a clinical, in that the interviewer was sensitive to and followed threads of meaning; and a conversation, in that the relationship was one of co-equals and that the interviewer could respond from her own experience. Of course, the interviews did not take on the personal in-depth aspect that Levinson's work did because the focus was on teaching rather than on the total, including the personal experience of the individuals.

After each interview was completed, the researcher followed up with two separate activities; one was debriefing with another educator and the other was writing notes that included a description of the interview setting, the researcher's immediate reactions and inferences regarding the individual's function and attitude preferences. These two actions served several purposes: (a) They provided for reflection on the interview and for identification of areas (personal preferences, biases, and unacknowledged assumptions).
that could affect objectivity. (b) They directed attention to the
data gathered and to the need to provide for description. (c) They
reinforced the investigator's awareness of the need to maintain an
appropriate distance from the participant and the data.

DATA ANALYSIS PROCEDURES

During the analysis process the researcher kept notes on the
process itself, the insights gained and the problems encountered.
These notes were recorded either in an individual participant's
analysis section or in the general process journal. The notes
included (a) specific insights, modifications or confirmations
concerning categories propositions, or participants; (b)
connections between or among individuals (similar experiences or
reactions, different reactions to similar experiences, etc.); (c)
emerging patterns, themes, categories, and ways of looking at the
data; (d) questions, suggestions, and hunches concerning the
emerging patterns; (e) insight into the researcher's own views,
type and behavior and their potential effect on the process;
and (f) implications for further study. These notes provided a
running account of the problems, insights, and decisions that
allowed the researcher to follow the process and to keep it moving
regardless of interruptions.

The interview tapes were numbered (1 to 24) for identification
purposes and transcribed. Names of persons and places were removed
to protect the anonymity of the subjects. Such action also assisted in ensuring the confidentiality promised.

The constant comparative method of analysis (Glaser and Strauss, 1967) was utilized in data analysis. The patterns, categories, and concepts emerging from the data (descriptions of actions, perceptions, beliefs) could be compared within and across individual subjects and function type groups. Using the constant comparative method the data were analyzed in the following steps, each step overlapping and influencing the others:

1. The transcripts of all participants were coded for responses to specific questions (see Interview Outline, Appendix B) and these responses were compared across the four career points -- Selection, Entry, Midpoint and Present -- for specific incidents and emerging patterns and categories. These patterns and categories were used to develop proposed questions for the next level or step.

2. The transcripts were analyzed separately in terms of the questions generated as a result of the first step. These questions are listed below. The responses were coded by category and compared across the four time periods. Similarities and differences beginning to emerge between and among the subjects were noted.

- What were the reasons for selecting teaching?
- What is the perception of the role of teacher?
- What relationships were established in the school setting or the profession?
- What gives satisfaction?
- How is success determined?
- How is the process of teaching handled (yearly planning, daily planning, classroom activity, record keeping, evaluation)?
- How is professional growth and/or development handled?
- What (and how) have adaptations been made during the years?

3. The subjects were grouped according to MBTI identified function preference groups — Sensing Thinking (Group One), Sensing Feeling (Two), Intuitive Feeling (Three), and Intuitive Thinking (Four). Incidents and patterns in the separate categories (Reasons, Role, Relationships, Satisfaction, Success, Process, Professional Development, and Adaptations) were compared within the groups.

4. The incidents and patterns within the categories were compared between and among the groups. Group and individual similarities and differences were identified.

5. Areas identified were analyzed for meaningful patterns that might suggest a relationship between those areas and function type preferences.

Summaries were written for each subject after step three of the data analysis was completed. These summaries, while focusing on the categories identified, provide a more holistic description of the professional individuals. Prior to the completion of data analysis the researcher conducted follow-up interviews with each subject. All subjects received copies of the complete transcript, the
summary, their MBTI scores and type description, and a brief
description and explanation of the study. These follow-up
interviews occurred between six months and a year after the initial
interviews. During the interviews, the researcher shared with the
subjects specific patterns that emerged from their own data and from
the total study. They were given the opportunity to confirm,
challenge or modify any statements or items from the materials. In
addition, they were asked to comment or react to the patterns or the
study and to respond by sharing their own thoughts or insights. For
some, this provided an opportunity to continue to explore
themselves; for others, to engage in a discussion of implications
for teaching. The study focused specifically on the combination of
perception and judgment preferences directing comparative analysis
to four function type groups. These four "types" are described as
follows (McCaulley, 1976):

<table>
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<tr>
<th></th>
<th>ST</th>
<th>SF</th>
<th>NF</th>
<th>NT</th>
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<tbody>
<tr>
<td></td>
<td>Practical and Matter of Fact</td>
<td>Sympathetic and Friendly</td>
<td>Enthusiastic and Insightful</td>
<td>Logical and Ingenious</td>
</tr>
<tr>
<td>Like using abilities in</td>
<td>Like using abilities in</td>
<td>Like using abilities in</td>
<td>Like using abilities in</td>
<td></td>
</tr>
<tr>
<td>Technical Skills with Facts and Objects</td>
<td>Practical Help and Services for People</td>
<td>Understanding and Communication with People</td>
<td>Theoretical and Technical Development</td>
<td></td>
</tr>
</tbody>
</table>
The four major concerns that have evolved regarding the trustworthiness of the outcomes inquiry are identified by Guba and Lincoln (1981) as truth value, applicability, consistency, and neutrality. In general in research these are referred to as internal validity, external validity or generalizability, reliability and objectivity (103-104). These authors suggest that the basic concerns are the same for naturalistic inquiry but that the criteria must be somewhat reinterpreted to fit the assumptions of the naturalistic paradigm. They have developed four "naturalistic analogues" to the four major criteria; these are, in order, credibility, transferability, dependability, and confirmability (ibid.). They suggest methods by which these criteria can be met.

**Credibility or Truth Value.** For the naturalistic inquirer there is not one reality but multiple realities and in a study such as this, those realities exist in the minds of the participants. Thus the inquirer or researcher is concerned with testing the credibility of the findings and the interpretations with the various participants or subjects from which the data were drawn. The major questions become what can the researcher do to produce findings that are credible with the sources and can the credibility be tested with those sources (Guba and Lincoln, 1981, 105-115).

The major means by which the criteria of credibility were met
for this study were (a) peer debriefing after each interview session; (b) triangulation techniques including a variety of data sources (MBTI, tapes, transcriptions, participants comments about each other and the setting, re-interview of each participant, informants' comments); (c) member checks including clarification questions during and after the interview session and a follow-up interview in which the transcription, interview summary, MBTI scores and interpretation, and selected findings and interpretations were shared; and (d) establishing structural corroboration by comparing and checking related data within and across subjects.

Transferability or Applicability. For the naturalistic inquiry Guba and Lincoln (1981) suggest that the concern is fittingness not generalizability. Inquiry involving the behavior of human beings does not meet the context-free criteria needed for generalizing. Transferability, however, depends on the degree of similarity between contexts. The major way to meet the criteria of transferability is to provide enough information to allow someone else to determine transferability. This is done through thick description (the entity being studied, the setting, and the conditions) and theoretical or purposive sampling. Thick description (transcriptions, summaries, comparisons, system and school setting descriptions) is provided; and the design includes theoretical or purposive sampling.

Dependability or Consistency. The question of replication is a
difficult one to answer. The nature of naturalistic inquiry is such that differences are as much sought after as similarities and that the inquirers themselves are viewed as instruments within the inquiry thus making replication difficult. Guba and Lincoln (1981) suggest that reliability may not be the issue for the naturalistic inquirer but that the underlying concern for the level of agreement or consistency is. Thus these authors suggest that strengthening credibility (internal validity) amounts to "a simultaneous demonstration of reliability" and that dependability can be demonstrated through overlap methods and auditability (120).

Triangulation, as described previously, is an overlap method. An audit trail has been established through the detailed marginal notes and coding symbols (letters and colors), detailed notes with each subject's analysis, and a research journal kept throughout the process.

Confirmability or Neutrality. The major concern here is that the findings are a result of the inquiry and the subjects' responses and not the inquirer's biases, perceptions, motivation and interest. For naturalistic inquiry, as with any inquiry, the objectivity of the data is a critical concern; the data must be factual and confirmable (Guba and Lincoln, 1981, 124-125). The methods used to ensure that the data are confirmable are those suggested by Guba and Lincoln: triangulation, practicing reflexivity and the confirmability audit trail. These processes, as provided for in the
study, have already been explained.

SUMMARY

In this chapter, the rationale has been provided for the methodology used in this inquiry. The development of the study -- including the design, selection of subjects, data collection and data analysis -- has been described and explained. The provisions for meeting the criteria of trustworthiness for the naturalistic inquiry have been included and described. In the next chapter the analysis and results will be given.
Chapter 4

Presentation and Analysis of Data

INTRODUCTION

This study focused on the relationship of personality (Jungian psychological type and development) and teachers' self-reported perceptions and decisions. The data were analyzed using the constant comparative method of qualitative analysis (Glaser and Strauss, 1967). The data and analysis are presented in two ways. First, Chapter 4 presents the group data (Sensing Thinking, Sensing Feeling, Intuitive Feeling, Intuitive Thinking) and the analysis that centers on specific emerging categories, the trends within groups, and the similarities and differences among groups. Secondly, a separate chapter, Chapter 5, presents case studies that focus on four subjects, one from each group. Chapter 4 provides the categories and working hypotheses that serve as the basis for proposing the relationships between type and teaching and for further study of these relationships. Chapter 5 provides career sketches of individual human beings showing the uniqueness of each one and serves as the basis for a deeper understanding of the dynamics of relationships of type, personality, and teaching.
Rarely did all six individuals within a type group report the same approach, perception or decision. When three or four subjects within a group reported the same or similar views, judgments, or actions, these have been presented as a tendency for individuals within that group. These tendencies have been compared across groups and with the literature describing type and teaching.

This chapter provides a presentation and analysis of the data and consists of three sections: (a) an overview of the setting or context, (b) an overview of the subjects, and (c) the major categories emerging from the study.

For the presentation and analysis of the data, the 24 subjects have been placed into the four function combination or type groups: Sensing Thinking (ST), Sensing Feeling (SF), Intuitive Feeling (NF), and Intuitive Thinking (NT). There are three introverts (I) and three extroverts (E) in each group. Although the Myers Briggs Type Indicator (MBTI) dimensions of Judging (J) and Perceiving (P) were not part of the design for this investigation, those dimensions will be reported.

THE OVERVIEW OF THE SETTING

In order to provide for the anonymity of the subjects, the context is presented in general terms. The presentation of thick description, beyond that given in Chapter 3, is provided here and consists of the general conditions of schools in the early 1980's
and the subjects' comments and statements about education in general, and the type table of the population from which the sample was drawn (see Appendix C).

In general the setting can be described as that of large urban school systems that face a number of problems -- declining enrollment, staff reduction, school closings, financial problems, desegregation concerns, and public criticism.

The population (see Appendix C) from which the sample was drawn included individuals from all 16 Myers Briggs Type Indicator cells. Of those 16 cells, the four S-J cells (ISTJ, ESTJ, ISFJ, ESFJ) contained 46 (56%) of the 82 individuals in the population. It is this group of teachers that Keirsey and Bates (1978) call the Epimethean Temperament, those individuals working well in organization structures, having a well established classroom routine, and preferring obedient students (see Chapter 2). It is from such a context that the 24 subjects were drawn, 10 (42%) of whom fall into the S-J cells. The population and the sample reflect almost equal percentages of perspective; the population reflects a 56% S-J pattern and the sample reflects only a 42% S-J pattern. Using Keirsey and Bates' patterns the sample contains 2% S-P or Dionysian; 25% NF or Apollonian; and 25% NT or Promethean temperaments. The subjects, therefore, may have different perspectives from those of the population.

Throughout the interviews the subjects referred either directly
or indirectly to the conditions in the schools and to the overall effects within those schools that are created by public opinion and societal change. These references were coded separately for use as thick description. The two major categories (e.g., conditions within the schools and conditions outside the schools) are presented here. Not only do the categories provide the context or setting, they also provide for comparison among and across groups. In general, there are some conditions that all four groups report; these are reported first. Others, that seem to be group or type specific, are reported next. All four groups indicated that instability was a characteristic of their schools and systems. Instability was defined through a number of factors, all tied to the problems of urban school systems: the threat of being "pink-slipped"; the practice of being moved from school to school, level to level, and subject to subject; and the changing of assignments over the summer without notifying teachers. In addition, lack of supplies, equipment, current textbooks, and student desks is mentioned by individuals within all four groups. All four groups, with less emphasis from the NT group, report that the public places a low value on education and teachers. These opinions, they report, have affected not only students' attitude toward teachers and learning, but also the financial and moral support received by schools and teachers.

The Sensing-Thinking Group
This group reported that the conditions within the schools gave them little or no control over their teaching. They spoke of the lack of parental support, the use of drugs, and the disrespect teachers face.

The Sensing Feeling Group

The instability reported by all subjects affects both their teaching (e.g., making it more difficult) and their personal life (requiring more hours for preparation, less time for family). The impact of desegregation on those within the schools has not, according to these SFs, really been dealt with. It has, in the words of one of them, dehumanized both the students and teachers. She seemed to imply that they were moved as if they were the same as the books, the chairs, and the desks.

The Intuitive Feeling Group

Five NFs have been moved (field, position, and/or school) in the past two years; the sixth has been in the system only two years. All mentioned, directly or indirectly that the instability has affected their ability to plan and to build relationships. Three noted that good programs they had helped develop or had worked in were dropped regardless of their effectiveness or success; money, not the achievement or the development of students, seemed to be the ruling factor. A strong negative reaction to the use of paddling was expressed by most in this group; they not only opposed it but saw it as a negative and excessively used force in their schools.
The social change that occurred in the late sixties and early seventies was mentioned by three as a challenging time, one that caused them to grow and to commit themselves to an integrated society.

The Intuitive Thinking Group

The individuals in this group, more than in the others, kept up a running critique of schools and society during the interviews. They seemed to see that society's problems have been given to the schools to solve, but that the schools are not solving the problems because they haven't the authority, the staff or financial support to do so. In addition, several mentioned the problems created by the students' lack of readiness to do the expected work and the introduction of the middle school concept into their schools.

Summary

The setting as described by all four groups seems to be one in which society's concerns and changes (i.e., financial problems, racial integration, use of drugs, declining birth rate, and changing values) have affected the conditions in the schools. The overall result seems to be instability and lowered status for the teachers.

The type groups, in addition, seemed to emphasize certain conditions: ST - lack of control; SF - dehumanizing effects; NF - lack of time for planning and relationships and the dropping of good programs; NT - school's inability to solve society's problems and the results of ineffective planning (e.g., readiness, academics,
and middle schools).

**OVERVIEW OF THE SUBJECTS**

The 24 subjects are presented in Table 12, an MBTI Type Table. According to the design of the study there are 12 in each aspect of the Jungian dimensions -- E and I, S and N, T and F. There are six in each of the function type groups -- six ST types, six SFs, six NFs, and six NTs. The MBTI dimension (J-P) which was not included in the design is represented in the sample with 17 subjects (71%) falling into the J orientation and 7 (29%) into the P orientation. These two percentages are fairly representative of the population from which the sample was drawn (see Appendix C for a type table of the population). Each cell in the table provides the number (N) of subjects in that cell and its percentage of the sample. Within each cell, individual subjects are presented by their designated numbers (1 through 24) with m (male) and f (female) indicated after each one. The breakdown by attitude, functions, orientation, and function types for both the sample and the population is presented in Table 13.

The sample included nine men (37.5%) and 15 women (62.5%); these percentages are within one percent of those in the population figures. In the population men accounted for 30 individuals (36.6%) and women for 52 (63.4%). Three of the four function type groups in the sample included both men and women; only the NF group did not.
Table 12: The Sample by MBTI Cells

<table>
<thead>
<tr>
<th>Myers-Briggs Type Indicator</th>
<th>SENSING TYPES with THINKING</th>
<th>with FEELING</th>
<th>INTUITIVE TYPES with FEELING</th>
<th>with THINKING</th>
<th>TOTAL</th>
<th>% of TOTAL</th>
</tr>
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<tr>
<td></td>
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<td>INFJ</td>
<td>INTJ</td>
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<td>°= 12.5</td>
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<td>°= 12.5</td>
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<td>7 (f)</td>
<td>4 (m)</td>
<td>5 (m)</td>
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<td>50*</td>
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<td>11 (m)</td>
<td>13 (f)</td>
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<td>P 7</td>
<td>IJ 9</td>
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<td>ST 6</td>
<td>SF 6</td>
<td>NF 6</td>
<td>NT 6</td>
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<td>ST 6</td>
<td>SF 6</td>
<td>NF 6</td>
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<td></td>
<td>SJ 10</td>
<td>SP 2</td>
<td>NP 5</td>
<td>NJ 7</td>
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<td></td>
<td>SJ 10</td>
<td>SP 2</td>
<td>NP 5</td>
<td>NJ 7</td>
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<td></td>
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<td>SP 2</td>
<td>NP 5</td>
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<td>NP 5</td>
<td>NJ 7</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>TJ 10</td>
<td>TP 2</td>
<td>FP 5</td>
<td>FJ 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TJ 10</td>
<td>TP 2</td>
<td>FP 5</td>
<td>FJ 7</td>
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<tr>
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<td>TJ 10</td>
<td>TP 2</td>
<td>FP 5</td>
<td>FJ 7</td>
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<td></td>
</tr>
<tr>
<td></td>
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<td>TP 2</td>
<td>FP 5</td>
<td>FJ 7</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>IN 6</td>
<td>EN 6</td>
<td>IS 6</td>
<td>ES 6</td>
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<tr>
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<td>IS 6</td>
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<td></td>
<td>IN 6</td>
<td>EN 6</td>
<td>IS 6</td>
<td>ES 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:** N represents the number of subjects in each cell along with its percentage of the total sample. Within each cell individual subjects are identified by their designated numbers (1-24) with m (male) and (f) female after each one.

*These groupings occurred by design; the others did not.
Table 13: Comparison of Population and Sample

<table>
<thead>
<tr>
<th>TYPE ASPECT</th>
<th>PERCENTAGE OF POPULATION</th>
<th>PERCENTAGE OF SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Introversion</td>
<td>52</td>
<td>50</td>
</tr>
<tr>
<td>Perception:</td>
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<td></td>
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<tr>
<td>Sensing</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>Intuition</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Judgment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Feeling</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Orientation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judging</td>
<td>74</td>
<td>71</td>
</tr>
<tr>
<td>Perceiving</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>Function Combinations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>SF</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>NF</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>NT</td>
<td>16</td>
<td>25</td>
</tr>
</tbody>
</table>
The only type aspect of the sample that was not representative of the population from which it was drawn is the S-N dimension. The sample included six (50%) in each of these functions. Within the population only 25 individuals (30.5%) were Ns and 57 (69.5%) were Ss. In the population, the function type group with the fewest number was the NF group.

A demographic view of the four function type groups is provided in Table 14. The subjects' sex, age category, experience, school level (high or middle), current position, majors or certification fields, and degrees are presented by type group. Some facts and patterns that emerge from this overview are as follows: (a) Five SFs and four NFs have master's degrees but only two STs and two NTs do; (b) Four NTs have social studies as an area; one ST does. (c) Three NFs and three NTs have English as a teaching area, but only one ST does. (d) Three STs and one SF have mathematics as a teaching area; neither NTs nor NFs do. (e) Two subjects have an art teaching area -- one NT and one NF.

MAJOR CATEGORIES

EMERGING FROM THE DATA

Introduction

Through the process of analysis using the constant comparative method, the data (e.g., descriptions, events, beliefs) were coded and categories proposed. The proposed categories were used to
### Table 14. Subjects by Type Group

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teaching Area or Position</th>
<th>Department Level</th>
<th>Degree</th>
<th>Major Course</th>
<th>Minor Course</th>
<th>Type Group</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Mathematics</td>
<td>B.S.</td>
<td>M</td>
<td>B</td>
<td>26</td>
<td>M.S.</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Guidance Admin.</td>
</tr>
<tr>
<td>Math</td>
<td>Mathematics</td>
<td>B.S.</td>
<td>M</td>
<td>B</td>
<td>22</td>
<td>M.S.</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coordinator</td>
</tr>
<tr>
<td>Health</td>
<td>Life Science</td>
<td>M.S.</td>
<td>F</td>
<td>A</td>
<td>11</td>
<td>M.S.</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Guidance Admin.</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>B.S.</td>
<td>M</td>
<td>C</td>
<td>16</td>
<td>M.S.</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English History</td>
</tr>
<tr>
<td>Art</td>
<td>Elementary Art</td>
<td>B.S.</td>
<td>F</td>
<td>C</td>
<td>13</td>
<td>M.S.</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music Education</td>
</tr>
</tbody>
</table>

**Notes:**
- **1st** refers to a field other than education either in college or in a full-time work setting.
- **2nd** refers to a student working on a master's degree or planning to begin one.
- **3rd** refers to a student working on a master's degree or planning to begin one.
- **4th** refers to a student working on a master's degree or planning to begin one.

---

**Legend:**
- A: Age 18-24, B: Age 25-34, C: Age 35-45.
create questions (see Chapter 3) to be used for further analysis of the data. Comparisons within and across individuals and function type groups resulted in the investigator's integrating the categories and properties. With the integration and the continuing comparisons between and among the groups, the investigator formulated hypotheses and merged categories. The major categories coming from the data include:

- the role of teacher
- the process of teaching
- the professional development of a teacher.

These three categories are presented here, each with the following aspects given: (a) the category and its defining properties, (b) a working hypothesis generated from the category and its relationship to the developing theory concerning teachers and teaching (relationship of type to the teachers perceptions and decisions), (c) illustrations of the incidents and properties of the category provided from each function type group.

THE ROLE OF TEACHER

In the beginning of this study the category, role of teacher, was a limited one coming from specific responses given to questions regarding "the role one plays as a teacher." As the analysis progressed the category developed into one that encompassed a much larger concept. The theoretical properties or elements of this
category emerged from data found throughout the interviews; these properties included the tasks a teacher performs, the qualities and abilities a teacher possesses, the image a teacher has of him or herself, and finally the meaning a teacher ascribes to being a teacher.

The subjects discussed their own teachers, colleagues they admire and respect, their own motives and actions, the image or view they have of themselves, and the meaning or value they have for teaching. The four type groups did not necessarily present the same examples, qualities or images. Within each group, the subjects did not agree on all items. A theme or property was reported for a group if three or more indicate that it is one by which they view the role of teacher.

The role of teacher emerges as a concept or construct that plays an important part in the professional lives of the subjects. It seemed to be a value screen through which they view their work. Thus two working hypotheses were derived from this category:

- Perceived role affects the decisions made by a teacher.
- Perceived role is influenced by the function type.

The following discussion serves to illustrate these two statements. All four type groups are compared by use of the following:

- Qualities and abilities of their teachers
- Qualities and abilities of admired colleagues
- Job they see themselves performing
- Images they hold of themselves
- Meaning of being a teacher

All subjects were asked if they recalled their own teachers. All six teachers in the ST and NF groups mentioned specific teachers; five from the SF and NT groups mentioned specific teachers. The major qualities and abilities for these teachers are given below according to the four type groups with the numbers of the specific subjects in parentheses.

Sensing Thinking -- being a disciplinarian or strict (2,3,24)
-- having a personal interest in me (3,14,16,21)

Sensing Feeling -- being a role model or an influence (1,6,7,11,12,18)
-- being encouraging or helpful (1,6,12,18)
-- having good order or discipline (1,6,7,11,12,18)

Intuitive Feeling -- having a personal relationship with students (8,9,19,22,23)
-- being encouraging (8,13,19,23)
-- being involved (8,9,13,22)

Intuitive Thinking -- being encouraging or having an interest in me (4,15,17)
-- having expectations (5,15,20)

The four groups seem to stress different qualities and abilities in their own teachers. The strongest elements seemed to be "in having a personal interest in me" (ST); being a role model and having good order (SF); having personal relationships with students and being encouraging (NF); and being encouraging and having expectations (NT). Both SF and NF teachers included more aspects in their descriptions and indicated a higher degree of
agreement within their group. The ST and SF groups shared an
admiration for order or discipline as part of a teacher's role; the
SF and NF groups, and to some extent the NT group, share the
admiration for the encouraging aspect of a teacher's role. Related
to that aspect is the ST group's seeing that specific teachers took
an interest in each one of them as individuals. That is not
necessarily what the ST group saw as their role in relating to their
own students. In general, the NF group used more adjectives and
gave longer descriptions than did the other groups; this may relate
to the NF type's being more verbal and interested in communicating
with others.

The qualities and abilities that the function type groups
listed as admiring in their colleagues are related to those admired
in their own teachers and are linked to what they see in themselves
for the most part. The ST group indicated three major aspects of
the role of teacher that they admire in others -- having good
discipline, having standards or high expectations, and being
directive in their approaches. One of these, discipline, relates to
the reports of their own teachers. The SF group stressed four
aspects in the role of teacher that they admired in their colleagues
-- working hard, having order in the classroom, knowing their
subject, and relating that knowledge to students. The NF group
focused on three major aspects of the role of teacher -- having an
interest in (liking) and relating well to young people, providing
for a variety of creative approaches to learning, and doing whatever is necessary (e.g., extra time, money, energy) to bring about students' learning. As individuals the NTs listed qualities similar to those admired by the other groups — order, variety, rapport with students; but as a group they agreed upon only one aspect as part of the role of teacher — being creative in the approach to teaching.

