attitudes they are transmitting to students through their classroom management methods. Do they train pupils to work and learn primarily for rewards, or for the intrinsic value of working and learning? Do they teach and model positive social relationships and conflict-prevention techniques that children can carry with them through adulthood? Do the behaviors they encourage become sufficiently ingrained so that they are maintained when someone else is supervising the class, or if the children are left on their own for brief periods?

Whatever the teacher’s philosophical viewpoint may be, it is not enough to “control the class” in the short-term, although it does help one get through each day. By treating classroom management issues as an integral part of the educational process, teachers provide an essential “education for life.”

**Bibliography**