There are some connecting relationships across the four type groups. The notion of discipline and order connect the ST and SF groups; the notion of "working hard" or "doing whatever is necessary" link the SF and NF; the aspect of creativity link the NF and NT groups. Three of the groups — ST, SF, NF — expressed qualities that related directly to those possessed by their own teachers; the NT group did not.

The specific tasks that these teachers reported relate to the overall role of teacher. The ST group listed tasks that are linked to "sharing knowledge, experiences, and ideas" with students (2,3,16,21,24) and to "teaching life skills" (2,3,21). The tasks that the SF group reported are related to the planning and ordering of schedules and materials for teaching (1,12,18) and for serving others (6,7,11). The NF and NT groups did not as groups provide specific tasks separate from their discussions of image, meaning or process of teaching; their concept of tasks appeared to be more global or holistic. The ST and SF groups emphasized an instructing and an ordering aspect to the role of teacher. The NF and NT groups
spoke in general terms; they rarely referred to specific tasks.

Included in role of teacher were the images that the subjects first had of themselves as teachers and the images they have of themselves today. These images seem to combine aspects of the persona as Jung defined it (e.g., the role one uses to operate in the world; see Chapter 2), with admired qualities, tasks and aspects of the meaning of being a teacher. Aspects of role become part of the teachers' persona -- the image they hold and attempt to project; the qualities they see as admirable and attempt to incorporate into their own behavior or role; the tasks that become a part of their behavior (e.g., sharing knowledge, ordering the schedule, serving others, maintaining discipline...). Is there a stereotypic image of teacher related to the persona? Subject 16 refers to his becoming less "teacher" and more "person" over the years. Subjects 5 and 15 repudiate the "image" of teacher; they prefer to be themselves. (See Chapter 5 for a more complete discussion of persona or image.)

The images the subjects held of themselves prior to teaching provide insight into type-relatedness of the overall concept of role. Four of the ST group reported having images of themselves as teachers; two (3 and 16) saw themselves as being like their own teachers; one (2) saw himself as being "in front of the class teaching something everyone wanted to know," and another (14) saw himself as a basketball coach rather than a classroom teacher. Five of the SF subjects had images of themselves; three (1,11,18)
mentioned being like their own teachers. One (7) mentioned that the students would dress for and enjoy her physical education classes and that she would also coach; she had reported having a P.E. teacher whom everyone loved and worked for. Another SF (6) had never thought of entering education until after she had volunteered and worked in schools; she said, "I saw the people that were teaching; I decided if they could do it, I could." The SF group seemed to identify with persons they admire and respect and follow their example.

Four in the NF and the NT groups reported having images of themselves. One NF, Subject 8, said that she saw herself as having an impact on others; indeed she believed she would "save the masses"; similar to this, Subject 22 reported that she saw herself as being stimulating and influencing students in a positive way. Subject 23 (NF) saw herself imparting knowledge to all who wanted it (similar to Subject 2, an ST); Subject 19 (NF) saw that every physical education lesson she taught would be instructional and that she would work with every student, not just athletes (different from Subjects 7, SF, and 14, ST). Two NT subjects reported images that were similar; Subject 15 would make a difference with young people and Subject 20 would inspire everyone. Subject 17 thought he would do most of the talking (e.g., sharing knowledge and experiences), a view somewhat similar to that reported by Subject 2 (ST) and Subject 23 (NF). Subject 10 reported that she thought she would be
methodical, organized and strict. Neither group, NF or NT, reported patternning themselves after their own teachers. The most frequent image reported by either the NF or NT group was that of one who inspires or stimulates or one who makes a difference.

The final aspect of role comes from the subjects’ considering what it means to be a teacher. Not every individual discussed the meaning, but most did; even those who did not directly discuss it had indirectly created meaning as they talked about their lives as teachers. The following paragraphs report the responses provided by each type group.

The Sensing Thinking Group

The Sensing Thinking group overall indicated that setting an example or being a role model was an important part of what it means to be a teacher. Specific considerations are provided below:

Teaching is a noble profession I think. Being a teacher is somewhat like being a pioneer ... a tough way to go. A teacher has got to be a role model ... the worst thing you can be if you are a teacher is a friend. (Subject 2, male, high school, vocational)

[Teaching] is more than teaching math skills; I think it is setting an example for the students of the type of person that you value. It’s teaching life skills ... teaching them to make good decisions." (3, female, high school, mathematics)

A teacher is in a tremendous position to influence. [A teacher] can influence students for the good ... It is not necessarily what you say; it’s what you do, how you live your life. (14 male, middle school, health)

[Being a teacher means] to have an opportunity to share
experiences, to share ideas, to share what you think is the way life should be led. If you run across someone who has not had the privilege of having a normal home to point out what a normal life can be ... I will try to be a father to someone else. (16, male, high school, social studies)

Several themes emerge from the ST group — being a role model or setting an example for students, sharing knowledge and experiences with them, and teaching them how to think.

The Sensing Feeling Group

This group also stressed the role model aspect in their discussion of what it means to be a teacher. That is not, however, the only aspect reported. Here are their considerations:

The biggest thing being a teacher means is being an example of an adult the students can look to and say that is the kind of person I would like to be when I grow up. I think they learn that more than they learn mathematics .... I know I've influenced some to go into mathematics, but that's because it was already there in the first place. (1, female, high school, mathematics)

It means to provide a better way of life and a better way for society to develop by my example and my words. To stand up for your ideals. (6, female, high school, librarian)

It is far more than the dissemination of information; there is the need for the role model, for support -- there is an old-fashioned one, for teaching some values, for providing some stability, some time. I think it is encumbent on a teacher to assume some responsibility for these. (11, male, middle school, administrator)

Teaching has the joys. It's enjoyable to work with children and to see that you've really taught them something, something that is going to affect them all their lives. It's a great profession, not too many higher as far as I'm concerned. I think you can do more good as a great
teacher than you can in almost any profession. (12, male, middle school, reading and mathematics)

Not only do these teachers report serving as role models, but they see their profession as one that is important, as offering support, knowledge, and good adult relationships to students. They, too, shared their expertise (knowledge, experiences) as did the ST subjects.

The Intuitive Feeling Group

The Intuitive Feeling group seemed to center on three themes when they discussed what it means to be a teacher. Being a teacher means helping students grow and develop as individuals, motivating and encouraging them, and becoming personally involved.

I was trying to think of all kinds of snappy answers. To be an involved human being ... involved in other people's lives ... (8, female, middle school, career education)

Mothering, taking care, being strict, encouraging ... doing whatever needs to be done. (13, female, middle school, career education)

[A teacher is] a person who helps students grow and develop ... is a role model ... a positive image, a nurse, a mother, a father, a support ... a mentor, a guide ... one who motivates and encourages students to study deeply. (19, female, high school, administrator)

[Being a teacher means] helping a young person grow, develop, reach his potential and look to me as I looked to someone else .... it's passing the torch. (22, female, middle school, art)

These themes related directly to those qualities the NFs responded to in their own teachers and their admired colleagues; these
responses also included elements described in the images given by this group. The NFs are the guides, the facilitators, perhaps even the mentors that work with young people to help them develop their own potential. They did not specify directing or modeling for their students' development; they seemed to encourage it through the environment.

The Intuitive Thinking Group

The Intuitive Thinking group when considering what it means to be a teacher, gave no clear response that characterized them as a group. Their responses did, however, fall into two major groups, one focusing on the development of the students with the students as central and the other focusing on the teachers' impact on the students.

Being a teacher means getting them through the 7th and 8th grades feeling good about themselves so they can make it in high school ... treating people whether they are 12 or 28 years old with dignity. (4, male, middle school, social studies)

Being a teacher means living life .... somebody else can get something from that. [The relationship] should become a peer relationship ... instead of being a one-way street and I can learn from them. (5, male, high school, coordinator)

Being a moving force in a young person's life ... to take those young people and do something with them. (15, male, high school, social studies)

Teaching means sharing knowledge. Teaching is meaningful for society and for civilization. (17, male, middle school, social studies)
These two themes are somewhat related to the qualities they saw in their own teachers — being encouraging or having expectations — but not with what they admired in others, creativity. This group did not seem to have the specific notions of role as much as the other groups did.

Summary

Putting the descriptions of the four function type groups together, with emphasis on the trends within each small group, one has a sketch of the potential or possible role of the four types. The four are presented below:

Sensing Thinking — one who shares knowledge and experiences
  one who is directive
  one who has specific expectations
  one who is a disciplinarian
  one who is a role model/example
  (one who is like his/her own teacher)

Sensing Feeling — one who provides ordered instruction
  one who has good discipline
  one who is encouraging, helpful, supportive
  one who serves others and works hard
  one who is a role model
  (one who is like his/her own teacher)

Intuitive Feeling — one who is encouraging and inspiring
  one who is hard working and involved
  one who develops relationships with students
  one who helps and motivates students to grow and develop
  one who provides for variety and creativity

Intuitive Thinking — one who is encouraging and inspiring
  one who has expectations
  one who helps students develop as persons and citizens

There are themes (discipline, order, role model, inspiration,
encouragement, working hard, expectations) that run across groups; but even though there are, the function types appear to have different roles or personas. These aspects or properties of role could indeed make a difference if the role is used as hypothesized -- as a screen through which the teacher views his/her responsibilities and relationships as a teacher. What they chose to do may be governed by their role which may be influenced in part by type. The NT group, as reported, does not present as clear a role as the others; that lack of clarity may be type-related or research-related; the analysis has not provided any indication at this point.

THE PROCESS OF TEACHING — PLANNING, INSTRUCTION, AND EVALUATION

The process of teaching, an encompassing category that has emerged from a variety of actions, decisions, and incidents, is described in three aspects. All the subjects engaged in certain activities regarding the tasks of teaching (or counseling or administering); these activities developed into an overarching category entitled process of teaching which includes planning, instruction, and evaluation. Even those who were not in a teaching assignment at the time of the study could describe their handling of these activities and could report their handling of planning and evaluation as it pertained to their current assignments.

The subjects in their interviews discussed many factors that entered into their actual teaching (or working assignment). How
they go about their work is directly related to the three elements already listed. Working hypotheses were developed concerning these three:

- The process of teaching is influenced by a teacher's view of appropriate strategies for planning, instruction, and evaluation.
- Selection and implementation of appropriate strategies are influenced to some extent by the individual's perceived role as a teacher.
- Both process and role are influenced in part by the individual's type and type development.

Planning

Planning centered on those activities or factors that were considered by the subjects as they prepared for their teaching or work. Each individual presented information regarding the content or ideas for their work, developing a yearly or overall plan, and constraints they consider or provide for. Thus, planning includes the following: (a) source of ideas, (b) yearly planning strategy, and (c) constraints. The specific descriptions provided by each type group all provided in Table 15. Items are included if at least four of the six individuals in a type group indicated using them.

The four groups clearly divide between the sensing and intuiting subjects. The ST and SF groups rely on external curriculum guides and textbooks for their ideas and yearly structure; the NF and NT groups do not necessarily consider them. The NF and NT groups reported considering concepts or student
Table 15: Comparison of Planning According to Type Groups

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>SENSING THINKING</th>
<th>SENSING FEELING</th>
<th>INTUITIVE FEELING</th>
<th>INTUITIVE THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of Ideas</td>
<td>Curriculum guides -- state and local</td>
<td>Curriculum guides, manuals, textbooks</td>
<td>Concepts from subject area</td>
<td>Knowledge of student's needs and development</td>
</tr>
<tr>
<td></td>
<td>Textbooks</td>
<td>Workshops</td>
<td>Workshop courses</td>
<td>Synthesis of ideas from many sources</td>
</tr>
<tr>
<td></td>
<td>Experience (last year's plans)</td>
<td>Other Teachers Experience</td>
<td>Reading</td>
<td>Knowledge of student growth and development</td>
</tr>
<tr>
<td>Planning Strategy</td>
<td>Detailed yearly/term plans</td>
<td>Use of yearly school calendar</td>
<td>General goals or themes</td>
<td>Overall yearly structure</td>
</tr>
<tr>
<td></td>
<td>Specific objectives</td>
<td>to structure</td>
<td>Plan structured according to student need</td>
<td>Organization by concepts or themes</td>
</tr>
<tr>
<td></td>
<td>Completed in advance</td>
<td>Detailed plans with objectives</td>
<td>Detailed plans, in a few cases, by the week</td>
<td>Detail of plans determined by level of students</td>
</tr>
</tbody>
</table>

| Constraints           | Large classes | Daily interruptions | Inadequate resources | Readiness of students |
|                       | Textbooks     | Family commitments | Time and energy      | Outside commitments  |
|                       | Ability of students | Overcrowded classes | Family commitment     |                      |
|                       | Outside commitments |                         |                      |                      |

| Exceptions            | 24 - Who plans after seeing students | Position controls tasks | 22 - Subject and schedule dictate careful planning with details | 17 - Overall plans or sources not articulated |
|                       |                                  |                           | 19 - Careful planner - scheduled with details related to people |                  |
development as their ordering structure; more individuals in these
two groups were from the liberal arts framework (English, foreign
language, social studies, art and music) than were those from the ST
and SF groups (mathematics, physical education, science, plus one
history/mathematics, one music, one English/speech).

The differences among the four groups can be illustrated by
comparing descriptions of an individual from each group. These
detailed descriptions provide a richer picture of the differences:

ST: We have the year blocked out. We know that there
is a certain number of weeks we are going to spend on
different areas that we are told by the State Department
that we are to cover and by the district that we are to
cover and then within those blocks we break those down to
smaller topics for which we have folders .... Our textbooks
are 10-15 years out of date ... Therefore, we have had to do
a lot of research. (Subject 16, high school, history)

SF: I have all these things [what the average student
can take in a period, interruptions, number of preparations
I have per day] in my mind as I plan what I do for an entire
nine-weeks' period. I know how much material I want to
cover (i.e., three chapters, twelve chapters, ...) Then I
take a yellow form and put all the dates and vacations that
are going to be in [the schedule]. I don't want to give
tests on Monday .... it's more experience than anything
else. The textbooks are helpful. (Subject 1, high school, mathematics)

NF: In the summer -- in August -- I get motivated. I
sit down and I put things all over a table and say this is
what I'm going to do. I read things; I say this is good. I
tear things out and I get all ready to xerox and I put
things in order. I never really use it all, but it gives me
a good confident feeling. I plan in the summer how I'm
going to teach the next year -- units. I take into account
what students I have [age, grade, level] and what I know
about them. (Subject 8, middle school, career education
.... English)
NT: Basically there are certain concepts and objectives I want to cover. I see that I have an obligation to have certain academic objectives met. It does not matter when we cover them ... I'm not locked into any sequential order. I have no set pattern except I will take units of two or three weeks. (Subject 4, middle school, social studies)

The first two individuals seem to plan in a more linear or sequential fashion; the second two in a more holistic manner.

Comparing the general descriptions in Table 15 and these individual descriptions with the Jungian and MBTI descriptions (See Table 6, Chapter 2), one finds that they apply to the group planning: STs are practical, realistic and logical; SFs are practical, realistic and sympathetic; NFs are enthusiastic, idealistic, and interested in possibilities; NTs are interested in concepts and student learning. These characteristics do surface in the planning descriptions.

Clearly, the source of ideas is not the same for the four groups, nor is the yearly planning strategy. The groups do seem to represent type-related planning strategies to some extent.

Instruction

Instruction derived from the daily lesson or class routine and the relationship or interaction with the students. The subjects obviously drew from their planning and their perceived role to carry off the instruction aspect. Again, if four of six subjects within a group indicated a particular approach or practice, it is included here as a general tendency for this group.

The ST group reported using a set daily routine or pattern and
an instruction mode that is directive. Lotas (1977) equated the ST pedagogical model with Broudy's didactics; Mogar's ST model (1969) was related to achievement and efficiency needs; Kolb (1974, 1981) referred to the converger who is interested in practical application of ideas. (See Chapter 2 for descriptions of these.)

The SF group also reported using an ordered daily pattern but focused on interactions or relationships that were person centered. For the teacher and counselor the classroom or office was student-centered; for the administrator and the librarian, the concern was centered on persons (both student and teacher). They spoke of service to and support for others. Their reported behaviors related to Lotas' SF model which centers on empathy, relating, and nurturing (Broudy's philetics), to Mogar's "sensitivity toward others" and to Kolb's accommodator who is described as doing and carrying out plans.

The NFs reported using a daily plan that varied according to topic, lesson or students. The plans used seem to be governed to some extent by perceived student need and the "comfort" of the teacher. Good relationships with students were given as being important; and the reported classrooms seemed to be student-centered on an individual basis. Self-knowledge as a goal was implied in discussions with these teachers; it seemed to be a necessary basis for developing relationships with the students. The Jungian/MBTI description (see Table 6, Chapter 2) indicates that the NF is good
with understanding people and communicating with them. The other models presented there do not necessarily relate to this teacher, but there are similarities. Lotas suggested that the NF pedagogical model is one of logos, emphasizing insight and imagination; Mogar, that it is based on the need for enlightenment and serenity; and Kolb referred to the diverger who uses imagination to generate ideas. Such characteristics do not overlap to any extent with those of the STs, but the relating to students is found in the descriptions of both SFs and NFs.

The NT group reported being flexible regarding the daily routine which was determined by the nature of the lesson and the level of the students. (Several mentioned that they had become more structured in the past several years because students no longer seemed to be able to structure themselves or provide the discipline required to learn.) Their expectations (e.g., order and right to learn) enter into the student teacher relationship which is dependent on the level and nature of the class. The NTs and NFs seem to consider flexibility in daily plans preferable to following a specific routine; although following a set routine is one of the alternatives they consider if they see that the topic or the students require it.

Evaluation

The third aspect of the process of teaching is that of evaluation. It emerged from the subjects' views and practices
relating to their assessment or measurement of student progress
and/or the giving of grades (e.g., recognition of the assessment)
and to the assessment of their own work. At first these activities
were placed in a category entitled success, but it was determined
that success was an overarching concept that is defined in part by
the subjects seeing themselves performing positively.

The Sensing Thinking teachers spoke of measuring students' learning through the use of homework, quizzes, and tests. For the most part, these individuals had developed systems that allowed them to determine, in an objective way, the grades they give. Their systems, based on points and percentages, range from simple to complex in their makeup.

Fifty-percent of the grade is based on homework. Fifty percent ... is their test scores. There is a homework assignment every day.... if it is pretty well correct, they get a checkmark. If they didn't complete it or it isn't correct, they get a check minus. If they didn't do it or it is not completed and not correct, they get a zero. Two check minuses equal a check. If there are 30 homework assignments due and a student turned in 28, I divide the 28 by 30 for the percentage. I do the same for the points in the tests. The tests are taken off the homework. (Subject 3, high school, mathematics)

I've got a pretty standard way of going about it. [The students] have homework; they have a notebook; they take tests; they complete handouts .... So on a 9 week period I might have only 40 points, but it's easy figuring out the grades. I really think its fair. An A is 4, a B is 3, C is 2, and a D is 1. (Subject 14, middle school, health and science)

These two teachers are typical of the most of the group. Their
systems varied somewhat, but they were only variations on a theme.

The Sensing Feeling individuals reported methods similar to those of the ST group in that they used homework, quizzes, and tests; but they considered participation and involvement to some extent. Those SFs having classroom assignments (Subjects 1, 12, and 18) discussed using systems to provide grades. These were either point systems or performance-based tests (i.e., music teacher). The following excerpts illustrate the two positions -- classroom and non-classroom:

One-fourth homework; one-fourth quizzes; one-half tests. [These make up the grades] Homework I look at in a general sense; two points if they have it done well -- A, B, even C; one point if they have attempted (D, low C). If they don't really try or they do nothing -- zero. (Subject 12, middle school, reading and mathematics)

If it is an activity program and there is participation, then it is successful. Teachers who worked on an interdisciplinary unit went "gung ho"; it seemed to be successful because they enjoyed it and the students enjoyed it. I don't have a way to test to see if those students retained more information. Did they actually learn more in a situation where the teachers loved it? I don't know. I'm not really answering your question, but I don't have time to plan that kind of evaluation. There are maybe some things I can check on. (Subject 11, middle school, administrator)

Thus, the classroom grading strategies are similar to those of the STs. The non-classroom strategies are more like those of the following group (NF) -- participation and involvement.

The Intuitive Feeling subjects describe a somewhat different way of measuring student progress. Rather than relying on tests and
quizzes, they considered the totality of the work done by a student, the completion of assignments, and participation in the class activities. This group also considered a number of factors when determining grades -- completion of work, participation, improvement, attitude (trying), personal problems (e.g., home situation, health), quizzes, and tests. They attempted to respond (e.g., grades, comments, suggestions) to all work, but this responding increased their work. Three of the six individuals were teaching courses that required giving pass-fail grades; this practice simplified the giving of final grades but not the assessing of progress.

I hate grading. I have never figured out my philosophy on grading. I fear my standards are too low. I look at the individual student ... he was in a car accident ... his parents are getting a divorce. I try to grade by points. I cover their names and count the points; then I look at their names. Well, this student tried his best ... this one did hardly anything. Now I'm teaching something that requires pass-fail. I love it. (Subject 8, middle school, career education)

I evaluate by having students do a lot of writing .... I spend more than my share of time reading and commenting on papers. So I do an awful lot of grading. I don't have a minimum standard. I believe students who try should pass. I do expect them to show progress in their work and to show effort.... I've tried to design a test that all students could have success with; it doesn't always work. I'm not going to give up and give all objective tests because I don't think that's teaching. The final grade is a mix of [many] things. It would never be just a test grade. (Subject 9, middle school, language arts, reading)

I grade everything. Even though we don't give letter grades, I "grade" because I feel they have got to have some
measurement of quality ... We give a pass-fail. That's required.... I tell them that I grade on three major areas -- the quality of the work, their attitude, and the completeness of the project in relation to the time we have to do it. (Subject 22, middle school, art)

These examples have been provided to illustrate the reported dilemma the NF faces with providing feedback to students and giving grades. The individuals quoted here indicated that they return incomplete work to students, allowing them additional time to complete it rather than give them a failing grade.

The Intuitive Thinking group included a number of ways to evaluate; thus individuals within this type may evaluate like the ST, the SF, or the NF groups. Their evaluation methods may result from perceived needs of the level and area they are teaching. They did report using quizzes and tests to evaluate student progress, but they also include student response to the work. In determining grades, they considered any of these factors -- quizzes and tests, improvement, attitude, approach and personal problems. Their practices covered several approaches as these examples indicate:

As an art teacher, I'm grading constantly. I see their work in the process ... I know the problem they are dealing with. I don't really care what the end product is. They are dealing with the problem and that's what it's all about. All the decisions, all the acceptings and rejectings and the restructuring and breaking down and tearing apart and building back up again. (Subject 5, high school, art.)

I use a point system mainly. I average the points at the end of the nine weeks. Everything is given numerical value. If a student makes the top number of points, he makes an A.... I haven't found the perfect grading system
yet. There are always factors like some child has a mother who is dying. He "deserves" an F but he is doing the very best he can so he should get a D. (Subject 17, middle school, language arts, science, reading)

The subject and grade level have some bearing on their methods, but even beyond that, there seems to be a difference between these two teachers. One (5) appears to be more process oriented and the other (17) more concerned with product (e.g., points from tests and lessons); yet both seem to be concerned with individual students.

In analyzing the third area of evaluation, assessment of their own work or performance, the investigator found that two aspects emerged. The subjects assessed their own work in terms of student improvement and professional contribution to the field of education. How these are defined seem to be somewhat related to type.

The ST and SF groups seemed to define student improvement in terms of improved grades and improved behavior. Both groups appeared to view student improvement as being the most important factor in determining their success, as did the NF and NT groups. These latter two groups, however, did not necessarily define student improvement in the same way ST and SF groups did. The NFs spoke of improved learning, not necessarily assessed in terms of grades, and improved participation, whether individual involvement with assignments or participation in the class activities; in their discussion the NTs implied increased involvement with learning. The language used by NFs would indicate that to them improvement and
involvement are almost synonymous. The elements of improvement are participation, completion of work, involvement in the work or assignments, and individual growth.

The differences among the groups may be less than the descriptions would suggest given the language used by the four groups. The behavior of the ST and SF may be similar to the involvement and participation of the NF and NT; yet their approaches to those elements are different. The ST spoke of tardiness, handing in homework, and attendance; the SF even provided points for those very behaviors. Indeed the ST and SF seemed to articulate observable, measurable indicators of the improvement. The SFs, when they did not have these indicators, spoke of participation as an indicator.

Professional contribution is the subject's view of his or her own contribution to students and education, different from that is provided in specific classrooms. The function type groups that indicated this kind of assessment was important were the SFs and NFs; all subjects in each group cited incidents or gave examples that illustrated their individual contributions. These contributions included serving on district committees (i.e., curriculum, textbook), developing new programs or courses, helping other teachers or providing inservice for their area, holding office in professional organizations, and assisting in the growth of existing programs. A few mentioned receiving praise from their
colleagues for their work. Only three individuals from the combined ST and NT groups referred to any such contributions. When they did, they mentioned either new programs or skill in organization.

The assessment of students' work and their own work is something that all four groups considered. The overall areas of assessment seemed to be the same, but the elements within those areas were somewhat different among the four groups. The language used by the groups indicated a somewhat different perspective.

Summary

The four groups reported somewhat different strategies for planning, instruction, and evaluation. Their descriptions related to the descriptions provided by Jung, Lotas (1977, 1978), Mogar (1969), Keirsey and Bates (1978), and Mitroff and Kilmann (1978). (See Chapter 2 for description.) The major differences seemed to be somewhat related to the subjects' perception -- sensing or intuitive -- and/or to their judgment -- thinking or feeling at this stage. Type seemed to be a factor that influenced the process.

**PROFESSIONAL DEVELOPMENT**

Professional development is a category that emerged from a number of elements in the careers of the 24 subjects. They discussed their original reasons for entering teaching; throughout the interviews they seemed to revise and expand those reasons. Also, they discussed adding certification areas and obtaining
advanced degrees. Sometimes the additional degrees were related to improving the teaching area; other times they were related to obtaining other positions or certification areas such as counseling and administrative assignments. The elements or factors emerging from the interview data that make up the category professional development are (a) the reasons for selecting teaching, (b) the view of teaching as a career, (c) their pattern of professional growth and (d) development, and their current assessment of their place in the career. This category is related to the other categories -- role of teacher and process of teaching. How they view the role and the process seemed to affect the pattern to some extent. The working hypotheses developed regarding this category (in conjunction with the other) are as follows:

Professional growth and/or development is influenced by the individual's view of the profession.

Professional growth and/or development depends in part on the individual's view of his/her role in the profession.

The view of the profession, including one's role in it, is influenced by the personality (function type) of the individual.

That the categories emerging from the analysis are not clear-cut and separate concepts or constructs is even more evident within the professional development category than with the previous categories. The role of teacher and the process of teaching cannot be totally divorced from this category; yet, professional development as a
category does present another aspect of the total view of the type
groups.

The reported reasons for entering teaching indicated that only
two -- Subjects 2 and 24, both STs -- were actually recruited into
teaching. Several chose teaching after considering something else;
these are Subjects 3, 14, 21 (STs); Subjects 1, 12, 18 (SFs);
Subjects 9, 13, 23 (NFs); and 4 (NT). Four chose teaching after
working in another field; these are Subject 6 (SF), Subject 19 (NF)
and Subjects 15 and 17 (NTs). Six indicated that they had wanted to
become teachers; these include Subject 16 (ST), Subjects 7 and 11
(SF), Subjects 8 and 22 (NF) and Subject 20 (NT). Two (Subjects 5
and 10, both NTs) seemed, more or less, to have selected teaching.
These numbers indicate that the types may have been similar in their
general approach to selecting teaching; the specific reasons behind
the selection provide more information. Each type group will be
presented separately regarding their view of the teaching, including
reasons for entering the field; their pattern of professional growth
and development and their current assessment of their place in the
career.

The Sensing Thinking Group

These individuals reported perceiving teaching as a good field
to enter. It provided security and income; schools were seen as
pleasant environments with good people around. Their own teachers
were influential in that they were examples of teachers. In
addition, teacher's jobs were seen as being important. Three STs indicated selecting teaching because they saw it as a field they might succeed in. Four indicated that once they had begun the path to teaching, they could or would not change. Only two, Subject 2 and Subject 21, have switched their areas. Subject 2 sought an additional certification area, at the urging of an administrator, so that he could remain in teaching; Subject 21 moved from English to counseling because she wanted "success" in her work and time for her personal life (i.e., husband and children).

The major ways reported for handling development included obtaining a master's degree and reading on one's own. Subjects 14 and 21 had master's degrees, and Subject 3 was working on one in guidance. Subject 24 was taking additional course work and is considering a master's program in reading. Improving one's teaching is not necessarily the goal for the master's degree; subjects 3 and 21 chose to pursue different fields. Subject 14 sought advanced work in his field but views his work as having little value to him:

I completed all my course work except a dissertation and then I quit.... I felt if I got the Ph.D., people would expect me to have answers I didn't have .... I always associated credentials with more expectations by others below you. I felt that I couldn't deliver.

Only two, Subjects 3 and 24, saw themselves as "career," as being in a profession. Subjects 2, 14, and 21 did not seem to be satisfied with what they were doing nor see any career development possibilities. Subject 21 expressed a desire to move into
supervision; the other two had considered other jobs, even tried them, but always returned to teaching.

I do think I could have been a lawyer ... or maybe a type of mathematician. I would like to invent a car and put Detroit out of business ... I think if I had career education at an early age, I wouldn't be a teacher now (Subject 2, 13 years)

I've been an 8th grade teacher since I started and that's where I am today. As far as I know, that's where I'm supposed to be .... I want to be doing the best I can for the Lord. (Subject 14, 18 years)

Their reasons for going into and staying in teaching (e.g., influence of their teachers and having security, a pleasant environment, and a good field) did not indicate a pattern of development beyond the obtaining of a degree. In most cases, their view of the process of teaching and the role of teacher did not necessarily call for change or development. Their concept of role model seemed to be centered on knowing the way life should be lived, not on the teacher as learner; their way of teaching focused on a fairly set way of doing things, following approved and tested methods. The situations they were placed in seemed to influence their development; if the assignment seemed to call for additional knowledge, they sought it.

The Sensing Feeling Group

These individuals present a slightly different pattern of professional development. Four individuals (Subjects 1, 7, 12, and 18) indicated that teaching was a compromise selection; they found
aspects of what they wanted in the field of education. The major reasons for selecting teaching include (a) the opportunity to serve people, (b) the chance to work with a favorite area or subject, and (c) education was an acceptable field. These reasons seemed to provide a view that called for, or at least allowed, growth and development.

Three SFs are classroom teachers and three are in other positions -- librarian (6), guidance counselor/support staff (7), and administrator/principal (11). All but two were satisfied with their current status. One (Subject 18) would prefer to teach at the high school where performance is more of a focus in the field -- music; the other (Subject 12) was discouraged because of his assignment (Both subject area and middle school level) and the lack of stability (changing his assignments every year) which prohibited his being able to plan as fully and carefully as he would like.

The methods of handling professional development reported by SFs included obtaining master's degrees (all but one has such a degree and she will begin work on one shortly) and attending workshops and inservice programs in their own field and programs for their building staff development. Four (Subjects 1, 6, 7, and 11) reported that they continue to take courses, either to gain additional knowledge or fulfill certification requirements. Membership in professional organizations was mentioned by three, but only two indicated active involvement -- providing workshops and
holding office.

The reasons that the SF group gave for entering and ultimately staying in teaching seemed to provide for a view of teaching or education that would allow for development: (a) teaching as an acceptable option, (b) working with a favorite topic/area, and (c) serving others. The SFs choice of teaching as an option was positive; the STs seemed to be negative, the process of elimination. The SFs said they focused on a favorite subject or on service to others; both of these could require that the individuals increase their knowledge and their skills. Thus growth and development could be a pattern that SFs follow. Their view of the role of teacher and the process of teaching seem to be related to a position that would call for continued growth and development whether for improvement or advancement. Overall, they admired those who work hard, have an orderly class or good organization, know their subject (area), relate it to students (others), serve others, and can be seen as a role model. Only a few of the ST individuals indicated such a pattern.

The Intuitive Feeling Group

This group reported actions somewhat similar to those of the SF group. Their major reasons for entering education or teaching included (a) the opportunity to work with a favorite area or subject and (b) the option of joining career with marriage and family. Two of the subjects (13 and 22) indicated that teaching was the only
professional option for them, as females, in the 1940's. All seemed
to view education as valuable and important; thus the teacher's
position would be important.

They pursued professional development in several ways. Five
(Subjects 8, 9, 19, 22, and 23) indicated having specific goals;
three wanted to improve their knowledge or teaching skills, and two
sought better positions and additional certification.

Four (Subjects 8, 9, 19, and 23) had their master's degrees;
the other two (Subjects 13 and 22) had taken additional college
credits but not for a master's program. All six reported attending
workshops and inservice programs, and four (Subjects 8, 9, 13, and
22) indicated they still take courses and seminars that interest
them.

The desire to be successful expressed by several of the NFs may
relate to their pattern of professional development. They expressed
a desire to "make a difference" or "to make a contribution":

I have to feel I am making a contribution. (Subject 8)

I like to be a good teacher .... [and] make a
significant difference. (Subject 9)

I want to be successful.... I've always felt
stimulated, felt challenged, felt like I was a good teacher
becoming better.... felt that I was growing and that I was
productive. (Subject 22)

The role NFs reported playing with their own students
-- facilitators of growth and development -- may be reflected in
their own professional development. In addition, their desire to
have variety and creative activity and to individualize may
influence their own growth and development. Their pattern of
professional growth and development seems to be connected to their
interest and their relationship to students; they seem to want to
improve their teaching. The SFs share this pattern to some extent.
The Intuitive Thinking Group

This group seemed, in some ways, to be more like the ST group
in that they did not provide a single pattern that most of them
followed. Most of these subjects saw teaching as a good option for
them; the women (Subjects 10 and 20) suggested it was the only
professional option they could personally select. All chose
secondary teaching and subject areas they liked or did well in.
Originally, five (all but Subject 5) chose history, but only four
pursued it as a teaching area. Two (Subjects 15 and 17) left other
careers to become teachers.

Their professional development seem to come from attending
inservice programs and workshops (all six subjects) and from their
professional reading (Subjects 4, 10, 15, and 20. Only two
(Subjects 4 and 10) had master's degrees -- both in guidance and
counseling; and only two (Subjects 4 and 20) mentioned professional
organizations and committees. Five indicated they had professional
development goals; Subjects 4, 5, and 20 had goals relating to their
own work, and Subjects 10 and 17 were obtaining additional
certification areas. Subjects 10, 15, and 17 expressed little interest in the professional development beyond that which was required.

Subjects 4 and 5 describe teaching as a flat career, one with little chance for advancement or rejuvenation.

There is no career development in teaching. There are a lot of things that could be done -- year round employment, fewer classes for a master teacher .... you cannot go up in the profession without leaving teaching. (Subject 4)

[Classroom teachers] have absolutely no opportunity to do something different and still be able to return to the classroom. (Subject 5)

Both of these subjects have worked outside education and at various jobs within. Both reported wanting to see changes in the educational structure; Subject 4 has worked for such change. Both have considered leaving education. Subject 10 had not considered education as a career until just recently; however, if she had it to do over again, she probably would not enter teaching. Both Subjects 15 and 17 have decided to remain in education after coming into teaching from business and the ministry. Adding certification areas to allow for more job opportunities, Subject 20, now in a different teaching area, seemed concerned with improving her skills as a teacher.

The role of teacher and the process of teaching seemed to focus on setting up appropriate learning situations for students. Performing such tasks in a system that did not provide for
advancement in or recognition of teaching may limit what the group sees as professional development. It might be that improvement efforts were influenced by their individual views of the profession; professional development focuses either on improvement as a teacher or on getting out of the classroom.

Summary

The professional development of the subjects seemed to center around their view of teaching as a career, including their reasons for entering the field and their own "history" as teachers or educators. The original reasons for entering the field and their view of teaching are closely related; the subjects seemed to reassess and re-define these two as they progressed through the interviews -- and probably have done so throughout their career. Generally, the following statements summarize the trends: (a) The reasons for entering and staying in education expanded and changed as individuals went on in their years of experience. (b) Development was viewed in one of several ways -- as improving one's teaching, as gaining additional teaching fields, as getting out of the classroom, or as progressing through the years. (c) Teaching as a career was viewed in one of several ways -- no conscious view of it as profession, a good field to be in, a "flat" career (no possible advancement or development except administration), and a career or field for individual development within the given structure. Almost all subjects reported seeing the chances for "development" as
limited (regardless of their particular view) because of conditions within school systems and society. Overall, the views held appeared to be somewhat type related or development related.

SUMMARY

This chapter has presented the group analysis of the data. The constant comparative method of qualitative analysis (Glaser and Strauss, 1967) was used for the group analyses. The setting or context was described indicating that the schools in which the teachers were located were in urban settings and that those districts were experiencing the problems brought about by declining enrollments, reduced finances, and desegregation. The description of subjects indicated that the sample was not representative of the population from which it was drawn in that the sample included more individuals with intuitive perception. The subjects represented equal numbers of type combinations (ST, SF, NF, NT) and of attitude (E and I).

The categories that emerged from the data included the role of teacher, the process of teaching (planning, instruction, and evaluation), and professional development. Working hypotheses were generated regarding the categories and the influence of type on those categories.

The next chapter will focus on the individuals within the type groups, providing case studies of four subjects, one from each type
group. It includes a fourth category that emerged from the data, personal development.
Chapter 5

Presentation of Individual Data — Four Case Studies

INTRODUCTION

Chapter 4 focused on patterns and trends within the four type groups — Sensing Thinking, Sensing Feeling, Intuitive Feeling, Intuitive Thinking. This chapter focuses on individuals and provides case studies of four subjects or respondents, one from each type group: Subject 2 (ST), Subject 1 (SF), Subject 22 (NF) and Subject 4 (NT). These case studies are provided to focus on individual development and to illustrate the complexity of the data and the theory.

Each case study includes a brief summary of the individual's career story; these summaries are provided to show the separate individuals as persons and to highlight their unique differences and major similarities. The summaries are sketches, not portraits, of the human beings who participated in this research; they offer a brief overview of each person's story and they touch on several areas, overlapping to some extent with the categories in Chapter 4: reasons for entering teaching, planning strategies, professional development and relationships, success and satisfaction, and the
meaning of what it is to be a teacher. Summaries for each of the
other twenty subjects are presented by type group in Appendix D.

Data analysis reported in this chapter focuses on the second
specific objective by attempting to answer the question:

* Does there appear to be a relationship between personality
  and an individual teacher's responses?

* Can type be inferred in part from the answers given?

* Can personal development be inferred from the
  responses and the analysis?

As the categories were being identified and comparisons made
across individuals and groups, the analysis continued to generate
data for each subject. For each individual, comparisons were made
of the data generated in each of the four time periods (selection,
entry into teaching, midpoint, and present). This process not only
allowed the investigator to check the dependability of an
individual's data, but also to develop a holistic sketch of each
subject. Data that did not fit the emerging individual pattern were
considered negative examples and used as part of the analysis.

Although the individual sketches were written as part of the
design of the study to be shared with the subjects (ensuring
credibility of the data and serving as a reciprocal part of the
research participation), their significance as patterns did not
emerge until after the group analysis was completed. Integrated
categories and working hypotheses formed the basis for using the
summaries and the individual analysis to generate further data concerning type and personality.

The categories from Chapter 4 (e.g., role of teacher, process of teaching, professional development), the working hypotheses developed regarding them, and the individual career summaries provided data that led to the proposal of a fourth category, that of personal development. The hypothesis generated was that personal development could be inferred from the responses given by the individuals. Although one might say that all the categories in this study refer to personal development in the broadest sense, those given in Chapter 4 focused on professional behavior, specifically teaching and development within the profession, by type group. The data generated for this chapter came from individual's reports that cover a period of years, allowing the investigator to analyze the responses in terms of change and development for that individual as a separate person.

The analysis was made within the framework proposed by Jung's Stages of Life (see explanation in Chapter 1 and Chapter 2). According to Jung, individuals at mid-life experience need to develop the inferior functions and to use the opposite attitude, to integrate various aspects of personality (e.g., persona, shadow, anima/animus ...), and to re-evaluate the direction of their lives. In general, this need and the resulting reflection and behavior is called the process of individuation. The emerging category,
personal development, is linked, at least theoretically, to this process.

Personal development, a complex concept, is suggested by the analysis reported in this chapter. This aspect of the study is indeed exploratory. The constant comparative method of analysis (Glaser and Strauss, 1967) was used to generate data which resulted in the proposed category of personal development. The specific elements of the category that emerged from the data are (a) the development of a teacher persona; (b) the development and/or appreciation of the inferior functions (e.g., third and fourth preferences) and the opposite attitude (e.g., extraversion or introversion); and (c) the re-evaluation of the direction of their lives.

The categories and the working hypothesis presented in Chapter 4 and the 24 individual summaries provided the data for considering persona (e.g., the social self or selves that individuals create or develop, the public personality). Since the study focused on the teaching aspect of the subjects' lives, it was hypothesized that the questions and discussion tapped the "teacher persona" and that the subjects responded accordingly, presenting the public teaching self. Occasionally though, various subjects presented glimpses of other selves or persona(s). The working hypotheses developed in regard to the teacher persona are as follows:

- Perceived role (of teacher) influences the development of
Psychological type and type development (personality and individuation) may further affect the development of teacher persona.

The individual summaries which provided the holistic view of each subject, the categories that emerged from the group analysis, and the negative examples that emerged from the data were used in the analysis and testing of these hypotheses. The negative examples were compared with the individual subject's pattern and with the appropriate type group's patterns. Those data that did not fit either one were compared to descriptions of the use of the inferior function (e.g., function opposite the dominant), of the opposite type combination (e.g., NT with SF), and with the shadow aspect of the personality (Chapter 2). The inferior function or the shadow aspect of the personality would not be under the individual's conscious control; thus, these could conflict with the public image or teacher persona or they could signal the natural occurrence of the process of individuation.

Additional hypotheses developed in connection with the analysis for this chapter, particularly in reference to the negative examples, are given below:

- An individual's use or appreciation of the opposites (e.g., functions or attitudes) may indicate personal development (e.g., process of individuation).

- An individual's reflecting on priorities or re-evaluating the direction of his or her career or life may indicate personal development (e.g., process of individuation).
Although the term, *negative example*, has been used in connection with examples that do not fit individual patterns, this is not to imply that the behavior or attitude is necessarily a wrong or incorrect one; it is merely one that it did not fit the person's general pattern. The occurrence of such "negative" examples could, according to Jungian theory, be evidence of both natural and adult development, the movement through the process of individuation.

The four case studies include individuals of various ages and developmental/career stages and with varying years of experience. There are two men (Subjects 2 and 4) and two women (Subjects 1 and 22). The case studies are presented in three parts: (a) introduction to the subject, (b) summary, and (c) investigator's analysis and reflections. They are presented in the type order used in the previous analysis — ST, SF, NF, and NT.

**CASE STUDY ONE**

**SUBJECT 2 (ST)**

Introduction

Subject 2, a male high school vocational teacher, fell into the 35 to 39 age category and the 10 to 14 years of experience range. His Myers-Briggs Type Indicator (MBTI) preference scores (ESTJ) indicated that thinking is his dominant function and is extraverted and that sensing is his auxiliary and is introverted. Thus, by theory, intuition would be his third function and feeling his fourth
or inferior function.

Summary — Subject Two

Subject Two reported that he ended up in teaching almost by accident. He majored in mathematics, a favorite subject, in a small liberal arts college where he was encouraged to pick up certification. Serious consideration of teaching occurred during his senior year when he attended a job fair with his girlfriend; there, he was offered a teaching contract. Although he mentioned that he liked the environment of schools and enjoyed sports, he believed that basically he entered teaching because it gave him something to do while he considered other possibilities. Reflecting on his choice, he noted that he had had little career guidance and wondered if much career choice is simply accidental. "It's almost like water running downhill. You chose a direction. Sometimes you just have things that are open to you, or you don't have people to influence you. I imagine that like anybody else, you could end up in 20 or 30 other professions."

In thirteen years in education at junior and senior high school levels he has moved from mathematics to vocational education. His first job which was at a racially-mixed inner city school was not one he felt he was prepared to deal with. His schedule included teaching four health classes for which he needed temporary certifications, handling the daily noon movie, and moving from floor to floor and room to room with no desk of his own. After being told
by the principal that he probably would not be rehired, he received help and encouragement from two male colleagues. He obtained a positive evaluation and returned for a second year. His move to vocational education was a practical one to guarantee himself a position. Besides, he said, the change offered him an opportunity to use his work experience background to help the students more than he could "teaching modified math." For this position, he had to have additional education and training to obtain a certificate.

Over the years he learned to plan and to handle things better. "I know how to keep my guard up and it was like being a boxer. I would always be on the defense -- not of the students so much as of the other faculty members." Relationships, though he is outgoing, are not necessarily forthcoming even though he has been in his current school several years. "I was friendly to them but at the same time I always felt like a loner, really. Most of my friends are not teachers."

Perhaps the image he first had of himself as teacher -- he would explain math problems so students would understand them -- came from his grandmother's teaching. A teacher herself, she would explain difficult problems to him so that he was able to solve them quickly. In discussing his own teaching, he said that he liked solving problems. His students, potential dropouts, are like parts of a mathematical puzzle which he must solve to help them stay in school until graduation. The overall job-oriented curriculum is
provided; he has to determine how to implement it. Basically, for daily planning, he follows guidelines he learned earlier from the colleagues who helped him during his first year — a specific daily order, with an overall goal, specific objectives and a variety of activities. He spoke of trying not to bore students, of attempting to interest them in classwork and in things beyond class, things which could make life pleasant and enjoyable — reading, bowling, sports car racing, etc. Unfortunately, he noted that they were not often interested in such things.

His career path has not been one of steady development and growth; it seems more one of seeking stability and security (changing to another area). The school environment offers a world he wishes to be in — pleasant setting, intelligent co-workers, and young people who need assistance. Even though he has been in education for thirteen years, he does not consider himself a career teacher. "I don't see much career development." He spoke of other alternatives, mentioning people in business and acting whom he admires. Those paths though do not seem to offer real possibilities for him.

He found it difficult to say what his successes are or have been. "It's hard to say what success is in teaching. It's not objective like in mathematics." More than success, he discussed conditions which make teaching frustrating. He noted that teachers now take abuse — from students, from parents, from the public
-- which they did not take at an earlier time. Expectations that he held for the career -- status, respect, money, security -- have not been met in the actual situation.

Much of the satisfaction he has comes from outside his work -- from his family, his home, his hobbies and activities. "I get a lot of satisfaction out of the other things I do ... my personal life has been successful ..." An active person, he engages in a number of hobbies and activities, including teaching himself French. He has built his own house and talks of making things; he has many skills himself and speaks of admiring people who can make something from nothing.

The role he described he plays as teacher is one of employer as in the employer-employee relationship. (In a sense he is showing them how to behave in a work setting.) Being a teacher means being a "role model" which includes having goals, being in control and yet being a human being.

At the end of the interview he spoke of teaching as being a noble profession, yet his discussion indicated that he feels the public does not view it that way anymore. For him this seems to add to the condition that makes teaching frustrating today. Both he and his wife have sacrificed financially so they could remain in education. His frustration that people do not value education as Europeans do perhaps made him remark, "I think the worst thing a teacher can do is get down on himself." He commented that happiness
and satisfaction may just come from within.

Serious, open, and perhaps discouraged, he seemed throughout the interview to take the opportunity to talk about many things — industry, business, acting, racing, learning, travel. The questions often triggered thoughts unrelated to the questions which he sometimes did not directly answer. The overall image created was that of a man curious about any number of things, one willing to pursue new projects, and one wanting to share those interests and activities with his students. He seemed, at times, someone wanting to risk a new career — if he only dared.

Investigator’s Analysis and Reflections

According to Jungian theory Subject 2 falls into the mid-life transition stage between youth and adulthood. The theory indicates that he would begin to question the direction of his life (i.e., his job or career, his means of satisfaction ...), that he could begin to introvert rather than extravert (e.g., to deal with self rather than the external world), that he would begin to develop intuition (e.g., the possibilities, the alternatives) and feeling (e.g., relationships, person-centered concerns), and that he would begin to develop perception (e.g., be more flexible and adapting).

His perceived role of teacher and his general teaching style matched the ST behavior as presented in the review of literature in Chapter 2 and in the findings as reported in Chapter 4. His teaching style reflects the ordered, logical, directive daily
routine; the thinking aspect is evident in the problem-solving view of teaching — his students are "like parts of a mathematical puzzle." His lack of work-related friends may have been influenced by his inferior feeling — the function least under his conscious control. He seemed to be flirting with the feeling though; he mentioned two aspects of his relationship to students — his desire not to bore them but to interest them in things beyond the classroom and his view that a teacher must be in control but be "a human being," too. His position in which he works with potential dropouts, influenced possibly by his being in the mid-life transition stage may have led to his further development.

His reflecting on his choice of teaching as a career and its lack of career development may indicate that he is indeed questioning his direction in life; he seemed almost to be considering options at this time (i.e., business) but appeared to fear possible change (e.g., trying, yet not actually testing, intuition).

He faces the dilemma of an ST, particularly of an STJ, who finds himself in a changing and unstable environment. One of the reasons he entered teaching was for security and stability, a characteristic of ST individuals; yet, the conditions within his school district have removed these. His stable teaching world, the environment he wanted, no longer exists — at least in his perception. He reported no stated or implied goals, even though he
maintains that everyone must have goals; he had no guarantee that he would remain in teaching because he could be staff reduced or the school closed (his reported perception). His past ability to regulate his world (i.e., build his own home, change teaching areas to keep a job, plan his work, etc.) seemed to exist no longer. The reasons for his dilemma could be a move to perceiving from judging, his reaction to conditions (e.g., a move to inferior function or to the shadow aspect of self), or to indecision. Whatever the reason, he seemed to be acting "out of character." For him, the world he worked in no longer seemed to be predictable so that he could function as he had done before. He wondered if he and his wife had not sacrificed too much to remain in teaching. The interests he expressed -- a wide variety of them -- seemed to indicate a desire to explore possibilities. Yet, when he was confronted with his possible desire to change, he responded with the statement, "You're reading my mind." He had not been aware of his own recorded and transcribed statements; he had expressed them unconsciously, a sign that they may have come from his undeveloped intuition.

Subject 2 may be expressing through his responses his own personal development -- the development of the opposite and the re-examination of his goals. Those who work with him -- fellow teachers and administrators -- may need to understand his need to develop -- as person and as professional.
CASE STUDY TWO

SUBJECT 1 (SF)

Introduction

Subject 1, a female high school mathematics teacher, fell into the 40-44 age category and into the 15-19 years of experience range. Her MBTI preference (ESFJ) indicated that feeling is her dominant function (extraverted) and that sensing is her auxiliary (introverted). Intuition is by theory, her third function and thinking, her fourth or inferior.

Summary -- Subject One

Willing to discuss her teaching career, Subject One said that education was a compromise career for her, a conscious choice which would permit both marriage and a family while allowing her to work with something she liked, mathematics. She switched to education from business in her junior year in college and has had 19 years in secondary education at both junior and senior high schools.

Over the years she has taken leaves of absence for the birth and care of three children. These leaves provided her the opportunity to move to different schools. By the ninth year, she began to see herself as a career teacher. After moving to the high school level, she returned to school to obtain a master's degree because she was working with higher level math courses which required, she believed, additional education. Workshops and professional organizations provide her with further opportunities.
She seemed to be striving to improve her teaching all the time:

"Maybe I can make it a clearer presentation this year ..."

Her responses created the overall impression of acute involvement, energy and enthusiasm. She said that her work stimulates her; this stimulation was evident in the descriptions she gave of her work and commitment to the school and the students. Her day is not limited to classroom teaching only, but it also includes work in professional organizations, assistance with school staff development programs and the sponsoring of clubs and activities. Not merely a spectator, she often participates in the club activities (skiing, horseback riding).

When teaching she appeared to be clear, definite and orderly with planning done well in advance. Although content is the major concern, she suggested that the structure of the class must come first. "You have to teach yourself. You have to teach classroom management. That's the most important thing you do the first two weeks." Her planning is careful and detailed with clear expectations set (activities, lessons, homework, times, dates). Student understanding is the method she uses to evaluate her teaching. She described her classroom as orderly and focused. "I just am totally prepared when I walk into that classroom. I begin, and there isn't time when things can get started." In her view the teacher bears the responsibility for being prepared and in charge.

Even though she stressed subject matter, she is basically a
person-centered teacher. According to her, students should never be put on the defensive. She concentrates on the students’ learning, maintaining eye contact to determine whether or not they are learning. Having her own children and hearing them discuss school and teachers sensitized her to the role of the students -- and to that of the teacher.

Her interest in relating to others was not limited just to students. Since relationships are important to her, she builds them with students, parents, and colleagues. Through her years of teaching, she has learned to show her caring about students: "If you care about a student, then he's going to know it. You want him to do his best." Also she learns from others: "It is always helpful to meet other people who are interested in mathematics and see what they are doing and share ideas." She reported being active in parent groups.

She finds teaching and working with others stimulating -- not easy, but personally rewarding. Satisfaction comes from working with people and in the area of mathematics. "I really enjoy what I'm doing ... working with the more difficult levels of mathematics [and] ... being able to share my discoveries with some other people." Commitment to teaching has become greater as her family's need of her has decreased; thus, her involvement grows as does her interest in mathematics. She does, however, allow for her personal life -- her own pursuits, family activities, and work activities
outside school itself.

She sees the role of teacher as being completely prepared with clearly defined expectations, she has a sense of how things ought to be. Subject matter alone is not the only province of the teacher. To her being a teacher means "being an example of an adult the students can look up to and say that is the kind of person I would like to be when I grow up. We are models for them to look at."

Investigator's Analysis and Reflections

Subject 1 falls into the beginning of the adult life stage proposed by the Jungian theory; thus she could be into questioning the direction of her life (i.e., her career, her means of satisfaction); she could be introverting (e.g., dealing with her inner world); she could be developing intuition (e.g., alternatives, possibilities) and thinking (e.g., logical analysis, non-person considerations); and she could be developing perception (e.g., becoming more adapting and flexible).

Her reported teacher role and teaching behaviors indicated a strong commitment to the students. Her teaching, while structured and orderly, seemed to be centered on the students and their understanding and grasping of what she was teaching, rather than focusing on the subject itself. Her entire image or teacher persona illustrated or matched the SF style — order and service to others. Her description of her life as a teacher indicated that she is energetic, active, and committed to working with others. The
feeling judgment (her dominant) seemed to be the ruling power in her life.

Several statements, however, seemed to suggest that she might be developing her third and fourth functions — intuition and thinking. She reported that she was enjoying working with the more difficult levels of mathematics, spending hours on a set of problems, then sharing her discoveries with others who were willing to listen. This practice could be the result of her developing not only the intuitive and thinking functions but also her introverted aspect. She reported beginning to investigate other job placements — transferring to other schools and situations. Her reduced commitment to her family and her own developmental stage may have joined together, thus allowing her to explore new possibilities. In fact, she has changed positions twice since the original interviews; both moves were the result of her seeking change and challenge. These changes were both personally and professionally rewarding according to her. The second or most recent position was one in which she created and developed curriculum and programs in addition to helping other teachers. Thus her changes appeared to stimulate her own growth and development. Both her career and personal development (e.g., more time for herself rather than family) seemed to be positive; the conditions in the schools, her movements within the system, and her own developmental stage may have provided the positive ingredients for integration of the opposites and thus
personal development.

Subject 2, unlike Subject 1, seemed to be more willing to explore and to try alternatives. Her enjoyment with working on mathematics problems alone, her desire to try new career positions, and her strengthened commitment to her career — all these seemed to indicate a newly found satisfaction with her career and her life.

CASE STUDY THREE

SUBJECT 22 (NF)

Introduction

Subject 22, a female art teacher in a middle school setting, fell into the 55+ age category and the 25 to 29 years of experience range. Her MBTI preference scores indicated an INFP preference with feeling as the dominant function (introverted) and intuition as the auxiliary function (extraverted). By theory, sensing would be her third function and thinking her fourth or inferior function.

Summary — Subject 22

Subject Twenty-Two said that when she was growing up, there were few options acceptable for a woman — nurse, sales clerk, secretary or teacher. Teaching was the only professional one, and her father thought his daughters should be teachers. School and church formed the world outside of the home for her and her friends. "School was a rich fulfilling experience, academically and socially. I loved school." She commented that teaching best fulfilled what
she wanted out of life and that she felt comfortable in art and liked the constant change. Thus, she majored in art with minors in Spanish and sociology. Her preference was for secondary though her art area allowed her to teach in any grade. Her 25 years in education placed her in elementary, junior high school, and finally in middle school, but never in high school. She has a variety of experiences — traveling county art teacher, elementary art teacher, art resource teacher, teacher in an arts-centered program, junior high and middle school art teacher. (One year she even taught half-day kindergarten.)

Recalling her own high school teachers, she described individuals who "related in depth to many of us beyond the school curriculum." One took her to her first live theater; another, to an opera. These teachers had an impact on her, her brother and sisters, her future husband and her friends; they visited the students' homes and invited them to theirs. Perhaps her first image of herself as teacher grew from these individuals; she saw herself as stimulating and influencing her students in a positive way.

She finished her program in three and one-half years and began as a traveling elementary art teacher who had to develop simple lessons for elementary students, lessons that could be done in a regular classroom with limited supplies. Another teacher drove her to a different school each day. Teachers were very supportive and encouraging in each school. She moved to an elementary school where
she had her own art room with appropriate supplies and began to establish herself as a regular teacher. Marriage and children interrupted her career for thirteen years. When she returned, she began to re-establish herself and to think in terms of being a career teacher.

Adapting to various positions and taking work (e.g., formal college work or inservice given by the school district) to improve her teaching provided her with what she called a repertoire of techniques, a better understanding of human relations in the school setting, and a good overview of the art program in her school system. The arts-centered program offered "a growing time" and a "fantastic opportunity which enriched students and teachers" alike. Professional development has always been part of her life; she has obtained over 50 quarter hours of college credit beyond her bachelor's degree but never sought to complete a master's program.

Satisfaction comes from a child's having enjoyed the lesson, being proud that his or her work is on display, or being happy to be in class. Her success is based on the response of the students, fellow faculty members, and the community in general. The evaluation of students' success (and thus her satisfaction) is based on their participation in the work, their completion of the task, and finally on the quality of their work. Although her grades at middle school are pass-fail, she "grades" everything, believing that children need to know about the quality of their efforts. Reaching
the students and establishing a relationship with them is important.

Middle school scheduling in which she has students for only nine weeks has changed the nature of her work. Neither close relationships nor in-depth teaching can be fully developed in this length of time. Planning, therefore, requires that she consider not only what can be done in nine weeks but what she feels comfortable with handling in that time. Since she deals with every student over the year, she attends to careful planning so that students do not repeat what they have already had and so that each level has its own special projects. Thus, she builds sequence for the art program and expectation for the students. Commenting on handling supplies and clean-up in addition to careful planning; she noted, "I am just a very methodical person." The preparation required for art classes can contribute to the isolation of art teachers from the rest of the faculty.

Although her commitment to her work has increased as her responsibility for family decreased, she noted that she wonders if she is as successful as she once was. Many things could contribute to her concern. Teaching itself has diminished in importance in the community, and teachers are frequently moved from school to school. Financial crisis adds to difficulties faced by teachers who claim that students are not viewing school as valuable. These conditions may affect her because being successful and productive are important to her.
I've always felt stimulated, challenged ... like I was a good teacher becoming better ... I always felt proud I was a teacher ... [and] I was growing ... and productive.

Reflecting on the role and meaning of being a teacher she responded

I think it means to help a young person grow, develop, reach his potential and look to me as I looked up to someone. I guess it's passing the torch. Someone helped me. Maybe I can help someone else.

She has had a "lot of rich opportunities" and would like to continue in teaching -- an important profession -- to reach her goal of 30 years in that profession.

Investigator's Analysis and Reflections

Subject 22, according to Jungian theory, falls into the adult life stage, closer to the old age transition than to the mid-life transition. The theory suggests that a person at this age could be well developed; thus she could have already settled her life priorities for the second half of her life, and she could be expected to have developed the lesser functions and the opposite attitude and to have become more organized.

Several comments within the interview hinted at the possible development of the third and fourth functions and of the extraverted aspect. Her age, developmental stage, and the conditions in the school may have combined to bring about her using the planned order often reported by the ST and the SF teachers, especially those of the S-J pattern. These aspects, coupled with her desire to have a
program that would benefit the students, may have led her to be very methodical in her planning and the classroom activities and routine. Her feeling judgment seems to be the basis for her view of what a teacher is and does; always the basis for her decisions was her intention to benefit students.

The function of feeling seemed to direct what she does; she seemed to choose the action (or the function) most appropriate for the goal of helping whatever persons were involved -- students, teachers, ... others. Her decisions were based on what she valued -- persons, education, student development, teaching as an important profession, and harmony with others. Thus she could work with her sensing function to arrange the detailed plans necessary to provide meaningful art instruction to middle school youngsters. She reported that careful attention to routine is necessary for preparing and running an art classroom that remains in good order.

Her attitude seemed to be more extraverted than one might have expected. Throughout the interview she questioned as much as the investigator did, seeming to explore the study itself and to analyze its possibilities.

The teacher role and the teaching process she reported reflected the NF image or teacher persona. Her main concern seemed to center on student development and involvement rather than the subject; she gave the time and energy necessary to do a good job. She selected art as a teaching field because she enjoyed the variety
and creativity it offered. Her teacher persona also seemed to fit the Apollonian temperament described by Keirsey and Bates (1978) -- enthusiastic, inspiring and growth oriented. Her being in so many positions indicated that her extraverted perception allowed her to be flexible and adapt to the various situations she found herself in. According to her, these were opportunities which allowed her to grow and to be enriched. The desire to develop self is an NF characteristic.

Her age and mature life stage, coupled with the school conditions and home situation, may have served to help develop a secure, mature individual. She seemed self-confident and assured -- enough so that she could begin to discuss her own effectiveness, a re-evaluation of her life in a sense. After all, NFs must make a difference where they are or they will go where they can. That is the dilemma she faces -- to decide whether or not she makes a real difference, and thus, to teach or not to teach...

CASE STUDY FOUR

SUBJECT 4 (NT)

Introduction

Subject 4, a male social studies teacher in a middle school setting, fell into the 46-50 age category and the 21-25 years of experience range. His MBTI preference scores (INTJ) indicate that intuition is his dominant function (introverted) and that thinking
is his auxiliary function (extraverted). The theory proposes that feeling would be his third function and sensing his fourth or inferior.

Summary -- Subject 4

Looking at the alternatives in his junior year in college led Subject Four to decide to include secondary certification along with his history major. The certificate could provide for immediate employment whereas a plain bachelor's degree might not. Besides, he saw teaching as providing an independent lifestyle. "It gives a great deal of independence and that has always been one of my key factors." Not that it provided financial independence, he noted, but a personal kind of independence. His twenty-four years in education have been spent in a variety of positions from teaching junior high school to guidance counselor, supervisor, and administrator in a school-related organization. A few of those years were spent studying during a leave of absence. A master's degree in guidance and additional hours of work in related areas make up the formal aspect of his professional development. Being able to move into related arenas allowed him a perspective he would not otherwise have had. He proposed at one time that teachers should be transferred every three or four years so that they would find it necessary to change. He had returned to a middle school classroom because it allowed him the independence he spoke of; he did not have to support positions he is opposed to, nor spend his
time in non-education related tasks.

For the most part he described the relationship with faculty in his early career as relaxed and friendly, almost family-like in atmosphere. The racial tension and civil rights movement of the 60's and 70's influenced him and the nature of relationships within schools. By midpoint he completed a special study project and a graduate degree. A federally-funded study for working with delinquent boys particularly affected his work and helped him look at life, at relationships, differently. One must always treat all people, he said, with respect and dignity. He noted that holding such a view placed him in opposition to some practices of his school system. He began to play leadership roles both within educational organizations and the school system itself; he saw these roles as an opportunity to help bring about change. Much of his work during the early 70's centered around the major issues confronting urban school systems. Independence, one of the factors he considered when entering education, remained a theme during this period; he did not give up a view he felt was right, legally or ethically, to gain support or advancement. Serious illness and family responsibilities somewhat limited his movement during this time, requiring him to rethink his personal priorities.

The process of teaching is handled somewhat easily as a result of his years of experience and of his knowledge of the subject and student development. Selecting basic concepts within the subject,
he handles them in two to three week units which can be placed anywhere in the year. "I'm not locked into any sequential order."

Actual instruction has become more directive because he believes that the students (7th graders) require more structure now than they did in previous years. Although his middle school position calls for team planning, he does not think he works well with others in planning because he is used to working alone.

In actuality, he described his classroom as a structured one; he tells students that there are two basic rights in the classroom — their right to learn and his right to teach. Whatever the approach, he focuses on the students and their achievement (small segments and immediate feedback). "I think if you can get the kids through the 7th and 8th grades and have them feel good about themselves ...," they will do well. Teachers, he believes, can influence their students, but often a negative impact is more likely than a positive one; thus he stresses creating a positive and supportive relationship for students.

Satisfaction and success go together, though he did not speak in terms of success or failure, simply in terms of doing the job whatever one has to do. He judges his overall success from "an intrinsic feeling that one has after being with kids."

Generally, he sees teaching as a good career yet not really a profession. The improvement of teaching is not necessarily a goal of education because improved teaching is not rewarded — in his
view. There is little career development in education, for the rewards lie in getting out of the classroom; "... teaching is simply a stepping off place to something better." Many teachers see their role as followers, looking to the principal for guidance and answers. He saw this as a major problem in education, but he noted that younger teachers do not seem to accept this passive role. Changes in society may also help "reduce" this view of "teacher as follower."

The image created by his responses and his concern is one of knowledge, commitment, independence, and frustration with what is. Throughout the interview he commented on the progress and problems of education; his comments served to provide evidence of his commitment and interest in the field of education. He saw the role of teacher as being one in which the teacher provided structured lessons, yet also provided a positive and supportive environment in which to learn. In a sense he seemed to be playing the role of critic, observing and analyzing education at the local and national levels.

Investigator's Analysis and Reflections

According to Jungian theory Subject 4 is in the early part of the adult life stage, closer to the mid-life transition than to the transition to old age. Thus he should already be re-evaluating his life's goals, developing feeling and sensing, trying the extraverted attitude, and seeking different means of satisfaction.
The role of teacher and the teaching process he reported using seemed to project a teacher image or persona in keeping with the NT descriptions reported in Chapters 2 and 4. He seemed to be encouraging and have definite expectations; he has been directed by principles and has focused on the future. His career history appeared to indicate that he was committed to improving education for children and conditions facing teachers. His analytical approach and desire to change education (sometimes even for the sake of change itself) match Keirsey and Bates' (1978) Promethean temperament and Kolb's (1981) assimilator style. Another subject (NTJ) expressed admiration for him because of his knowledge, his professionalism, his ability to work with all persons, and his ordered classrooms.

His recent history indicated that when he was in the 35-40 age range (Jung's mid-life transition), he was faced with a number of significant factors in his life -- his own illness, his wife's serious illness, and the leadership role in an education-related organization. This period occurred after his final graduate study which he had indicated influenced him. Perhaps these combined factors resulted in his reported re-ordering of his priorities. In a sense he pulled back from his leadership role and re-evaluated what was most important to him. As Jungian theory suggests and Kruse (1974) pointed out, the process of individuation may be triggered by a number of factors -- inner psychological need or
external factors (i.e., an illness, death of a loved one, loss of a job, an accident...) His situation may illustrate the combination.

In his reordered and restructured life, he seemed to find satisfaction in working with his students, caring for his family, and reading, both personal and professional. His attitude, introversion, seemed to him to be one he had recently developed. He reported that in previous years he had been more extraverted in his behavior and focus. Thus, the introversion preference (not a strong preference score) might illustrate an already changed attitude.

Caring for his family, although a necessity, may indicate a natural development of feeling. His desire to and practice of creating a supportive atmosphere for his students sounds like the perceived role and reported behavior of the NF teacher. At least it could be seen as a development of the feeling function.

Although not directly dealt with in the summary, the use of sensing may be inferred from his concentrating on the present aspects of life — family needs, enjoyment of the present, and students' need for immediate feedback.

Overall, he indicated a certain flexibility (acceptance of his life and its priorities); even so, he has continued to change positions rather than violate principles, a characteristic of the NT.
SUMMARY

Four case studies, one from each type group, have been presented in this chapter with regard to the second objective of the study, investigating the relationship between personality and the individual teacher's responses (self-reported behaviors). Each case study included a career summary and a brief analysis of type and personal development. The following chapter presents the conclusions, implications and recommendations coming from the study.
Chapter 6

Conclusions and Recommendations

RESTATEMENT OF THE STUDY

The potential relationship between Carl G. Jung's theory and teachers' perceptions and decisions relative to their teaching was proposed in Chapter 1. That a need exists for study of teacher personality based on theory which could provide a basis for explanation and prediction was presented. Of the study's three objectives, the first one proposed to answer a somewhat general question:

- Do individual teachers attempt, consciously or unconsciously, to implement or express personality through their teaching?

The more specific objectives sought to answer two additional questions through the data generated by using the constant comparative method of analysis:

- Is personality type evidenced in the answers that teachers give concerning their teaching experiences?

* Do type-related differences emerge from the responses given concerning the teaching process (planning, instruction, evaluation), teaching success and satisfaction?
Do type-related differences appear in the way teachers view and pursue their career development?

- Does there appear to be a relationship between personality and the individual teacher's responses?

* Can type be inferred in part from the answers given?

* Can personal development be inferred from the responses and the analysis?

Literature reviewed in Chapter 2 provided the context and the basis for this study -- the background of Jungian theory, Jungian theory itself focusing in large part on typology, related theories, and research studies that indicated the proposed relationship was partly established. Additional studies which appeared to provide supportive findings were also included.

The selection of an alternative to the traditional research design was explained in Chapter 3, and the rationale for approaching this investigation from a phenomenological perspective was developed. The resulting research design was of a developmental nature, each step affecting and influencing the following ones. The general context of the study was that of urban secondary schools and the specific context from which the subjects come was that of a federally-funded project focusing on effective education in desegregated schools.

The subjects, once identified and contacted, entered into a somewhat informal relationship with the investigator. The process provided for two interview sessions with each subject. These
sessions focused not only on the subjects' responses to specific questions about teaching but also on concerns that were generated by the questions and by the interaction between the subject and the investigator. The subjects' reaction to the total process, which included the sharing of the individual's case study, the preliminary findings, and the investigator's hunches and hypotheses, was positive. It was for most of them a rewarding experience that provided information about themselves and others; for some it provided insight, and for others it confirmed what they already thought. Not every subject, however, responded in the same way. For a few the findings were simply statements of what is; for five subjects it seemed to be a revealing experience showing them something about themselves they had not previously considered.

Data generated from the interviews with the twenty-four subjects were analyzed using the constant comparative method of analysis (Glaser and Strauss, 1967). Themes and categories emerged from the data; as these were defined and integrated, working hypotheses were developed in relation to them. The data and analyses were presented in two ways. The group data and group analysis were presented according to the four type groups -- Sensing Thinking, Sensing Feeling, Intuitive Feeling, and Intuitive Thinking -- in Chapter 4. The Myers Briggs Type Indicator preference scores were used to place individuals in the type groups. In that chapter the major categories were presented and defined and comparisons made
across the type groups. Four case studies including the individual career summaries were presented in Chapter 5; these studies focused on individual stories and personal development. These included one individual from each type group.

Data generated from the group analysis using the constant comparative method appear to suggest that type-related differences emerged. Working hypotheses developed in conjunction with the analyses have been used to indicate the major categories and to structure the reporting of the patterns of type-related differences. The patterns that emerged followed the grouping as provided for the study -- Sensing Thinking (ST), Sensing Feeling (SF), Intuitive Feeling (NF), and Intuitive Thinking (NT).

Data generated from the analysis in the four case studies using the constant comparative method appear to suggest that there is a relationship between personality and an individual's responses (e.g., self-reported behaviors and beliefs). Working hypotheses developed in conjunction with this analysis indicate that there is a fourth major category, that of personal development which has several aspects. The patterns that emerged supported the theory by indicating that the four individuals reported behaviors that were consistent with their individual types and developmental life stages.
CONCLUSIONS

The emerging categories, working hypotheses, and patterns of type-related similarities and differences are presented here as they relate to the first specific question, Is personality evidenced in the data generated through the analysis of the interviews?

- Is personality type evidenced in the answers that teachers give concerning their teaching experiences?
- Do type-related differences emerge from the responses given concerning the teaching process (planning, instruction, evaluation), teaching success and satisfaction?
- Do type-related differences appear in the way teachers view and pursue their career development?

Three major categories were developed regarding this question -- the role of teacher, the process of teaching (e.g., planning, instruction, and evaluation), and professional development -- and working hypotheses developed for each of the three categories.

The role of teacher seemed to be a value screen through which the subjects viewed their work: (a) Perceived role affects the decisions made by the teacher (educator); and (b) perceived role is influenced by type. The emerging patterns regarding role of teacher are presented here by type group. (a) The ST group tended to define the role of teacher as sharing knowledge, having expectations, being directive, having discipline, and being a role model for the students. (b) The SF group tended to define the role of teacher as providing ordered instruction, having discipline, serving others,
working hard, being encouraging and supportive, and being a role model for students. (c) The NF group defined role of teacher as being encouraging and inspiring, working hard, being involved, developing relationships with students, helping and motivating students to grow and develop, and providing for variety and creativity. (d) The NT group provided some description of role as being encouraging and inspiring, having expectations, and helping students develop as citizens and persons. The emerging patterns of the type groups could influence the decisions made by the individuals. The patterns that emerge from the process of teaching can be compared to those that emerged from role.

The emerging category the process of teaching consisted of three elements -- planning, instruction, and evaluation. These three were the major activities that all the individuals engaged in to accomplish their job. Working hypotheses were developed for this category in conjunction with the previous category and hypotheses: (a) Process of teaching is influenced by a teacher’s perception of the appropriate strategies for planning, instruction, and evaluation; (b) selection and implementation of appropriate strategies are influenced by the individual’s perceived role (as teacher); and (c) both process and role are influenced in part by an individual’s type and type development (personality). The patterns that emerged regarding the process of teaching are summarized here by type group.
(a) The ST group reported developing, in advance, detailed plans with specific objectives using state and district curriculum guides, textbooks, and experience as sources for the plans. They teach in a directive manner using a set routine daily. They evaluate their students using a systematic approach based on points and percentages; they evaluate their success by improved student grades and behavior.

(b) The SF group reported developing detailed plans well in advance, using manuals, guides, textbooks, workshops, and experience for the source of their ideas. They teach following an ordered daily pattern with person-centered interaction in the classroom. Evaluation is handled through a systematic approach similar to the STs with the exception of extra credit options; they assess their own performance by improved student behavior and grades and by their own contribution to education.

(c) The NF reported preparing general goals structured based on various sources — concepts of the subject, reading and workshops, courses, and ideas from everywhere. The daily routine is flexible depending on the topic and student need; the classroom is more likely based on student centered interaction. Evaluation includes a number of factors only one of which is grades. Their own work is assessed by students' improved learning and participation and through their personal contribution to education.

(d) The NT tended to provide plans that have an overall
structure for the year; and that are based on concepts from the subject, knowledge of student growth and development, and ideas from many sources. Their daily routine is flexible, depending on topic and students, and the interaction is based on expectations — order and learning. They, like the NFs, consider a number of factors when evaluating students, and when evaluating themselves, consider students’ increased involvement with learning.

Professional development, the third major category emerging from the data, presented an answer to the second part of the objective: Do type-related differences appear in the way teachers view and pursue their career development? This category, professional development, refers in general to the subjects’ view of teaching as a field (or profession or career) and their development (or progression or advancement) within it. The working hypotheses generated in regard to this category indicate that it cannot be totally separated from the previous ones. (a) Professional growth or development is influenced by the individual’s view of the profession; (b) it depends on the individual’s perceived role as teacher; and (c) the view of the profession, including one’s role, is influenced by the personality (type and type development) of the individual.

The emerging patterns are presented in the type groups. (a) The ST group tended to view teaching as a good field to be in, one that was important and that offered security and a good environment.
Once in, they saw little need to change except to adapt to the field; development centered on reading and additional course work to meet the requirements of the position. (b) The SF group appeared to view teaching as a good field, one that permitted them to work in a favorite area (i.e., mathematics, music, physical education) and to serve others. Their development included obtaining master's degrees, attending inservice programs and courses, and working in professional organizations. Their view seemed to incorporate personal interest (e.g., subject area and involvement with others) and service to others. (c) The NF group tended to view teaching as offering an opportunity to work with a favorite area (e.g., art, foreign language, English, physical education), to combine career and marriage, and to be in a field in which they could make a contribution. For the most part they preferred remaining in the classroom. They tended to do advance work, including master's degrees, in their own or related areas, to attend inservice programs in an attempt to improve their ability to make a difference. (d) The NT group appeared to view teaching as a good option for them, one which provided independence and the opportunity to work in a favorite area (e.g., social studies, music, art). However, at this time most saw the field as having little or no career development possibilities. Professional development was handled through reading, attending workshops, and taking additional course work.

Data emerging from the comparison of the major categories
appeared to suggest an influence, to some extent, of type (e.g., Sensing Thinking, Sensing Feeling, Intuitive Feeling, Intuitive Thinking) in the perceptions and decisions related to teaching. These data came from the group analysis and comparisons.

For the case studies, data was generated from the analysis of the individual summaries and interview transcriptions. The data was used to investigate the second objective of the study and to answer questions regarding type and personal development (e.g., the process of individuation). Working hypotheses developed included the following. (a) Perceived role influences the development of teacher persona or image. (b) Type and type development may further affect development of teacher persona. (c) An individual’s use or appreciation of opposites may indicate personal development. (d) An individual’s reflecting on priorities may indicate personal development.

The patterns emerging from the data tended to support the theory: (a) The teacher persona reflected an individual’s type (ST, SF, NF, or NT) as described in the literature and presented in the self-reported behaviors. (b) Individuals’ personal development was indicated to some extent by their negative examples (e.g., use of the third and fourth functions, use of the opposite attitude and orientation). (c) Individuals’ self-reported behavior and belief patterns were for the most part congruent with those that would be expected of their types and their age or stage of development.
In general the conclusions can be summarized as follows: (a) The individuals reported behaviors and beliefs that were representative of their type group. (b) The role of teacher and teacher persona reflected the style of the type group that individuals' MBTI scores placed them in; their personas reflected type-related behaviors within each major category and appeared to become the presented public self. (c) Individuals presented behaviors and beliefs that tended to indicate personal development -- development of appropriate persona, maturing of type (e.g., dominant and auxiliary functions), development of inferior functions, and the expression and cultivation of the opposites.

IMPLICATIONS

The implications presented here rest on the fact that all types enter education. Individuals in their normal and natural development could exhibit behaviors that would affect their professional performance and development. Implications are presented here in relation to the major categories that emerged from the data; however, it is difficult to consider them as separate because each one is related to the others.

a. Perceived role (of teacher) seems to be a value screen through which the subjects viewed their teaching and thus their actions and decisions; perceived role may be influenced in part by type. Understanding of the differences arising from that influence could provide a basis for communication among educators.
b. All subjects reported engaging in various aspects of teaching (e.g., planning, instruction, and evaluation). However, the emphasis they place on the various aspects and the methods they use in carrying them out vary in part according to type and to development (e.g., life stage). Knowledge regarding the various strategies and methods that different types tend to use could provide educators with information they need for better planning and cooperation.

c. All subjects provided a view of the field of education including their development within education (e.g., selection, entry, progression and current positions and/or goals); how they perceived and developed in the field (e.g., obtained additional certification field or master's degree, moved to a non-teaching position, tried to improve teaching) may be affected or influenced in part by type or development. Understanding of such differences might provide educators at both the university and school level with information needed for planning professional education and staff development.

d. All subjects reported being affected by the changes and conditions within the schools and in the society; the ways, however, in which they perceived and responded to those changes and conditions may be partly dependent upon type and development. Understanding the possible differences could help individuals plan for and cope with those changes.

e. All subjects reported concerns regarding conflicts within their professional life and/or conflicts between their personal and professional lives; these conflicts may result in part from the influence of type and/or development — and thus the result of a natural development or use of the opposites (e.g., third and fourth functions, the opposite attitude).

The implications presented above are general in nature and might be summarized: the categories, hypotheses, and patterns emerging from the data generated in the study seem to suggest that psychological
type and personal development (e.g., personality within the life stages) as presented in Jung's theory and expanded by others may have both theoretical and practical use for education at the university and school level in terms of learning styles, teaching styles, and relationships, both personal and professional.

RECOMMENDATIONS

The exploratory nature of this study requires that the conclusions and implications be studied further, not only to expand them beyond the 24 subjects, but to test their trustworthiness. The recommendations stated here are provided in an attempt to encourage that study; they come from the data, the conclusions, and the implication of this investigation.

a. This study could be repeated in a different setting or context (i.e., rural or suburban) to determine whether similar findings would be produced in a different setting.

b. This study could be repeated in an elementary setting or contest to determine whether similar findings would occur at a different teaching level.

c. A study that could test the hypotheses and patterns generated in this study could be designed to take place in a single school setting to focus on the individual teachers, supervisors, and administrators in that setting -- including the professional relationships and staff development within those schools.

d. A longitudinal study which also included preservice teachers could be developed to test the findings and conclusions of this study by investigating the perceptions and decisions regarding teaching -- over a period of time, one that allowed for
growth and development to occur.

e. Case studies could test the hypotheses and patterns generated in this study by investigating the implementation of those hypotheses and patterns in the classrooms and relationships of the individuals involved in the studies.

f. Using the naturalistic paradigm, studies could be developed in which educators and researchers worked openly and equally with the theory and with the findings and the hypotheses from this study in their particular setting (i.e., classroom, department, school, or system).

The very nature of this study leads to additional questions that extend the study. Recommendations are thus cast in the form of questions, some related to theory and some related to practice, and are provided to encourage further study beyond the framework of this project:

a. In what ways might the Jungian and related theories be used in developing both preservice and inservice programs?

b. Can, and if so how, might the Jungian and the related theories and the reported findings be used to benefit staff development and inservice programs for teachers/educators as they move from one stage and transition period into another?

c. How might Jung's and Super's theories be compared and linked to explain and benefit the maturing teacher and/or to investigate the role of teacher in the teaching profession?

d. In what ways are Jung's theory and the theories reported in this study related to other learning and teaching style theories and to various models of instruction?

e. How might one investigate the impact of personal development (e.g., integration of the opposites and
of the various aspects of personality such as shadow and anima/animus) on the teaching process and student-teacher relationships?

f. How does the setting (e.g., conditions, participants, structure) influence performance and development of individuals?

- Does positive influence lead to good performance and growth?
- Does negative lead to survival position, use of inferior functions and shadow aspect?

g. How does personal development affect the role, process, and professional development of individuals?

h. How might conscious knowledge and ethical use of the theory affect the professional (and personal) development of teachers and other educators?

Concluding Statement

Bringing a study to closure is difficult. The experience of having worked with 24 individual human beings who cooperated willingly and who provided their perceptions and opinions, their values and actions, and finally their frustrations and hopes is a rewarding but humbling one. All expressed a desire to be good teachers -- however, they defined the terms. Placing the many pieces and patterns of the data of their lives into research language is not necessarily easy, but it may provide further evidence of logical patterns of behavior and thus provide information, even insight, into teaching.
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University Microfilms International
Appendix A.

Myers Briggs Type Indicator Materials
Table 16.

MYERS-BRIGGS TYPE INDICATOR

UNDERSTANDING THE TYPE TABLE

<table>
<thead>
<tr>
<th>E (Extraversion)</th>
<th>I (Introversion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE OUTER WORLD OF ACTIONS, OBJECTS AND PERSONS?</td>
<td>THE INNER WORLD OF CONCEPTS AND IDEAS?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S (Sensing)</th>
<th>N (Intuition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE IMMEDIATE, REAL, PRACTICAL FACTS OF EXPERIENCE AND LIFE?</td>
<td>THE POSSIBILITY, RELATIONSHIPS AND MEANING OF EXPERIENCES?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T (Thinking)</th>
<th>F (Feeling)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVELY, IMPERSONALLY, CONSIDERING CAUSES OF EVENTS &amp; WHERE DECISIONS MAY LEAD</td>
<td>SUBJECTIVELY AND PERSONALLY, WEIGHTING VALUES OF CHOICES &amp; HOW THEY MATTER TO OTHERS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J (Judgment)</th>
<th>P (Perception)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN A DECISIVE, PLANNED AND ORDERLY WAY, AIMING TO REGULATE &amp; CONTROL EVENTS?</td>
<td>IN A SPONTANEOUS, FLEXIBLE WAY, AIMING TO UNDERSTAND LIFE AND ADAPT TO IT?</td>
</tr>
</tbody>
</table>

THE LOCATION OF THE 16 PREFERENCE TYPES ON THE TYPE TABLE

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTP</td>
<td>ISFP</td>
<td>INFP</td>
<td>INTP</td>
</tr>
<tr>
<td>ESTP</td>
<td>ESFP</td>
<td>ENFP</td>
<td>ENTP</td>
</tr>
<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
</tr>
</tbody>
</table>

EXTRAVERSION-INTROVERSION

SENSING-INTUITION

THINKING-FEELING

JUDGMENT-PERCEPTION
According to Jung's Theory of Psychological Types, everyone uses all four functions (S, N, T, F), and each of these functions have opposite preferences. These preferences are expressed in the 2 middle letters of the type formula. Types also differ in the functions they prefer to use: Introverted or extraverted as well as sensing or thinking. The most preferred, or favorite, or dominant function is extraverted in 6 types and introverted in 1 types. The second favorite or auxiliary function is introverted in 6 types and extraverted in 1 types. The type table below shows these relationships for each of the 16 MBTI types.

<table>
<thead>
<tr>
<th>Type</th>
<th>Introverted Sensing with Thinking</th>
<th>Introverted Sensing with Feeling</th>
<th>Introverted Intuition with Thinking</th>
<th>Introverted Intuition with Feeling</th>
<th>Extraverted Sensing with Thinking</th>
<th>Extraverted Sensing with Feeling</th>
<th>Extraverted Intuition with Thinking</th>
<th>Extraverted Intuition with Feeling</th>
<th>Extraverted Thinking with Thinking</th>
<th>Extraverted Thinking with Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTJ</td>
<td>Sensing is dominant and introverted.</td>
<td>Feeling is auxiliary and extraverted.</td>
<td>Intuition is dominant and introverted.</td>
<td>Thinking is auxiliary and extraverted.</td>
<td>Sensing is dominant and introverted.</td>
<td>Feeling is auxiliary and extraverted.</td>
<td>Intuition is dominant and introverted.</td>
<td>Thinking is auxiliary and extraverted.</td>
<td>Sensing is dominant and introverted.</td>
<td>Feeling is auxiliary and extraverted.</td>
</tr>
<tr>
<td>ISTP</td>
<td>Thinking is dominant and introverted.</td>
<td>Feeling is dominant and introverted.</td>
<td>Feeling is introverted and extraverted.</td>
<td>Feeling is auxiliary and extraverted.</td>
<td>Thinking is dominant and introverted.</td>
<td>Feeling is dominant and introverted.</td>
<td>Feeling is introverted and extraverted.</td>
<td>Feeling is auxiliary and extraverted.</td>
<td>Thinking is dominant and introverted.</td>
<td>Feeling is dominant and introverted.</td>
</tr>
<tr>
<td>ESTP</td>
<td>Extraverted Sensing with Thinking</td>
<td>Extraverted Sensing with Feeling</td>
<td>Extraverted Intuition with Thinking</td>
<td>Extraverted Intuition with Feeling</td>
<td>Extraverted Thinking with Thinking</td>
<td>Extraverted Thinking with Feeling</td>
<td>Extraverted Thinking with Thinking</td>
<td>Extraverted Thinking with Feeling</td>
<td>Extraverted Thinking with Thinking</td>
<td>Extraverted Thinking with Feeling</td>
</tr>
<tr>
<td>ESTJ</td>
<td>Thinking is dominant and introverted.</td>
<td>Feeling is dominant and introverted.</td>
<td>Feeling is introverted and extraverted.</td>
<td>Feeling is auxiliary and extraverted.</td>
<td>Thinking is dominant and introverted.</td>
<td>Feeling is dominant and introverted.</td>
<td>Feeling is introverted and extraverted.</td>
<td>Feeling is auxiliary and extraverted.</td>
<td>Thinking is dominant and introverted.</td>
<td>Feeling is dominant and introverted.</td>
</tr>
</tbody>
</table>

The theory: Dominant and auxiliary functions for each type

The 4 columns: Combinations of perception and judgment

- Seizing plus thinking
- Seizing plus feeling
- Intuition plus thinking
- Intuition plus feeling

The 4 quadrants: Combinations of attitude and perception

- Introversion and sensing
- Introversion and intuition
- Extraversion and sensing
- Extraversion and intuition

Knowledge is important for creating change
- "Action-oriented realists"

Knowledge is important for practical use
- "Thoughtful innovators"

Knowledge is important for establishing truth
- "Thoughtful realists"

Knowledge is important for its own sake
- "Logically ingenious"

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Table 17. Mutual Use of Opposites*

<table>
<thead>
<tr>
<th>Intuitive Needs Sensing Type To</th>
<th>Sensing Needs Intuitive Type To</th>
</tr>
</thead>
<tbody>
<tr>
<td>- bring up pertinent facts</td>
<td>- bring up new possibilities</td>
</tr>
<tr>
<td>- apply experience to problems</td>
<td>- supply ingenuity on problems</td>
</tr>
<tr>
<td>- read the fine print in a</td>
<td>- read the signs of coming change</td>
</tr>
<tr>
<td>contract</td>
<td>- see how to prepare for the future</td>
</tr>
<tr>
<td>- notice what needs attention</td>
<td>- have enthusiasm</td>
</tr>
<tr>
<td>now</td>
<td>- watch for new essentials</td>
</tr>
<tr>
<td>- have patience</td>
<td>- tackle difficulties with zest</td>
</tr>
<tr>
<td>- keep track of essential</td>
<td>- show that the joys of the future are worth looking for</td>
</tr>
<tr>
<td>details</td>
<td></td>
</tr>
<tr>
<td>- face difficulties with</td>
<td></td>
</tr>
<tr>
<td>realism</td>
<td></td>
</tr>
<tr>
<td>- remind that the joys of</td>
<td></td>
</tr>
<tr>
<td>the present are important</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling Needs Thinking Type To</th>
<th>Thinking Needs Feeling Type To</th>
</tr>
</thead>
<tbody>
<tr>
<td>- analyze</td>
<td>- persuade</td>
</tr>
<tr>
<td>- organize</td>
<td>- conciliate</td>
</tr>
<tr>
<td>- find the flaws in advance</td>
<td>- forecast how others will feel</td>
</tr>
<tr>
<td>- reform what needs reforming</td>
<td>- arouse enthusiasm</td>
</tr>
<tr>
<td>- hold consistently to a</td>
<td>- teach</td>
</tr>
<tr>
<td>policy</td>
<td>- sell</td>
</tr>
<tr>
<td>- weigh &quot;the law and the</td>
<td>- advertise</td>
</tr>
<tr>
<td>evidence&quot;</td>
<td>- appreciate the thinker</td>
</tr>
<tr>
<td>- fire people when necessary</td>
<td></td>
</tr>
<tr>
<td>- stand firm against opposition</td>
<td></td>
</tr>
</tbody>
</table>

Appendix B.

Materials Prepared for the Interviews
INTERVIEW SCHEDULE

CHOOSING TEACHING AS A CAREER

Exploring the Idea

1. When did you first consider teaching? Can you list the various decision points? When did you finally begin to put your choice into action?

2. What factors (persons, events, forces, facts . . .) influenced you in your decision?

3. Referring to your own school days, describe your favorite teachers. Who were other persons you admired through your childhood and adolescence? Describe them. What pleased you in school? What irritated you?

4. What level and area did you first select in teaching? Why did you choose those? Did they remain the same throughout your schooling and teaching? If not, what were the changes and for what reasons?

5. Why, overall, did you select teaching as a career? What did it offer you?

6. What did you see yourself doing as a teacher then?

Preparing for the Career

1. Where did you do your training program? Describe the program briefly. How did you progress through this program?

2. Describe any changes in your goals or choices during this program. How did the image of you as a teacher change during the program?

3. How did you go about obtaining your first teaching job?

Trying Out the Career

1. What was your first teaching job? Describe your first year—what were your successes, problems, etc.? What was good or satisfying about that first year? What was not?

2. What adjustments or changes did you make during that year? What adjustments or changes did you make as a result of that first year? (Why?)

L. L. Thompson
1/82
Interview Questions, continued

Trying Out the Career

3. Explain any help or assistance you received during the year.

4. How would you describe the faculty or staff that year and your relationship to them?

5. What changes did you make over the next few years?
   Level, subject, school, position?
   How did you feel about these changes?

6. At what point did you begin to think of yourself as a career teacher? (immediately, after a few years, eight years . . .)
   Can you explain how you arrived at this point?

ESTABLISHING YOURSELF IN THE PROFESSION

Considering Yourself a Professional

1. How did you go about establishing yourself as a career teacher?
   In the school?
   In the community?

2. How did you go about ensuring yourself a place in the profession?
   Education?
   Goals?
   Positions?

   Choose the point mid-way between your first year and now (how many years would you have been teaching at that point?) for answering the following:
   Position: ____________ Years of Experience: ____________

3. In what ways, if any, had you changed your focus or emphasis and/or your teaching methods by this point?
   Why had you made these changes? (or) Why had you not made any changes?
   What helped you make these decisions?

4. By this point, what role were you playing as a teacher? How had this changed from that first image you had of yourself as a teacher? How do you account for any changes?

5. What made teaching satisfying for you at this point?
   What indicated your success?

6. Explain any assistance you were given at this time in your teaching position.

L. L. Thompson
1/82
Considering Yourself a Professional

7. How would you describe the faculty or staff in this time? Explain your relationship to them.

8. Describe the teachers that you respected or admired.

Considering You as a Professional Today

1. In your present position are you working with your preferred level and subject area(s)? If not, can you say why? If not, how have you adapted to the situation?

2. Describe a typical or ordinary teaching day—say the first two periods—in detail. What do you do, what do the students do, what are the usual interruptions...?

3. How do you typically plan a week's or unit's work? Do you work alone or with a colleague? Where do you get your ideas, etc.? What do you do first, next, etc.? Has this routine changed over the years? How?

4. How do you go about planning for the year? What for example did you do to plan this year?

5. How do you determine the success of the lesson or unit? How do you evaluate students' work? Describe or explain your grading/evaluation system?

6. Can you describe your favorite type of student? What type of student do you like least to work with?

7. Classroom management techniques are important to teachers. Describe your method of record keeping. How do you arrange your classroom? Do you have to share with someone else? If so, how do you come to agreement on the arrangement?

8. Do you receive any assistance at this time? Please describe any. How do you handle professional growth? How do you keep up in your field?

9. Explain your relationship with the faculty in this position. Do you help any younger teachers or assist others?

10. In both a week's and a month's time, what commitment do you find yourself giving to teaching? How has this commitment changed over the years? First year -- Mid-Point -- Current Position

L. L. Thompson
1/82
Interview Questions, continued

Considering You as a Professional Today

11. How does this commitment influence and affect your life? How do you allow for your personal like and plans?

12. What generally gives you satisfaction in teaching? Are you more satisfied or more dissatisfied currently?
   -- the teaching itself
   -- the teaching situation (location, placement, local concerns)
   -- the status you have in your current position
   -- external personal concerns

13. If you could have the ideal teaching position for you, what would it look like?
   Describe the "ideal" day using the same time frame you did in describing the typical day. (What would you do, what would the students do, what would result ...?) How do you perceive the difference between these two--the real and the ideal? How do you adapt to and/or accept the difference between them?

14. Are there persons (teachers or others) that you admire or respect today?

MAINTAINING OR ADVANCING IN YOUR CAREER

1. Where are you in relation to your career at this time? How do you see yourself now, in five years, in ten years?
   How do you feel about this future?
   What goals do you have at this point?
   What is your plan for achieving them?

2. What constraints do you see placed on you, on your plans at this time?
   What is most important to you now--the career or something else? Explain.

REFLECTING ON YOUR CHOICES/YOUR CAREER

1. Considering the "real world" of teaching, what adaptations or changes have you had to make over the years?
   In your image of what a teacher is or does?
   In your expectations of what the career will bring you--status, salary, personal satisfaction, professional success ...?
   In your life goals and ambitions?
   In your personal life--family, friends, etc.?
REFLECTING ON YOUR CHOICES/YOUR CAREER

2. What pluses and minuses do you see in the profession today? What advice would you give to young people or to your own children about going into a teaching career? Why would you give this advice?

3. Would you do it over again the same way? Why or why not? What changes would you make in your choices, your goals? What have you learned about yourself and about teaching that makes you propose these changes?

4. What does it mean to be a teacher?
PROFESSIONAL PERCEPTIONS

We all have things that help us do or keep us from doing our jobs. Consider what these are for you and respond to the following.

What are five things that help you do your job? Please list in order--No. 1 is the most helpful; No. 2 is next ....

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

What are five things that keep you from doing your job? Please list in order--No. 1 hinders me the most; No. 2 is next ....

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

School Level: ____________________________________________________

Subjects/Position: ________________________________________________

Name: __________________________________________________________

1/82 LLT
INTERVIEW OUTLINE

The interview will focus on four periods of your teaching career—your selection of teaching, your first year in teaching, your current year, and the point midway between your first year and now. The topics listed will serve to suggest the questions I will ask.

I. Choosing Teaching as a Career
   A. Exploring the Idea
      When did you first consider teaching?
      What factors (persons, events, facts) influenced you?
      What did teaching offer you?
   B. Your own school days
      Your favorite teachers
      What you liked about school, what you did not like
   C. Your college program
      Major, grade level choices

II. Becoming a Teacher
   A. Your first Year in Teaching
      Successes, failures, assistance received
      Relationship to faculty
   B. Considering Yourself a "Career" Teacher
      Goals, positions, hopes
      Relationships

III. Mid-Point in Your Teaching Career
   A. Where/What were you teaching_________________________
      Years of experience ___________________________
      Adjustments you had made
   B. Satisfactions, successes, assistance
      Faculty relationships

IV. Your Present Teaching Position
   A. Description of your position
      A typical day—what do you do, what do the students do?
   B. Planning for a year, a unit, a week
   C. Commitment given to your work
      Affect on personal life
   D. "Ideal" Teaching Position—description
   E. Evaluation methods, management methods
      Changes
   F. Satisfactions, successes, frustrations
      Future plans

V. Reflecting on Your Choice
   A. Adaptations over the Years
      Expectations, goals and ambitions
   B. How do you view the teaching profession today—plus side, minus side
   C. What would you do differently if you could?
   D. What does it mean—to be a teacher?
**Background Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex: __ Male; __ Female</th>
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**Current Teaching Position:**

<table>
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<th>Level</th>
<th>Areas/Subjects:</th>
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</thead>
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**Years of Teaching Experience:**

Check appropriate ones:

- Kindergarten
- Primary
- Intermediate
- Middle/Junior High
- Senior High

**Certificates Held:**

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<tr>
<th>Total Years:</th>
<th>Calendar Years:</th>
<th>Subjects/Areas:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

**Teaching Preferences**

**Subjects/Levels You Prefer:**

(1) __________________

(2) __________________

**Additional Tasks, Jobs, Responsibilities**

**In current position:**

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**Major Hobbies/Outside Interests**

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</table>

**Supplemental Pay?**

- Yes; No

**Family Members in Education**

Are any of the following in education?

- Mother  __
- Father  __
- Grandmother  __
- Grandfather  __
- Aunt  __
- Uncle  __
- Sister  __
- Brother  __
- Cousin  __

**College/University Education and Training**

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<thead>
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<th>Degree</th>
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** Degree BA __ | **

|        |                               |
|        |                               |

** Degree BS __ | **

|        |                               |
|        |                               |

|        |                               |
|        |                               |

** Degree MA __ | **

|        |                               |
|        |                               |

|        |                               |
|        |                               |

** Degree MS __ | **

|        |                               |
|        |                               |

|        |                               |
|        |                               |

** Degree Masters __ | **

|        |                               |
|        |                               |

** Plus PHD __ | **

|        |                               |
|        |                               |

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Appendix C.

Population From Which Sample Was Drawn
Table 18. Population From Which the Sample Was Drawn

Myers-Briggs Type Indicator

<table>
<thead>
<tr>
<th>SENSING TYPES</th>
<th>INTUITIVE TYPES</th>
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<tr>
<td></td>
<td>with THINKING</td>
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<tr>
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<td></td>
<td>6 (f)</td>
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<tr>
<td>ISTP</td>
<td>1 (n) 1.22</td>
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<td>ESTP</td>
<td>2 (m) 2.44</td>
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<td>2 (f)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ESTJ</td>
<td>8 (m) 13.42</td>
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<tr>
<td></td>
<td>3 (f)</td>
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</tbody>
</table>

Notes: *The designations (f) and (m) indicate female and male.
Appendix D.

Presentation of Data — Individual Summaries

These individual career summaries present the additional 20 respondents not covered in the case studies as individuals and to touch on several areas: reasons for entering teaching, planning methods, professional development and relationships, success and satisfaction, and the meaning of what it is to be a teacher. The summaries are sketches, not portraits, of the 24 human beings; they offer a brief overview of each person's career story.

The summaries are grouped by function type: Sensing Thinking (ST) — Group One, Sensing Feeling (SF) — Group Two, Intuitive Feeling (NF) — Group Three, and Intuitive Thinking (NT) — Group Four. The grouping by function type allows for seeing the similarities and differences. Placed with the summaries is an overview of the information for those individuals in that group.
GROUP ONE RESPONDENTS

SENSING THINKING

The following information gives detail regarding the respondents in Group One. There are three men (2, 14, 16) and three women (3, 21, 24). Four are in high school positions (2, 3, 16, 21) and two in middle school (14, 24). Two have obtained master's degrees (14, 21) and two are working toward a master's (3, 24). Five are married, although one is obtaining a divorce (24); one has never married (16). All have children but Respondent 16. The range of ages and years of experience is given below by subject number.

<table>
<thead>
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<th>Range of Ages</th>
<th>Range of Years of Experience</th>
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<tr>
<td>30 - 34</td>
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</tr>
<tr>
<td>35 - 39</td>
<td>10 - 14</td>
</tr>
<tr>
<td>40 - 44</td>
<td>15 - 19</td>
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<td>45 - 49</td>
<td>20 - 24</td>
</tr>
<tr>
<td>50 - 54</td>
<td>25 - 24</td>
</tr>
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</table>

According to Jungian theory, four (2, 14, 21, 24) fall within the mid-life transition stage from youth to adult, one (3) is nearing that transition, and one (16) is in the adult stage.

According to Super's Career Development Stages, five (2, 3, 14, 21, 24) are in the Establishment Stage and one (16) in the Maintenance Stage. Super's Establishment Stage contains consolidation, advancement or frustration sub-stages; the maintenance contains updating, innovation or stagnation sub-stages. (The summary for Subject 2 is in Chapter 5.)
Respondent Three reported that she considered teaching when she was in high school and when she entered college. After dropping out of college to earn money, returning in an arts and sciences program, working as a computer programmer, marrying and having a child, she finally completed an education degree. Her own teachers had a strong influence on her ("I could do the same for someone else.") as did her husband who was a teacher. His work helped her to redefine her original goal and thus enter teaching. After one year with seventh grade mathematics she moved, as a result of staff reduction, to a high school position where she has remained for five years.

Her first years of teaching did not find her establishing relationships with her fellow faculty members. By her fourth year she began to sit with faculty at athletic events and to frequent the staff lounge ("I do enjoy getting in there with adult company."). These actions along with working on committees and school inservice development have brought her closer to other faculty members. "I find the staff friendlier and more outgoing than I had."

Her earlier image of herself as teacher focused on "being what I had seen in other teachers" — understanding, patience, giving of time and being available. In her own classroom she said that she had set rules and routines; she spoke of being definite and detailed in her expectations of the students. Using teachers editions, textbooks, and previous year's plans, she plans and prepares lessons
well in advance. When working with lower level math courses, she learned to individualize so that the materials were adjusted to students' ability and skill level. (She analyzed their work and ability level.)

She and her husband must plan their own schedules carefully so that they can attend to their own work and school functions, and at the same time, have their own personal life and family time with their children. She mentioned having a calendar that they used regularly to keep track of their commitments.

Satisfaction is gained from several directions. Student success and achievement brings her personal satisfaction, especially when the students recognize her help. In addition to these, she mentioned job-related items -- having a good schedule, having good classes, having appropriate courses to take and good inservice sessions. In her own schooling she mentioned being involved and active which brought her satisfaction. In her role as teacher, she seems to have maintained that perspective on satisfaction coming from activity and commitment.

She believed that she thought of herself as a career teacher during her second year. "I had my act together; I started becoming active in the school." Inservice, workshops, and work toward a master's degree became part of her professional development. Although she takes courses in math, she is getting the master's in guidance so that she will be able to help the students more. She
noted that she did not necessarily wish to leave the classroom but felt she should have an option in case she changed her mind.

The pay and status of teachers is not what she had expected them to be. "I don't think teachers hold the position or admiration they did fifteen or twenty years ago." She added that "education itself has lost some of its status, its value, as far as society is concerned." Some of the problems may result from having poor teachers. Referring to these, she stated that education should "police its own ranks." The instability of teaching positions (both she and her husband have been hit with staff reduction as enrollment declines) emphasizes the concern about poor teachers especially if they remain in classrooms.

Respect, a theme running through the comments in the interview, is an important aspect in teaching. She saw the respect students gave her husband, and she recalled the respect she had for her teachers and from her teachers. One infers that respect is necessary for education and classroom achievement.

The role she sees herself playing as teacher may reflect those teachers she admired. "[M]ore than teaching just the math skills, I think it is setting an example for the students of the type of person you value." Also she stated, "If I am successful, I am teaching them life skills... to make good decisions."

The image she created was one of careful planning, order, and efficiency.
SUMMARY OF INTERVIEW — RESPONDENT 14

During his first year in college (arts and sciences), Respondent Fourteen began assessing his own abilities and potential fields of study; through a process of elimination, he settled on teaching as something he believed he could do. He believed he should get into a realistic program right away so he switched to physical education and health during his freshman year. He remarked, "I made that decision then and I stayed with it." Since graduate, his eighteen years in education have been primarily in eighth grade health, although his current position is in middle school life science, an area he is not certified in. Reflecting on why he basically entered teaching, he commented that it meant having a job, security, and an income. These remain important factors for him even now.

Describing himself as a hard worker and as one who took his job seriously, he spoke of the development of his career. Over the years his professional life included getting a master's degree in health -- at the encouragement of a colleague -- and district involvement with committees, text selection, and curriculum planning. He believed he was "making a contribution in the area of health education." Completing the course work for a Ph.D., he found himself with feelings of frustration and futility. He stated that he believed that "people expected me to have the answers and I didn't have them ..." He dropped the program, describing himself as
having doubts about his ability to handle the pressure and as lacking a sense of personal fulfillment. After twelve years of teaching he was unhappy and depressed.

Throughout his experience he noted developing friendships with fellow teachers and receiving support and assistance from administrators. Much of the middle years though were spent in negative activity -- complaining about conditions, participating in a strike, going to parties which centered around excessive drinking. His current relationship with his staff focuses on the grade level team he works with and his own personal friends who are all fellow Christians.

His personal life and career have been influenced by his Christian conversion and his search for balance in his life. The lack of personal fulfillment he refereed to led in part to his coming to terms with his need to gain balance and perspective which he reported finding in his conversion. He described accepting Christ as "an instantaneous transformation."

The process of teaching, prior to his conversion, centered around careful planning and structure. Concentrating on factual content, he revised his plans and lessons every year. He commented that his standards and expectations resulted in his being asked to re-evaluate his grading policy and failure list. Now, he spends far less time in planning and preparing materials. He work is more routine and materials are used again rather than revised. Planning
no more than a week in advance, he concentrates on putting more of his own values into his lessons ("since Christ there's more of a moral commitment to what I give them"). Again, he stressed that he wishes to have balance in his life -- time for God and family and for work. Satisfaction and success seem to come from his religious life and contacts with Christians, family, teachers, and students, rather than from his work at school.

When he began teaching the image he had of himself was that of coach. That changed to one of being classroom teacher. He seemed to be an information giver (fact, details) from his description of his teaching. In addition to this, he was a disciplinarian, a role which frustrated him greatly. (He commented that he did not know how to deal with discipline or behavior problems when he began.) He sees the job of teachers as hard. "It's not easy being a teacher; it's very difficult." The changes that have occurred in society have brought about changes in the students. "There has been a change in behavior always to the negative. Kids' language, kids' sexual mores, drugs. Being a teacher has meaning through the person of the teacher. The teacher is in a tremendous position of influence ... you influence their values and their moral behavior..." He sees himself as a "vessel for the Lord" for influencing young people. "... it's not what you know; it's what you do...."
SUMMARY OF INTERVIEW — RESPONDENT 16

Teaching did not become a possibility for Respondent Sixteen until his military service and the GI bill provided support for a college education. His own good experiences in school and the influence of good teachers were in large part responsible for his selection of teaching. Other factors affected his choice also. He believed that in schools "there would be Christian people ... trying to do the best they could" for young people. Remembering the influence of his own teachers whom he described in detail, he said, "I felt maybe I could do the same thing for someone else." He majored in secondary education with certification in two areas, mathematics and history. His twenty-six years in education have been at the high school level with his current assignment in world and American history. He began those years in a rural school where he taught six different courses, but after two years he moved to a city system where he has remained.

Although over the years he attended workshops and seminars concerning his subject areas and methods of teaching, he did not pursue an advanced degree. He noted that he reads, visits libraries, and goes to organizations for informing his classes, he uses curriculum guides (state, district, etc.) and texts to block out the major areas to be studied; he then researches for additional information to pass along to his students. During the last eight years he has been planning and sharing with a fellow teacher.
Having done a lot of careful research at first, they now need only update their information. His class is run on a daily pattern ("If you have a pattern then they know pretty much what to expect ... You vary your approach within a framework, a fixed framework"). He lectures, telling stories and providing examples as he does so, using an overhead projector for outlines and for focusing attention on terms and concepts.

In addition to teaching his classes, he has been involved with clubs and activities (chess, bicycling, basketball and Bible study). Referring to these activities he said, "This is what makes teaching pleasurable, I think." He seemed to have gained much of his satisfaction from extra curricular activities both in his own school days and in his teaching years. "I enjoy life and I want them [the students] to enjoy life." Church and community organization projects take much of his spare time and give him personal satisfaction.

Being an information giver is part of the role he plays as a teacher, but he seems to go beyond that as evidenced by his description of his work. He noted that he tries "to link things together into some practical application..." and attempts "to get across in the classroom that there is a better way of life" (code of conduct, etc.). Teaching, for him, is "an opportunity to share experiences, to share ideas, to share what you think is the way life should be led...." He often referred to his own teachers when
discussing the role of a teacher; he carried the image of his favorite teachers with him. He seemed to have used them as models.

Teaching requires commitment so he spends two or three hours beyond the school day, and the responsibility of caring for his mother demands additional time from him. Guarding what remains of his own personal time, he sees summer as belonging to him. "Maybe that's why I've refrained from going to graduate school." (Over the years he has used that time for travel and for church and community projects.)

Reflecting on his career, he said that he fell into "a pattern very early and [did not] change that pattern much over a span of time." Throughout the interview he spoke of his establishing a pattern, a series of good habits, to go by. This pattern seemed to apply to all parts of his life -- planning, teaching, daily routine, his own health, etc. At first satisfaction came from getting his students involved in activities and later from having students see him as a person, not simply a teacher. At one point he had considered moving into computer programming, but his principal encouraged him to stay. As he contemplates his retirement, only a year or two away, he seems to look forward to the activities he may try. Teaching in a private school, working in an office -- all these interest him. He noted that although he has not been totally satisfied with teaching, he has had a family with the teachers and the students. "I feel I can walk away and say I did my service to
God and country."
SUMMARY OF INTERVIEW — RESPONDENT 21

Respondent Twenty-One considered teaching as a career as early as tenth grade. After working three years to earn money for college, she elected to major in psychology but switched to speech and English. Choosing English because it was easy for her and because her tenth grade English teacher influenced her, she added speech because of an interview with a professor of speech. She planned her program carefully, setting up goals and working toward them; she did not use university counselors until her senior year. "Teaching offered me.... a change to help people." She remembered mistakes teachers made and vowed she would not do those same things. Her favorite teachers tended to the "traditional" ones with teacher-directed classrooms. She seemed to follow their pattern though there were few role models for blacks in any field.

Her eleven years in education have found her in various positions — English/speech teacher, reading consultant guidance counselor in junior and senior high schools. She described her teaching as demanding; she gave homework every night expecting students to complete it (they didn't). She recalled that he expectations were high and the work difficult. Overworked and frustrated often to the point of tears, she found that other teachers and administrators, although sympathetic, advised her that reaching five out of thirty-five was "success." She left classroom teaching for several reasons; she wanted to achieve more success,
and she needed to make her work load fit into her personal life (husband and family). "When I was a teacher, I graded papers every single night." Questioned about her switch from the English classroom to the counselor position, she responded, "Well, I think it was flight .... there is a time to fight and a time to flee. I flew. So I think I really didn't adapt to teaching .... [it] drained me.

Her master's degree in guidance and counseling allowed her to adjust her role and to remain in education. She had been a disciplinarian and homework giver ("The kids said I acted like everybody's mother."). As a counselor she could still help people but the task was manageable. Although directive ("getting students to go in the right direction"), she described herself as a "calmer person in the counselor role." Now I can be smiling and happy although there are times I have to be stern..., but I don't like getting out of the always accepting role..." [Teaching] "drained me."

Her role as counselor seems to focus on handling problems as students come to her, scheduling her assigned students for the following year, and directing the home tutoring program. Concerned with directing students to the courses they should take -- based on careful thought, she judges success by the fact that her students have few schedule changes.

Although she reported being more satisfied in the counselor
position than in the teacher role, she has not yet felt like a career educator. She explained that she enjoys seeing students do well, feels good when students come for help, but she is not fully satisfied by what she does. She continues to attend workshops for counselors and inservice at her school, but she is uncertain about her future unless she moves into staff development herself. In retrospect she believes had she known what she does now about teaching, she would have become a psychologist rather than a teacher.

Overall the most important aspect of teaching is to "get students to think." A teacher imparts knowledge but must also ask questions to get students to think, to formulate answers, and to add to what they were given. The teacher must ask a lot of questions. "I am a very directive type of counselor, but I do ask a lot of questions." She noted that people often do not see things when you simply tell them. They must be forced to think about what you ask; then they see.
SUMMARY OF INTERVIEW — RESPONDENT 24

Basically, teaching selected her is how Respondent Twenty-Four described her entry into education. An offer to teach third grade in a Catholic elementary school resulted in her switching to education. What would have been her junior year as a psychology major became her first year in teaching — under a temporary certificate. Teaching elementary for five years, getting married, and having a child required her to take six additional years to complete her degree. That first year made her realize "I enjoyed working with the kids and not abusing them as I had been abused... [and] I was a good teacher." Her view from her own private school days was that teachers were basically "dull, boring, stupid and abusive." A public high school English teacher in her senior year proved to be "human, strict, witty and real ... [and] loved what she was doing."

Her fifteen years of experience range over teaching in Catholic elementary schools to teaching reading in a penal institution (high school ages) and now to teaching reading in a middle school. She views her career development (or choices) as a series of accidents or "flukes" beginning with her entry into education. "... every position I've ever had has selected me. I've never even applied for a job until just recently." Her career would appear to be one of adapting — adapting to the situation and to the needs of the students. The six years spent teaching reading to institutionalized
young men of high school age profoundly affected her teaching and her personal life. To survive in the setting she said that one had to become a "street person." The ones who could not read had often been failed the longest. "I had to completely change whatever I taught." Those years were frustrating and draining. "I couldn't divorce my professional life from my private life and I couldn't talk to my friends anymore." Quitting there she ran her own business for two years but realized she missed teaching. Returning to classroom teaching, she decided that it is her profession and she has begun a master's degree in which she will concentrate on reading.

She described teaching as a business. "I have a service and you need it." I'm a business woman and "I'm supplying a service." Her planning centers on the students and their abilities. "I plan only after I size up what I've got to work with ... why they are, what they are, where they have been, what their reading background is..." She stated that she sets up difficult expectations (what is needed to get an A, etc.) and evaluates on what is accomplished based on the individual student's ability and growth. Concentrating on motivating students to read, she reads all the books she can so she can interest them (a good teacher needs to be an actor). She reads, classifies (level, length, etc.) and catalogs all the books she recommends.

Success is determined by raising reading scores and by
students' discussing literature on their own time. Much of her success, she commented, came from her trial and error method of working; she tries new ideas to see what works. She likes what she is doing and keeps herself motivated; thus she finds satisfaction in teaching; otherwise, it offers only minuses -- low pay, low societal esteem, stress, boredom and often resulting marital problems.

Relationships with faculty members have been limited, partly by the nature of her assignments and partly by choice. She noted that the current faculty tends to be cliquish and that she gravitates toward the younger faculty because she has more in common with them. She tends to isolate herself from the rest of the staff and teach as she finds best. The principal has been supportive of her efforts to implement an alternative reading program.

Since she had not considered teaching as a career until recent years, she has had to reconsider her position and her life. With the master's she wondered about staff development in the reading area, but reflected that administration certification might give her more control over what happens to her. Currently the most important thing is to get her personal life in order (completing a second divorce) and decide finally on the direction of the master's degree.

Energetic, open and somewhat sarcastic, she appeared to be hard-working and committed to the students, not necessarily to education. Her 100% commitment to her students and her teaching was, she said, a problem in her second marriage. She intends to
continue although she is not sure where that will take her. "I have just gone with the flow. I have sized up every situation and person and adjusted." In the long run she sees the meaning of teaching as being "turned on by everything round you and sharing it...."
GROUP TWO RESPONDENTS

SENSING FEELING

The Group Two Respondents include four women (1, 6, 7, 18) and two men (11, 12). Two (1, 6) are in high schools and four (7, 11, 12, 18) are in middle schools. All but five hold master's degrees and the one (18) is planning to obtain one. Five (1, 6, 11, 12, 18) are married with children and one (7) is divorced and has no children. The range of ages and years of experience is given below.

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<th>Range of Ages</th>
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<td>15 - 19</td>
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According to Jungian theory one (18) is in the Youth Stage nearing the mid-life transition; four (1, 7, 11, 12) may be in or just beyond that transition stage, and one (6) is in the Adult Stage. All but one (6) are in Super's Establishment Stage; Respondent Six is in the Maintenance Stage. (The summary for Subject 1 is in Chapter 5.)
Outgoing and energetic, Respondent Six talked openly about her late entry into the education field. Volunteering and working in schools provided her with the opportunity to see "the quality of people teaching." She then decided "if they could do it, I could." Her decision presented a problem; she did not have a degree. Although she was working full time and caring for a family (a husband and two children), she quietly began attending classes, saying that her boss wanted her to do so. After completing half the work, she said her husband "... offered me encouragement." So did her son and daughter. This family support played a strong role in her continuing and completing her work.

She entered the elementary program but selected the library area as her major focus. Librarians, she thought, were "in charge of what was happening," unlike teachers who often were not. She wished to be a professional, one who earned more money than a school secretary. Her program took her six or seven years to complete. It was not common, she said, for adult married women to attend college at that time, but her instructors encouraged her and helped her learn to play the role of student. "I certainly needed to re-learn how to express myself (in writing)."

After graduation the principal told her of an opening and encouraged her to apply immediately. She was hired as an assistant librarian after a few minutes of interviewing. Since then, she has
had nine years in the field at the secondary level and is now head librarian at a senior high school. In those years she has made some adaptations, moving more into the media area and becoming a "jack of all trades." After being hired for the first job, she began a master's program and has continued course work even beyond that. Professional growth or development is a part of her life as she attends workshops and conferences. In addition to these she belongs to professional organizations in which she plays a leadership role, organizing meetings and presenting workshops herself.

As more people indicated their support of her goals and her work -- from family to principals to parents, she gained confidence and with this came a stronger commitment to her work and to a career status. She derives satisfaction from success which she reported comes from helping students, from achieving specific objectives (library orientation, faculty involvement, etc.), and from establishing good relationships with staff, students, and administrators. She mentioned having to establish herself with the faculty. "You had to reach out to them. Once you did, it was all right, but you made the initial contact. They did not." The support of others is a theme found in the comments made throughout the interview; it is necessary for her, not in a negative sense, but as a motivating factor which seems to "activate" her ability. She values the opinions of and the recognition by others.

Her descriptions and discussion created the image of an active,
enthusiastic person who sees her role as one of service and of reaching out to both students and teachers. Her planning centers around providing assistance; she lays out the year with appropriate activities and dates scheduled. Her plans follow a step-by-step order; yet, she expressed a desire for doing something different, for teaming with someone who provided inspiration for doing innovative things. It was as if she wished to take more risks and to expand her skills.

Time in school is not limited to "library," but includes coming in early to fill media and equipment requests and to advise various groups, such as cheerleaders. She mentioned the satisfaction she gains from being involved with students and other persons; she is excited by what she is doing and seems to enjoy the very act of "doing," stressing the role of helping others. Her favorite students are the ones "willing to be cooperative. They don't have to have anything else if they are willing to cooperate."

As her responsibility to her family decreased, her career aspirations have increased. This desire had to be encouraged and reinforced along the way through the support of family and colleagues. In discussing her future she mentioned that she would like further education and to obtain an administrative certificate. However, she and her husband had recently undertaken the care of their two small grandchildren. Although she gladly accepted this role, she realized that it limited her professional growth and
career plans.

In essence she sees the meaning of being a teacher as a role in which she was "to provide a better way of life and a better way of society ... by my example and my words ..."

Her energy and enthusiasm for learning and living were impressive. Action and doing with a desire to grow and develop seem to characterize her. Positive in attitude and loyal in relationships, she seemed like a woman who would move into later adulthood without losing her joy or interest in life.
SUMMARY OF INTERVIEW — RESPONDENT 7

Basically Respondent Seven was a quiet, reserved person who answered questions directly but did not elaborate a great deal on those answers. She remembered "deciding" to be a teacher when she was in junior high school. She admired her physical education teacher whom she said "... had a wonderful personality ... I just wanted to be exactly like her." Reflecting on her overall reason for selecting education, however, she remains uncertain as to why she finally entered teaching. Although she enjoyed helping others, she believes that it may have been simply a practical decision. "I needed to have a job. Maybe I thought it was going to be easy."

Her own school days were good and she recalls them as being positive.

She majored in physical education and health in college. She enjoyed participating in sports so she thought teaching would be the next best thing to participating in sports. The image she had of herself as teacher was idealistic. "I would go in and I would teach. Everybody would be dressed, ready to play, enjoying it ... It was not like that." By graduation she no longer wanted to teach physical education. After two years working in recreation work, she obtained a job teaching health in a junior high school. She has completed fifteen years in the junior high/middle school level, but only a few of these years were spent in the physical education classroom. ("The kids wouldn't dress. They didn't like it. I felt
like I was a meanie.

Her first years in teaching were successful; she recalls them as being good. During those first years she married a fellow teacher. Within a few years conditions began to change and her view of her work changed, too. At midpoint she was experiencing a negative time both personally and professionally. "It is really difficult to separate those two aspects of your life." Her marriage ended in divorce; her job was unrewarding. A position in a vocational program removed her from the regular classroom "which made me feel less of a teacher") and separated her from her friends ("I was part of the faculty but I really didn't feel part of it because I was never there."). She said that during those difficult times, "I lost my enthusiasm ... I wanted to get out." Taking a leave of absence not only gave her time to rest and look for another job; it also gave her the option of moving to another school when she returned -- after getting a period of relaxation.

That opportunity and switch became a turning point. The new school experience was good so she considered staying in education. A former colleague had encouraged her to go into counseling which she then chose to do because it offered her an alternative. "I though that I would enjoy counseling because I enjoy just .... talking with kids." Such a change allowed her to try one of the early considerations she listed, that of helping others, more directly. She obtained a master's degree in a short time.
(Currently, she is working on administrative certification to provide another alternative.) The degree subsequently led to counseling positions and similar support jobs. These points allowed her to become successful all the time.

Relationships in her career have been somewhat limited. She was not one "to go out and seek people," so if something did not happen to put her with others, she simply worked alone. "I am basically a loner ... more of an introvert than anything else." The relationships that she did develop were usually long-term ones. A teacher she met during her first year remains not only a professional but a personal friend.

In her current position she gains satisfaction from her work with "problem kids." She enjoys helping them even though she finds it emotionally draining. Success is marked by students' coming to her voluntarily; the fact that they trust her is the measure she uses. The past few years have been ones of renewal or rejuvenation for her. "I'm probably happier now than ever. I really enjoy what I'm doing." Her principal supports her in her work and allows her freedom to do what she feels necessary. That support and trust are important to her. The problems, experiences, and adjustments she has made over her career are factors that she believes have made her a better person.

Planning is not necessarily a concern now; she must deal with students as they come to her. Certain things have to be dealt with,
but even reports, which take away from working with kids, sometimes are lost in the daily work with students. She now separates her personal and professional life — giving herself time to relax.

The role she played as teacher must have influenced her view of teaching. When she was a classroom teacher of health, she reported success and satisfaction. Her experience as physical education teacher and vocation teacher were neither — in her view. She described the vocational position as being a coordinator or facilitator; she felt "less of a teacher." When asked to define role, or explain the meaning of being a teacher, she talked of there not being "any laid-out definition." A teacher is, however, "someone who cannot only teach subject matter but also relate to the students as people ... is willing both to listen and to give information." She spoke of the chance to "influence a lot of young people."

Respondent Seven seemed to be a person who was now in charge of her life, a life that was both satisfying and rewarding. Her view of the future was a positive one and her struggles seen as stepping stones to becoming a better person. The opportunity to work with "problems kids" or those in trouble was a way to help others, something she valued highly. She looked like a person who was happy with herself and confident she could do a good job.
SUMMARY OF INTERVIEW — RESPONDENT 11

Ordered, planned, friendly -- all these seem to describe Respondent Eleven who was at the same time open in his discussion of his career. Having considered teaching as a career while in high school, he did not select an area until his sophomore year in college when he had to declare a major. Knowing he did not wish to work with little children, he was limited to secondary. At that point he chose science although he is uncertain of his reason, except for the fact that he liked chemistry and physics in school. Perhaps the life of one of his favorite teachers was more influential than the subject. This man's life was a "perfect model" for him and his future wife. He was respected and well liked; he shared knowledge with people and liked what he was doing. He taught, had a wife and family, and was respected in the community. Throughout the interview Respondent Eleven mentioned others who served as "role models," giving him examples of how a good teacher or administrator might operate.

In his nineteen years in education he has moved from teaching to administration with experience in middle, junior high, and senior high schools. Although he never considered leaving education, he did not think in terms of career status right away. After several years he began to explore the possibility of going into administration, but he found this difficult to do because his involvement and schedule in school limited the time he could give to
working on a master's degree. Changing direction is not a typical pattern in his life; he said of himself: "Basically once I get into something, I don't go about changing. I like to put down roots."

His decision to move to administration came from a desire to have more control over his schedule and involvement in education. Teachers seem, he said, to have very little control. Several administrators he admired encouraged his going into the field; they also served as models for him.

He spoke of serving others and working with people as being important. These are additional reasons, unmentioned at first, for entering teaching. An alternative career, which he never seriously pursued, was the ministry, obviously offering another field in which to serve and to work with others. In teaching he believed establishing rapport and establishing relationships with students was important. Yet, establishing rapport while also setting up discipline was not easy for him -- at first. The image he had of himself as teacher was idealistic. "I was going to teach very relevant things; the students were going to listen. I would go home and have a very nice life." The lack of knowledge for working with behavior problems and the idealistic image disappeared as he gained confidence and experience.

Regardless of the position he is in, he sees commitment and service to others as important. "I really think that education does require a total commitment ... you are in a service kind of
capacity." By his own admission and by the descriptions of teachers in his school, he is a "workaholic" arriving at 6:00 a.m. and leaving around 6:00 p.m. He sees the teaching role as being "more than the dissemination of information ... there is need for the role model, for support, for values ... stability."

In his role as administrator he continues his belief that establishing rapport and setting up relationships as important — with students, with teachers and with parents. He schedules himself into "places" where he can supervise, direct, and talk with students. He follows a regular daily pattern to do this, but he does not see it as routine because of the human interaction that occurs in those daily tasks. He acknowledges work well done and shows his appreciation for such efforts. Regular meetings with both students and teachers keep him in touch with what is happening and what needs to be done in the school. He delegates work to his staff, believing that teachers can plan program and curriculum with support and assistance. He seems to be interested in providing an atmosphere for cooperation, thus allowing change to develop rather than planning it himself.

His own planning focuses on practical matters of laying out and regulating the running of the school -- the calendar, the usual events and activities (orders, reports, games, assemblies, clubs, etc.), and the setting of meetings and parent conferences. From his regularly scheduled meetings with the faculty come the plans for
change and innovation. Overall he concentrates on providing a stable school atmosphere for the students and teachers. He gains satisfaction from his job as administrator, from working with others and from getting a job done. He enjoys what he is doing and is committed to the human element in the interaction.
Commenting that he rarely talked this much, Respondent Twelve answered questions about his eighteen years of teaching experience. His early career plans involved his entering college in science. He had hoped to enter pharmacy but his transfer to a four-year institution caused him to rethink his goal. The college's lack of a pharmacy program and the cost of tuition and moving to another location may have been factors in his switching to education. Although his favorite area was science, he selected elementary education because he thought he would enjoy working with younger children more than with high school students. Focusing on science did not prevent him from concentrating on children and their development and growth.

His own school days were remembered as positive and enjoyable, but his memories are more general than detailed because he moved often during his elementary years. He recalled only one teacher, a forceful, dynamic physical education teacher who was a "very outspoken person." The image he had of himself as teacher was somewhat vague, but it did not include having discipline or class control problems.

His first year of teaching in an urban elementary school was not a positive experience for him. His own student field experiences (the university laboratory school) did little to prepare him. "That was really my first experiences in how the real world
was." At the end of the year he resigned, moved from the state, and took a job in a suburban setting. He viewed himself as more successful in that situation -- fewer discipline concerns. District problems growing out of a teachers' strike resulted in his resigning to complete a master's degree in elementary education. Afterward he returned to Ohio to teach elementary grades. The past two years of his work have been at the sixth grade level in a middle school.

Not being an outgoing or social person, he said that he tends to remain separate from other teachers. For the most part he does not join organizations nor attend social functions. Unless he is "forced" to work with others, he basically plans and works alone. Even his ideal student is described as quiet, "one enthused about learning but not too boisterous."

As shown by the descriptions of his moves to different schools, his work seems to be affected by the setting. When he had to work with a team of teachers in a special program emphasizing the arts, he found that he planned more, that he was more flexible and creative, and that he felt positive and enthusiastic about his work. He went home satisfied. When he did not work in a disciplined setting or with a flexible team, he spoke of his work as being more textbook oriented, more routine, and more controlling. He admires the creative teacher and speaks of the ideal teacher role as being one in which the teacher acts as guide and facilitator. His report of his own behavior comes largely from the insight he gained at
midpoint when he switched schools at midyear.

Planning for the year is completed in the summer. "I use the book and go by it for the general outline and year's work." To this plan he adds the supplementary material -- films, assignments, activities, experiments, etc. His planning is careful, detailed and sequential. He admitted he finds it hard to deviate from these plans because he does not "adjust well during the school year." He reported becoming frustrated when his schedule is changed just prior to the opening of school because not only does he see his planning time as wasted but he also views himself as unprepared for his teaching assignment. The daily classroom schedule is ordered, and he works with the total class or groups, not with individual students. He appears to be dedicated and hard working and concerned that he is not doing as much as he should.

Besides planning activities, he uses the summer for rest, relaxation and family activity. His major satisfaction seems to come from his family and church activities. Maintaining a balance of time between personal and professional life requires that he devote his school time fully to his tasks.

He noted that he finds it "enjoyable to work with children and to see or feel that you've really taught them something ... Your personality is going to affect those children all the rest of their lives -- for good or bad." He views teaching as an important profession. "... you can do more good as a great teacher than you
can in almost any other profession."

He seemed to be a conscientious, hard-working person who planned carefully and in detail; yet he finds it difficult to modify those plans. His concern that he wasn't doing as much as he should and that he wasn't creative made him feel bad about himself and his work. The last minute schedule changes seemed to defeat the purpose of his careful attention to planning and activities. Leaving teaching is not an option though; he has too many years in and does not really want a different career. He likes teaching but conditions seem to work against doing a good job.
SUMMARY OF INTERVIEW — RESPONDENT 18

Although many members of her family were in education, Respondent Eighteen had selected becoming a nurse as her career goal — until her senior year in high school. Her ability to play many musical instruments and her inability to get pre-nursing courses affected her choice, but these were no more influential than the arrival of a female band director. "... she was the first lady band director I had ever seen; so it was from her that I actually got the idea of going into band directing." During her school years her family, especially her uncle, encouraged her talent and provided her with instruments to play. Living in a small and segregated community strengthened that interest in music. "I stuck to music because it was something I could do completely by myself."

She majored in music, both instrumental and vocal, but teaching instrumental music, especially marching band, is her real love. Her seven years in teaching have been spread over the secondary level from senior high down to junior high and finally to middle school. Willing to talk about teaching music, she described her first teaching as quite successful. "I was the first woman (band director) to hit the city." The success of the marching band was in turn success and satisfaction for her.

In describing herself she stated, "I work very hard at what I am doing ... I'm rather independent person and I like to do my own thing. Another person just gets in the way unless they have worked
with me a long time and share the same ideas I do." Her planning centers around two major concerns -- the programs she is expected to do and the ability level of her students. She analyzes each student's ability and her goal is to have each one move up a level in performance. Planning programs has been difficult because of her moving down in level (senior high to middle school); choosing appropriate music and building up a good music library requires time.

Establishing herself through the major successes of her students seems to be the way to career development. These successes were easier to see when she had senior level students performing. Frustrated by the move from high school, she had to begin to concentrate on other types of successes (not marching band and Christmas parades in the city). Currently, she works with the elementary schools, building her program and her future students. Also she has created a middle school marching band club, an idea supported by the principal.

Class time is structured and follows a step-by-step routine. The large number of students she deals with in a limited amount of time calls for structure and rules. She evaluates students on their punctuality, care of their instruments and materials, work in class, their practice records which parents must sign, and eventually a playing test. She sits in with various groups and plays with them; she enjoys showing them that a woman can play all the instruments.
Professional growth comes through inservice and workshops — at least for the time being. Her husband, also a music teacher, is working on his master's so her work on a master's must wait. Their scheduling must be done carefully to allow for their work and the care of their children. Professional relationships have been hard to build, other than with students, for music teachers are often isolated by schedule and placement — away from the rest of the school. Only recently, as a result of staff development programs, has she begun to develop friendships with her colleagues in the school. "I think we are a staff that is together." She is supportive of these efforts and feels part of the staff now.

Her enthusiasm for music spills over into her concern for her students and their needs beyond her classroom. The only student she does not enjoy working with is the passive one, the one who comes in intending not to participate. Basically, most of her students are there because they want to be in music, to play an instrument. "As long as they are interested, I'm interested in them ... I've always liked showing someone how to do something that I know how to do ..." When students need to learn a new part, she plays it for them.

Her role as teacher is to show the students how to play, but she expands teaching beyond that. There are many roles one plays, she says — mother, counselor. Also, she sees teaching as "a very gradual development process of a person. Every part of their education goes about molding them to be as well-rounded and well-
versed in as many subjects as they can possibly be so that they will have enough common sense to make the right choices for their lives."

Enthusiastic about music, about performing, about showing her students how to play an instrument, about directing a marching band -- this characterizes Respondent Eighteen. She enjoys showing the students how to do something and that a woman can be a band director. She expresses hope that she will have the opportunity to return to the high school level again, something that reduced school enrollment may prevent. One hopes that she indeed does get the chance.
GROUP THREE RESPONDENTS

INTUITIVE FEELING

This group contains six women with five (8, 9, 13, 22, 23) in a middle school and one (19) in a high school. Four (8, 9, 19, 23) have master's degrees; the other two (13, 22) have earned graduate credit but no specific programs leading to a degree. All are married and have children; one has been divorced. The range of ages and years of experience are as follows:

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<th>Range of Ages</th>
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<td>20 - 29</td>
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<td>55 - 59</td>
<td>13, 22</td>
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According to Jungian theory two (8, 23) are nearing the mid-life transition stage, one (19) is in it, and three (9, 13, 22) are in the Adult Stage. According to Super's stages, three (8, 19, 23) are in the Establishment Stage and three (9, 13, 22) are in the Maintenance Stage. (The summary for Subject 22 is found in Chapter 5.)
SUMMARY OF INTERVIEW - RESPONDENT EIGHT

Respondent Eight said she remembers always wanting to be a teacher. Her grandmother told her stories of her own teaching days which began in a one room school. Playing school with her cousins, helping fellow students in elementary, and watching "Our Miss Brooks" on television were activities she recalled that may have influenced her. Several of her secondary teachers stand out as important to her; they encouraged her, took a personal interest in her, and were involved in student activities. Their creativity, sense of humor, and personal involvement helped her survive in a large school where she said she did not excel.

When she entered college and selected secondary education with an English major, she also chose a special program which called for extensive field experience work and concentration on working in inner-city settings. "I wanted to make an impact on people's lives." Her suburban life had not prepared her for experiences in the inner-city schools but she completed her work and obtained her first job in an urban high school for delinquent males. The challenge of the inner-city experience "inspired" her to continue: "I said I can make this thing work where other people can't." Her eleven years in education have found her in urban settings in three states. She has worked in junior and senior high schools and in a K-8 setting: currently she is in a middle school assignment.

The image she first held of herself as teacher was naive and
idealistic. She thought she would simply offer the students something and they would listen; they didn’t. Field experience in college did show her that much of teaching is mundane and boring — grading daily homework, preparing materials, and keeping records. Once in the teaching job though, she became involved in the students’ lives — drug abuse, failure, delinquency. "It really affected me and I had to kind of pull myself out of that." Throwing herself 100% into the work has always been a problem for her in terms of her personal life; such commitment was mentioned as being a factor in two divorces. By midpoint she described her role as student advocate; she was concerned more with students’ rights and problems by then. She noted that her teaching had moved from a standard curriculum stance to a student orientation — "tying what a kid is and what his personal experience is into the curriculum." Over the years she has learned that "I’m better one-on-one and I’m better on a personal level with students..."

Interest in students’ problems and her ability to work well with young people led her to get a master’s degree in guidance and counseling. After working two years as a counselor in a K-8 setting, she was staff reduced from that position. Although she was offered a non-teaching assignment, she chose instead to take a middle school teaching position in career education.

Planning involves her taking into account "what students she has and what she knows about them. For the yearly plan she begins
in August ("I get motivated") considering what she can do — reading, collecting materials, copying things, looking at her own items, checking others' ideas, and pulling them all together. This process gives her confidence and a general idea of what she wants to cover. Later she matches up all these ideas and materials with the students she has in class. For career education, she covers what the specified curriculum requires and then moves on to what she and the students want. Her goal is "to convince kids that they can succeed at something." Disliking the aspect of grading ("I fear my standards are too low; I'm a softy"), she reported liking the pass/fail evaluation method used in her current work.

Success and satisfaction are linked in the descriptions she provided of her work. Her satisfaction comes from "seeing a kid succeed and knowing that I had a part in it" and "watching a kid change and grow that I never expected would." She likes what she is doing and feels she is making a contribution. She would like to move beyond where she is in the position; "I'd really like to become a part of something a little bit bigger than this [current role]."

She commented that she needed to get her personal life in order before moving beyond her current position. A new marriage and pregnancy were major considerations for her. Even though her husband shares her interest in children and joins her in chaperoning student activities and clubs, she still faces the problem of being a woman and having a career. "I'd like to believe that you can do
both effectively, but I feel guilt ridden all the time.... So I
bounce back and forth ... constant turmoil.... I haven't solved it
yet."

She remained committed to teaching and counseling. The
relationships she has developed over the years have encouraged her
continued involvement. She described every faculty but one as being
helpful and supportive. Individual teachers encouraged and aided
her in her growth as a teacher and helped in times of personal
stress. She maintains friendships with former colleagues and
students.

Overall she sees herself staying in teaching -- preferably as a
counselor in an inner-city middle or junior high school. She wishes
to continue growing and learning. When asked about what it means to
be a teacher, she responded: "A human being involved in other
people's lives. I don't know -- what does it mean to be a teacher?
When I find out, I'll let you know."
SUMMARY OF INTERVIEW – RESPONDENT 9

Not until her senior year in college did Respondent Nine seriously consider teaching. Her own school days had been very good and in addition, she viewed teaching as a way to have both career and family. She decided to return to college to obtain a master of arts in teaching. Although she had an English major, she chose elementary over secondary education because it offered variety in subject matter. Teaching was something she could always do, and it was a secure field. It offered not only contact with children but also "a lot of independence because you can teach as you want to."

She taught four years before she married and in 1963 moved from New York to Texas with her husband who was working on a special college program. There she ran a reading clinic in a black college. The birth of her own children and subsequent moves or transfers interrupted her formal career until she returned to teaching at the middle school level in 1980. Her total years of teaching, including the clinic experience, is seven. The wide gap between her experiences provides her with an especially interesting perspective regarding the changes in education.

Recalling her own school days, she mentioned that the teachers had them do a variety of activities and were, as a whole, intelligent, friendly and relaxed with them. Her own parents had taught, at least for a while so she was exposed to several positive views of the field. Perhaps her own experience is reflected in her
teaching methods. She begins planning for a year by reviewing the previous year’s successes and failures; she selects the long range goals and overall concepts leaving any detailed planning for the week before it is to be implemented. She gets her ideas from previous work, from other teachers, from professional reading, and from recent course work she has taken. Using a variety of activities, she especially noted liking discussion, reading, doing journals and other writing, and taking field trips. Although she must teach several areas, her favorite is language arts. An important aspect of the classroom is the working with students in a positive manner. Establishing good relationships with the students is an important goal. Her classroom is based on students’ having some independence and voice in their learning. Over the years she has become less dependent on textbooks, and she has moved to upper elementary grades where she feels she works better with the students.

When she began, she recalled being vague about the image of teacher. She learned, however, that being a teacher was more complicated than she had at first thought. What she considered important was knowledge, an interest in people, and independence for self and students. She sees her role as helping or assisting students to grow and as providing an atmosphere where they can have a say in what they do. She said that she wants to treat students like individuals and to make a difference in their lives. When
asked what qualities she admires in teachers, she responded with "a relaxed, creative, friendly teacher, one who spends time and energy" working with the children.

Ideally, she has always enjoyed the teaching role. Satisfaction comes from fulfilling that role in her own way. Enjoyment results from seeing students read and learn, from establishing friendly relationships with them, from teaching them something they might not have otherwise learned, and from being the kind of person they need. She judges the success of her own work by "the immediate reaction ... whether the kids are interested and involved ... doing the work, responding to it, and going on."

Evaluation of their success is done partly through her assessment of their writing and partly through tests she prepares, tests in which she tries to provide questions that will allow all students to succeed. In the final analysis, she gains satisfaction from the students' learning and from the excitement of the classroom. She noted that, unfortunately, there just isn't that much excitement any more.

Attending workshops, doing professional reading, and taking university course work round out her approach to professional development. In addition, she does planning with another teacher who has the same students; thus they share knowledge and insights regarding the students' needs. The middle school setting, she believes, is not particularly suited to the sixth graders which she
teaches. There is no time to get to know the children as there was in an elementary school, and the structured schedule is not suited to the developmental needs of the age group.

She expressed dissatisfaction because she feels she is not making "a significant difference" for the students. Teaching, she believes, has changed tremendously since she entered in 1959. "I think it is a different profession from what it was." The status is lower; there is less parent support; and it is a more stressful situation. Students seem not to see schooling as being "their education" but something to "get through"; they are not as well prepared nor as interested as her previous students (sixth graders in the 1960's). They require more individual help and indicate the need for more flexible grouping and advancement policies. At present she is uncertain about her own future. "I would stay in teaching if I felt I could do something where I was successful..." That education and teaching are important is not at question; the question is whether or not she can make a difference.

I could give the time and energy and do the extra things if I felt it made a significant difference for a lot of them.

The ideal teaching situation she described and the real situation she works in are at odds; reconciling those two worlds is the task she faces if she stays with teaching after a long break in her career experience.

Concerned with students' individual lives and their learning,
she expressed frustration that she was not reaching them as she should. Staying in teaching or leaving for something else is a choice she will make in the near future. It is as if she refuses to be less than she ought to be.
SUMMARY OF INTERVIEW — RESPONDENT 13

Remembering that she wanted to be a teacher even in the first grade, Respondent Thirteen reported that she selected occupational therapy when she entered college. That field was chosen as a compromise between medicine and education because her father wanted her to be a doctor. The times called for "education or nursing or secretarial work or the traditional women roles"; women who moved outside those acceptable options "were frowned upon." She did not wish to go against the practice of the day. By the end of the freshman year she had switched to education; she wanted to work with people but felt she would follow the life pattern of her mother, a registered nurse who became involved with marriage and children. Choosing primary because she "liked the little people," she finished her program in three years but did not begin teaching until two years after graduation. Twenty-four of her twenty-six years have been in elementary schools (kindergarten, primary and intermediate grades) with the past two in a middle school. Some of those years were spent in a half-day kindergarten classroom -- an assignment which offered flexibility to a teacher with small children.

To stay in teaching during the years she was having her own children, she obtained kindergarten certification so she could work half days. In addition to that, she worked as a home tutor and as a substitute. Both she and her husband believed that her staying in education was an "insurance policy" for her. Not until she returned
to a full time position after her family needed her less did she begin to feel like a career teacher. At that point she used her own ideas in the classroom and thus established herself as an individual in the field. As her family took less of her time, she became more involved and committed to her work. Over the years she learned to establish herself and set limits in her classroom, to develop a more patient attitude, and to be more knowledgable about others and their problems. One of her most recent adaptations was learning to deal with middle school children. She had felt intimidated by the older students, especially the large boys. Her current position is one that she actively sought, desiring to try something different in education with a new area and a higher grade level.

Although she could not remember having an image of herself as teacher in the beginning, she did recall some of her own teachers. One teacher especially remembered was a woman who read exciting stories; another was a male art teacher who "was encouraging" and never put her down. She mentioned teachers who went beyond the classroom -- home visits, sponsoring clubs, and doing extra things for the children. These teachers would probably match the ones she reported admiring today -- the ones who show dedication and extra effort, the ones who spend their own money on materials and volunteer to do things, the ones who "go the extra mile." The role she has played as teacher has developed over the years. She remembered that during the first year of teaching ("a terrible
experience") the paddle seemed to work better than the "TLC" she wanted to give. By the midpoint she reported that she considered her class as "her family" and they became a group and that her role as a teacher was "to pull ... to nourish and to get those minds working." In addition she attempted to help new teachers become acquainted with the school because she remembered how difficult it was for her to learn what was expected of her.

Her planning consists of having overall goals with activities that she changes to fit the level of the children. She prepares weekly plans but may modify them to accommodate the needs of the students. She has no set daily pattern but uses the techniques or strategies that are appropriate. The role she plays is one of encouraging and guiding students in their development.

Success and satisfaction are closely connected. She described satisfaction by saying, "When I see the light turn on and when I start to get a relationship with a child." Elementary school provided more time for teachers to get to know individual children than middle school does with its strict scheduling; thus elementary provided more satisfaction because it allowed more time for getting to know children. Satisfaction is linked to success because she judges success by the participation of the students. If she reaches several students a day (i.e., they participate), she reported, "that's success," and she noted she needed that "success."

Frustrated by the lack of student achievement, she has lowered her
expectations over the past few years. Students no longer seem able to meet the standards she previously held.

Professional development has included course work, inservice, and personal efforts. In addition to the kindergarten certification (a practical move), she has completed university course work related to teaching (children's literature, discipline and classroom management, desegregation, etc.). Although she did not enter a master’s program, she did complete 50 credit hours beyond her bachelor’s degree. At one of the schools in which she taught a family atmosphere existed; the staff met informally once a month to share ideas, teaching strategies, and books they had read. She continued to meet with them even after she was transferred to another school. She described working in that atmosphere and environment as being motivating and stimulating. Being in a school where the staff is like a family seems to be a real plus for her. Establishing close relationships — both staff and student — are important.

Reflecting on teaching in general she stated that a teacher should not

"stay in the same level, the same building forever. I think you need a challenge ... once you get completely established and your reputation built up in a certain area, then it is time to move on and have your challenge again."

She regrets that she has not had the opportunity to work outside the classroom in developing programs or working with teachers. When
asked the question about the meaning of being a teacher, she responded with a listing of the many things teachers may be or do: talking to kids who need help, watching over them, being strict if necessary, mothering them, taking them home, encouraging them, doing whatever needs to be done ... a teacher needs to care.
Originally Respondent Nineteen had indicated she wanted a steady secure type job, but she really wanted to attend college. After working for a telephone company for a year, she used her earnings to attend college. Although her mother wanted her to major in elementary education, she actually chose physical education because she wanted something she liked. In addition she was a good athlete, excellent in several sports, especially track. She noted, "I really am a jock. I hate reading." Preferring secondary she felt she could help someone grow because of her own abilities. Completing her program in a southern state she returned to New York where she obtained her first job in an intermediate school and began a master's program immediately. She has completed twelve years in education in six different schools (intermediate, middle/junior high and high school) serving as teacher, guidance counselor and administrator.

Her own school days provided her with both good and bad memories. Being an athlete and choir member were satisfying and successful experiences. Being one of a few blacks in large high school was difficult. She recalled "fighting" to sit in the front of a class so she could hear and get a textbook. Only one of her teachers, the physical education teacher, treated her as an individual human being and not as a black. "I was the first black person to be on so many squads in high school." The relationships
she developed with this teacher and her coaches were good. Choosing education was for her perhaps the choosing of something she liked and was good at rather than the selecting of a specific career that she wished to implement fully — at least in the beginning.

Early on she began to realize that she wished to advance. Many of the relationships she has established over the years have been positive and productive ones. Individuals became her mentors as she developed her career plan. These mentors helped her move from counselor to administrator. She believed this would allow her to achieve what she wanted and also give her job security. Overall, she viewed her relationships with staff as positive and open. Her views on teaching and civil rights matters sometimes conflicted with individual faculty members.

At first she had no image of herself as teacher, but rather as an athlete. She knew she did not wish to teach elementary and that she thought every lesson should be instructive. During her student teaching she had a cooperating teacher she considered to be "a lousy teacher." Over the years she has changed her role. Even now though she admires teachers who are strict disciplinarians, homework givers, motivators, and those who relate well to students and are energetic. As an administrator, in addition to being a disciplinarian, she sees her role with students as "one of being a mentor, giving them encouragement and pointing out options that they do not see."
As a teacher she organized and planned a physical education program for all students, not just athletes. She expected students to participate in some way and included a variety of activities and sports. The role of administrator may give her the opportunity to do what she likes again; she would prefer organizing to presenting. She schedules and organizes activities and responsibilities in a planned and methodical way. "I'm excellent on my paperwork -- out on time, correct." She lays out what needs to be done, who needs to be contacted, and when it must be completed; all these items are specifically arranged with notes, records, folders, sample letters, programs, and bulletins. Anyone following her, she said, could simply use her files and records for picking up on the job.

Included with the planning and organizing is an attending to people. She noted that she begins the day by a special effort to speak to and acknowledge secretaries, custodians, teachers and finally students as they enter the school.

Success is evaluated by the completion of a report, a program or a conference, and by the feedback she receives from staff, students, and the principal. Satisfaction comes from two sources -- from the paycheck and from the experience itself. "... the reward is an intrinsic kind of thing ... personal satisfaction ... the kids may appreciate what you have done." The job security that she had expected no longer exists in education.

Currently she has completed work beyond the master's degree in
physical education -- enough to obtain certification in guidance and
counseling, driver's education, and high school administration.
"Deep down inside" she commented that she would like to get a
doctorate, but the constraints of marriage, family and job
responsibilities limit her doing so. The family unit, including two
young children, is extremely important to her, and she must schedule
carefully to give her children "quality time" and yet have time for
her husband and herself.

Looking back she stated that she might have done things
differently, stayed in the high school where she would have had more
career advice. Overall though, she has learned who she is and is
now willing to grow and to take criticism; she is more realistic
now, knowing which battles she will win and which she will lose.
Reflecting on the meaning of being a teacher, she commented that a

"teacher is a person who should feel good about
him/herself because the teacher is a role model who puts
forth a positive image ... a teacher is a nurse, a mother, a
father, a support person, a mentor, a guide, ... one who
motivates and encourages a student to study deeply ...
teaches values and sets an example ... shows the human
aspect of himself or herself ..."

Teachers have a serious responsibility to be and to do these
things. She would have them be no less.
SUMMARY OF INTERVIEW - RESPONDENT 23

Although she first considered teaching when she was in high school, she chose to major in social work when she entered college. She wanted to work with people and feared she couldn't handle the teaching requirements. After dropping out for a year to earn money and consider her future, she switched to secondary education with a major in Spanish and a minor in speech. She loved Spanish in high school and didn't consider choosing any other area. The encouragement of a teacher helped her overcome both bad advice and a bad beginning in college. The teacher "nurtured and pulled me along all the way through high school and college." She recalled two other teachers (an English teacher and a cheerleader adviser) who encouraged her because they treated her as person. Because of her working to support herself, she took six years to finish her program. Her first teaching position came two years after graduation and required her to use her minor in a special program with primary children. At this point she has completed 7-1/2 years in four schools which included primary, junior high, senior high school and currently middle school.

Relationships in schools have been difficult to develop because of the constant change not only in her assignments but in the school staff assignments. Two positions required her to work with a team-planning approach which provided "built-in" relationships. Such work was difficult especially in her first job because she had been
prepared to teach high school Spanish as a single teacher, not a member of a teaching team. Although the team effort required a lot of time and preparation, it was an excellent experience because through it she learned a great deal. It was this experience that led her to her master's program in drama, especially children's drama. Her current position which is teaching Spanish, language arts and reading in a middle school provides her the opportunity to work with drama and to work with an interdisciplinary team for planning.

When she began her education program she recalled having no image of herself as teacher -- unless it would have been to be like her own teachers. As she moved through the program, she saw herself as "imparting knowledge to all those people who wanted to have it." She later expanded this to include the aspects of disciplinarian (which she thought was forced on her) and counselor. In spite of not considering overall yearly goals, (which she chose to do) she seems to have an idea of what students should accomplish. She concentrates on weekly plans using her knowledge of the subject and the textbooks to guide her. This approach is perhaps somewhat of a compromise in the attempt to resolve a conflict that developed by midpoint in her teaching. Believing that the students weren't getting what they should, she rejected the Spanish methods learned in college which focused on communicating and returned to the way she had been taught -- memorization of specific verb forms and
textbook centered learning. She is yet uncertain about the correctness of her decision. Overall, her comments seemed to indicate that she handles students first and the content second.

Success is evaluated by several means — student participation, the number going on in the subject, and their remembering some aspect of what was taught. Although she uses tests to evaluate and give grades, she is not certain that they actually provide a good assessment of student learning. Success is closely linked to satisfaction in that the students "always make it for me." She’s happy with teaching and she does "enjoy kids."

Giving up an opportunity to move to a high school position (her preference) to work on further establishing herself in one place was a significant decision. Staying in the middle school provides stability and the chance to continue to grow in her position. She commented that she gets better each year in the areas of planning and management, but that she still needs to work on them. Perhaps the many adaptations she has had to make in her teaching career have somewhat limited her development in her primary field. Currently she is teaching reading, in addition to Spanish and English, and is required to take additional work to be certified in that area.

Keeping up in her field is not easy considering the work she must complete for additional certification. College course work, added to her responsibilities as wife and mother, serves only to make general professional development difficult. Only recently has
she begun to think of herself as a "career teacher," one who would complete a full span of teaching and retire from the field. This has resulted in her looking at the long-range goals. This may have resulted in her desire to establish herself in one school and community.

Society's view of education (parents' not caring or supporting their children's efforts) increases the difficulties that teachers face. Even though she noted these minuses in teaching today, and spoke of her problem of juggling career and family, she said education was a good choice for her. The teacher is still independent in her own classroom and there is still some honor to the profession.

Comparing her first image of the role of teacher to her current view, one would have to say that her experience and education have changed that narrow view to one with a much broader scope. A teacher must possess and combine personal, social and psychological skills to deal with students. In reflecting on the meaning of being a teacher, she responded that a teacher must be "reasonable, understanding, strict, tolerant, able to say 'no'. You've got to know your material [but it's] not just knowing algebra ... you have to be able to deal on all levels ... I think you just have to be a 'people person.' You have to be able to deal with people -- all kinds."
GROUP FOUR RESPONDENTS

INTUITIVE THINKING

Group Four includes two women (10, 20) and four men (4, 5, 15, 17). One (5) is in a high school and the others are in middle schools. Five are married with children, and one (15) is not. Two (4, 10) have master's degrees; one (20) has additional work for new certification fields. The ranges of age and experience are listed here:

<table>
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<tr>
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<td>5</td>
<td>4</td>
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<table>
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<th>Range of Years of Experience</th>
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<th>15 - 19</th>
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<th>4, 5, 15</th>
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<tbody>
<tr>
<td>10</td>
<td></td>
<td>17, 20</td>
<td>4, 5, 15</td>
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In Jungian theory one (10) is in the mid-life transition stage; two (4, 5) are in the early part of the Adult Stage and the other three (15, 17, 20) are in the Adult Stage. Respondent 10 is in the Establishment Stage as is Respondent 5, but he is in the later part of the stage entitled "Holding." The other three are in the Maintenance Stages. (The summary for Subject 4 is found in Chapter 5.)
Willing to talk about his teaching career, Respondent Five gave an interview that was fast-paced, almost running itself. Some questions were never answered, not that they were avoided; they simply were lost in the discussion of ideas they triggered. His choosing of education seemed almost to be a non-decision, a natural progression of his schooling. He declared a major in art education when he entered college because he was told he had to have a major. Suggesting a number of factors that may have influenced him (ability in art, desire for aesthetic involvement, influence of a good art teacher), he didn't recall choosing teaching for any particular reason. "It was an area I was familiar with." Although he considered switching to architecture when still in college and admitted to wanting out of teaching later, he described it as "the known." Movement and involvement within a school system (junior and senior high schools) and a variety of outside interests (teaching adults his own art work, business and political activities) provided the basis and additional stimulation for his twenty-two years in education. During that time he has moved from classroom teacher to a non-classroom position.

Not all those years went smoothly. He commented that he learned that personal cannot be separated from professional life; one spills over into the other. Divorce and resulting changes forced him to look at his total life and to do "a lot of soul-
searching." Not having seriously considered formally establishing himself in the profession, he had, however, become involved in school activities and school system concerns. His period of reflection and his work outside education helped in considering his future and in gaining self-confidence. The reviewing and evaluating of his life eventually led to a better existence for him. He began to work outside the classroom for part of his schedule, and he found a new personal life for himself. The changes were rejuvenating for him. Every teacher should have an opportunity to rejuvenate himself/herself.

Looking back at his teaching, he noted that at first he simply had imitated his own teachers because he hadn't asked himself what he should be doing. "Pretty soon you begin to form some kind of pattern ... you change ... and you find your own way." By midpoint he was developing overall yearly plans (concepts, techniques), creating new courses, and using his ability to bring about improved art programs. Planning depended on the type of class; the lower level requires external structure, but advanced studio classes need to focus on the students' individual projects. He directs one; he observes and guides the process in the other.

For him, teaching is problem solving. Throughout the interview he mentioned solving problems as part of the class routine, part of the planning process, and as part of the total school situation. He gives students problems to solve; the principal gives him problems
to solve. His ideas come from anywhere; he said, "my ideas are really a synthesis of a lot of things I've seen." He wants his students to do the same — to take disassociated facts and ideas and put them together. Often he spoke of "rules". Rules must be learned; then they can be bent, stretched, even re-written to produce the "solution." He works with the students while they learn what they need to learn. His role as teacher is to make the students independent of him. He said that ultimately the student-teacher relationship becomes a peer relationship; each learns from the other. He does not see himself as a role model, nor does he desire to be one. "I don't like to be in that role because very quickly the person romanticizes you and ultimately dooms you to failure." He does admire one of his fellow art teachers who seems to get a larger number of quality works from his students. "Somehow he has a way of inspiring them to do it." He mentioned that he respected creativity, but not necessarily "the creator."

Satisfaction comes from a number of things — being able to work with individuals or small groups because he works better that way, "being on the go all the time" in his new position, and being involved in a variety of activities, not just classroom teaching. All these aspects stimulate him, as does the role he plays in critically analyzing the school, the system, or education itself. In teaching itself, satisfaction, he said, comes from

"just seeing kids react to something ... in a way that
is different from the way they approached it before. Not that they approach it the same way I approach it, but different from the way they used to ..."

He enjoys watching students go through the process:

... all the acceptings and rejectings of the things you do, and the restructuring and breaking down and tearing apart and building back up."

In addition, he gains satisfaction from thinking through the process -- the possibilities in a new job or task and the coming up with a solution. Success is harder to define. "I'm not quite sure how I term success now." It appears, however, that he measures his success by his ability "to solve a problem" or by the degree to which he solves it.

Relationships with others are based on professional role for the most part. Real friendships are limited to a small number of people. Education does not seem to foster independent and equal relationships. Many teachers wait for a principal to tell them what to do; they consider principals who share leadership to be "wishy-washy."

Professional or career advancement is non-existent for teachers. There are ways out of the classroom (counseling, administration, support positions), but there are no opportunities for teachers to advance -- if they remain classroom teachers. There is nothing in the system that allows teachers to have a chance to do something different from the six performances-a-day, 182-days-a-year
routine. He noted that having teachers move to different schools every five years might do something to create a needed rejuvenation. His own professional development has not come through university course work; he has instead become involved in the school and system curriculum, contact with fellow art teachers, and by being an artist.

Reflecting on the meaning of being a teacher he responded "to be a teacher simply means to live life." Being a teacher means being a student. Ultimately the student teacher relationship becomes a two-way street; both are teachers and both are learners.
SUMMARY OF INTERVIEW - RESPONDENT 10

The selection of teaching was simply arrived at through the process of elimination according to Respondent Ten. "... the girls' choices were teacher, nurse or secretary. Of those choices teaching was the best." Besides, her own school days were enjoyable; she recalls "fun social times ... going around with a big group of people." After entering college in liberal arts, she switched almost immediately to secondary education. She chose secondary because she liked history and did not wish to teach a number of different subjects or small children. Actually, she did not really consider education as a career; she saw it as only an "interim" thing with marriage and family as the real goal. Thus, her career has not been one in which she has consciously sought to establish herself in the profession, until recently.

Although originally she had no image of herself as a teacher, she did say that she thought she would be "a very methodical and organized person ... a strict disciplinarian." Over her eleven years' experience in education she has sought to change this image somewhat. After two years as a high school social studies teacher, she took a leave of absence to obtain a master's degree in guidance. After obtaining the degree she had to go to a state that would permit her to be a counselor with only two years in the classroom. The move to guidance was prompted by her feeling that she was not doing what she wanted to do; she saw the students' problems but had
She prefers the role of counselor, thinking that she may influence students' lives through her helping them with their problems or may give the support they might not have at home. Her role, though, is a directive one, pointing out the appropriate solution rather than giving choices. Her approach seems to be a problem solving one — based on an objective, impersonal and logical view of the situation. Noting a trade-off she mentioned that she now has time to help students, but is not as close to them as she was as a teacher. She must wait for them to come voluntarily or for teachers to refer them to her.

Her middle school position does require organizational skills; she has developed a system for scheduling and orienting new students to the school. Also she meets with her grade level teachers to plan activities and scheduling; she arranges and supervises student scheduling for the following year. Generally, she divides the year in half with personal counseling being the focus of the first semester, in which she attempts to establish rapport with her assigned students, and scheduling, the focus of the second.

Evaluating success in counseling students is difficult because the "success" may not be evident for years. She said simply that she notes whether or not they are receptive to her help. Gaging the success of the organizational aspects of her work is obviously much easier because of feedback from teachers and administrators and her
own judgment of whether they went smoothly.

Satisfaction comes primarily from working with people, from the positive responses she gets from the students and the faculty. The yearly schedule, which allows her to have vacation when her husband does, provides another type of satisfaction. One of the negative factors she sees in education is the individual's lack of control over his/her situation (placement, administration, resources). Currently she is satisfied with her situation for several reasons — acceptable placement and a supportive and helpful administration. She is happy doing what she is doing and considers herself to be "holding" right now careerwise. Although she is working toward supervisory and administrative certification, she is not certain that she wishes to commit the time necessary for such positions. Professional development is gained through school and system inservice and course work required for the certification areas.

Overall she did not seem to be certain that she is doing what she really wants to do even at this point. Personal considerations are causing her to review her goals in life. She wondered if a different major, such as mathematics, might not have provided a more stimulating field; but she commented that it would have forced her to work with things rather than people which might have been less satisfying. In addition, she mentioned education is a career in which she can grow and develop herself — a definite plus.

In reflecting on what it means to be a teacher (counselor), she
suggested that it means to be "a person that is interested in and concerned about other people and likes working with others. It's nice to consider yourself to be a role model for the kids; you know you can't really, but you try to be a reasonable responsible adult for them to look up to or come to for help."
A promising career in business management did not satisfy Respondent Fifteen who chose to quit his job and return to college to gain a teaching certificate. He selected social studies and English, two of his stronger areas, and began teaching two years later — with what he called an over idealistic attitude about making a difference with young people. He believed he would "reach the ones that had been overlooked ..." After twenty-two years in teaching in three separate secondary schools, he believes he made the right move when he changed to education. Additional changes found him moving from the historian to the social scientist point of view as he completed graduate work in both psychology and sociology.

Although he said he had no role models, he remembered two teachers whom he admired; they were demanding and strict but were kind to him and personally concerned with him. His own relationship with students depended on the grade level and his own development as a teacher. At the junior high level where he first taught, he mentioned playing a parent role, helping them learn to be social beings at parties and dances. As a high school teacher now, he expects maturity and adult behavior, but he attempts to create a "family type" situation in class.

Describing himself as a social person, he talked of "forcing" his way into the faculty which was known as being somewhat cold to newcomers. His involvement in school activities (attending student
performances and events and attending faculty social functions) and in his own community activities (theater and local organizations) affirms his "social" tendencies but also "strains" his time schedule.

Rejecting the stereotypic teacher image, he has over the years become less "teacher" and more "person." His planning has become less detailed and fact-oriented, and more concept-based and student-centered. He noted that he became a social scientists rather than a historian. In addition to selecting and teaching the concepts he believes are important, he concentrates on the practical needs students have. Less philosophical and more practical is the description he used in explaining his lowering of expectations over the past few years. Although he prefers using a variety of activities and materials and creative approaches in the classroom, he admitted to structuring his classes somewhat to help students learn the materials they need. (Lack of texts and supplementary reading materials help to bring about this need.) The units usually run in two-week cycles, at the end of which students are tested. Evaluation, though, is not based on scores alone but also on other measurable activities within the class time. Being a teacher includes being knowledgeable and getting that across to students, but it is more than that; it also includes being "a moving force in a young person's life ... It's your responsibility to take that person and do something with him ... that nurturing process."
Rather than stressing subject matter, teaching is more like developing individuals, social beings.

Satisfaction still comes from being involved with young people. He states that he loves what he teaches (elective courses) and who he teaches (seniors). He did admit that he learned that attitudinal change is not as easy to achieve as he thought. At one time he thought that all you had to do was show people the error of their ways and they would change. That belief has been modified slightly!

Even after twenty-two years, he is not considering or looking forward to retirement. The negative factors in teaching are external to the classroom -- low salaries, low public esteem, and a national swing to conservative views which pose a threat to his subject areas. Nevertheless, he does not consider himself at the end of his education career; he looks forward to continuing his work.
SUMMARY OF INTERVIEW — RESPONDENT 17

Becoming a teacher had crossed his mind when he was a child because he liked his teachers, but Respondent Seventeen said that he did not consider such a career seriously until he began teaching classes as part of his responsibilities as a minister. After eight years as a pastor, he left that field and engaged in other types of work, saying that the ministry had "lost its luster" for him. During that period a "growing feeling" that he would like to share his knowledge and experiences in the classroom became more forceful in his thinking. He sought assistance to enter education.

Choosing to work in his previous college areas, he became qualified to teach speech, English and history at the secondary level. Once he made the decision to enter teaching, he was committed to staying. "I said this is for me, and it's been that way ever since." His commitment has resulted in sixteen years in five different secondary schools with his current assignment being in middle school.

In speaking of his own school days, he referred to teachers who "inspired" him, who were dynamic individuals, and who showed personal interest in him. Over the years he has found fellow faculty members to be helpful and friendly. The informal sharing in the teachers' lounge provided ideas for teaching and support for him as an individual. Such sharing has not led to close relationships nor continued planning together. Usually he becomes closer to those
teachers who teach near his room; recently, he has begun to plan with a mathematics teacher next door to him. Preferring students who are alert, who listen, and who ask questions at the right time does not prevent him from working with all students; he does say that those students -- the ones he prefers -- inspire him to do his best.

In spite of his experiences prior to teaching, he said that his image of himself as a teacher was somewhat unrealistic. He had assumed that he would do most of the talking in the classroom and that the students would listen. What he found was very different. Discipline in the classroom was a major concern for him. It is, he believes, important for students "to learn discipline ... to obey rules ... to learn to get along in a group." Over the years he has changed from a materials-centered to a person-centered teacher. He has learned to listen carefully to the students and to interact with them; he has learned to become aware of the basic fundamental needs of the young people he works with.

The planning process for him centers around having general concepts to work with, laying out everything in his head before writing it down, and finally moving to dealing with daily lessons. He noted that over the years his planning has become more specific because he recognized the importance of details. He has a pattern for daily lessons but switches if the situation calls for change. Because he finds students not as well prepared as they previously
were, he is constantly thinking about and re-evaluating his plans and the pace of lessons. Not having control of one's situation (staff reduction, reassignment, limited resources, rapidly changing school population) added to the changing social conditions makes careful planning and instruction difficult for him and his colleagues.

Improving his teaching is a goal he holds. He said he learns from other teachers that he works with, and he attends inservice programs given by the school. Because of his late entry into teaching, he did not continue his formal education but he wishes he had gained more knowledge of the techniques of teaching. His family life, religious commitments, and other outside interests also limit his ability to undertake further work.

He enjoys teaching more now than when he began. Association with students and teachers who inspire and encourage him are benefits to be considered along with the fact that he finds teaching personally satisfying -- which is more important to him than money. He determines the success of his work by the reaction of the students. Are they responsive and do they understand? Evaluation of students' work is based on tests, but the grades include additional factors, too (effort, response, ability, etc.). He noted that many children have problems outside school which keep them from doing their best.

He especially admires teachers who are intelligent, outgoing,
well-prepared, professional and have good discipline. Such teachers are what he calls "good all round teachers." They are important because teaching is an important profession and a reputable career. Education, and thus teaching, is important to society and to civilization. Teaching is a field in which an individual can grow and develop while at the same time helping students -- teaching and helping them grow. It is a good place to serve, and it offers an opportunity to do something for someone. Though he sees education as facing many problems, he said those problems can be positive things because one has to think, plan and work to solve them. "Teaching is new to me every day .... Nothing is ever the same."
Teaching was simply a logical profession for a woman when she entered college because it was assumed that women would marry and have children. Respondent Twenty said that she "didn't know that there was another option." She selected history because she liked it but switched in her sophomore year to music because she found it easy and enjoyed it. Two of her own teachers influenced these choices; a teacher who made history come alive always challenged her to do well, and a teacher who was not only a perfectionist and set high expectations for her but also showed her a woman could teach band.

Her first year as a high school music teacher proved to be successful, but marriage interrupted her teaching career basically for some time. She did teach third grade one year, did some substituting and taught piano for a number of years. After the birth of several children, she returned to school to obtain elementary certification to ensure her being able to get a job anywhere. Her husband transferred a number of times and when he did, she needed to be able to adjust her work. Her career includes a number of experiences interspersed with periods of non-teaching. These experiences include a year as a resource teacher instructing and working with teachers and tutoring students with learning disabilities. Her total career includes six years as a full time teacher, nine years as an SLD tutor, and seven years teaching piano.
outside a school system. She believes that all her experiences have added to her ability to work in her classroom; "it's amazing how things I have done sort of added to everything." Such work simply gave her confidence and made her more successful as a teacher. She said that maybe the total knowledge could finally add up to wisdom.

Responding to questions concerning relationships in schools, she talked of cooperative teachers and administrators. She singled out the "professional" people, those who concentrated on teaching and children's learning and who helped others to do the same. Her six years have been in five separate locations. Currently, she is working with a staff she characterized as "fantastic" -- very professional and conscientious.

For the first time in her life, her commitment to teaching is achieving an equal status with her responsibility to her family. With only one child remaining in school, the family's need of her has lessened.

When she selected teaching she did not have an idea of what her role would be as teacher -- except maybe to have the "biggest band in the land" and "inspire everybody." She now sees the teacher's role somewhat differently; she defines it more specifically after her study and experience. A teacher must plan, organize, do the best he/she can to help students learn; a teacher must break things down so the children can learn them. It is the teacher's responsibility to move students along to achieve some small measure
A teacher must have an overall plan so that he/she knows where he/she is going, and finally must set up rules, but be flexible when "bending" is needed. The process she uses for both overall and specific planning reflects her statements. She worked with another teacher to test, place, and develop work for their SLD students; they teach the areas these students are not mainstreamed into. Her work is carefully and logically laid out in small steps for the students; she described her preparation of materials and lessons in terms of solving a problem.

Satisfaction in her work comes "when the kids are learning." She noted that seeing the success of SLD students is easy. Their lessons are broken into small segments so that they can achieve; their response to the work or their progress is open and immediate. Working with such students provides her with the opportunity to see achievement and progress. Her placement in current school also brings satisfaction, the atmosphere and location and support create a positive working environment in spite of the lack of funding for materials.

Improving her teaching is her professional development goal. "I am an ardent attender of workshops." Joining and attending sessions of a professional organization dealing with learning disabilities has provided additional aid. Had she been able to attend graduate school earlier, she would have liked to get a master's degree. She believes that to be unprofitable at this point.
in her career; she does not wish to leave this level nor seek a non-
teaching position. Undoubtedly, she will continue her efforts to
improve for in her own words: "I like to learn. I like knowledge."
Involved in her own school's inservice plan, she finds it is helping
the staff to develop closer relationships and achieve better
discipline in the school.

She believes she will continue teaching until the stress level
and the pace become so great that they reduce her satisfaction and
success. Using a simple method to check these, she notes that she
feels good about what she has accomplished more days than she feels
bad.