Modern Concepts of School Discipline

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MODERN CONCEPTS
OF
SCHOOL DISCIPLINE
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OF
SCHOOL DISCIPLINE

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Lawrence E. Camfield
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WHAT IS DISCIPLINE

Articles Of The Democratic Faith. In order to reach a definition of discipline it is a good idea to have a concept of democracy. It is difficult to understand the modern ideas of discipline unless we keep in mind our democratic ideas of today.

Following are the articles of the democratic faith defined by the Educational Policies Commision.1

1. The individual human being is of surpassing worth.
2. The earth and human culture belong to all men.
3. Men can and should rule themselves.
4. The human mind can be trusted and should be set free.
5. The method of peace is superior to that of war.
6. Racial, cultural, and political minorities should be tolerated, respected, and valued.

If the above mentioned articles are accepted, then we should accept the idea that schools are created for educating citizens for a democratic way of life. Therefore, it will become the responsibility of the schools to train our young people to become desirable citizens.

"It cannot be recklessly assumed that reading about

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democracy and the history of the United States will produce socially conscious citizens."²

Type Of Discipline For American Society. One of the better equipped agencies for the instruction of democracy is the school.

Here, most young people of our nation are found because of the compulsory attendance laws which are found in most states. However, some schools do not train their students in the art of becoming good citizens. This has developed because some schools have not followed with the articles of the democratic faith. "Physical and intellectual autocracy is the pattern of control found in countless high-school classrooms."³

In the selection of a definition, the elements of the type of discipline for American society may be outlined.

1. The type of discipline sought by democracy is self-discipline. Discipline begins in the earliest years with external authority imposed by the parent and teacher. Authority is gradually relaxed to the point where, as graduates of the secondary school, youth are able to take their places in society as self-disciplined, socially responsible citizens.

2. Discipline is a matter of social growth, social co-operation taught in school and classroom in a democratic atmosphere.

² Ibid., p. 7.
³ Ibid., p. 7.
3. Discipline requires that the disciplinarian understand that all behavior is caused. He will seek the causes and treat the causes of misbehavior.

4. Discipline is reformative or preventive instead of punitive.

5. Discipline is a goal in itself, not just a means to some vague goals.4

Many definitions of discipline can be found. A definition of discipline consonant with democracy must be based upon a philosophy of education in keeping with democracy and known scientific findings about the learner and learning. Self-discipline is a goal in democratic society.5

In other words, discipline may be defined as the various methods used in preparing young people for adult citizenship. This type of discipline places emphasis upon assumption of responsibilities as well as duties.6

**Evolution Of Modern Discipline.** Following are the five steps, by Bagley, which trace the evolution of the modern conception of discipline.

1. Vindictive punishment. It is here that are found imposed retribution, the birchings and canings, and corporal punishment, which have lapsed almost into oblivion in current times.

2. Proportionate punishment. Men abandoned sheer revengeful attitudes to make the punishment fit the crime.

3. Protective punishment. During this third evolutionary phase the offender was incarcerated to protect society and himself. Punishment became less harsh.

4 **Ibid.**, p. 9.

5 **Ibid.**, p. 9.

6 **Ibid.**, p. 3.
4. Reformatory punishment. Rehabilitation of the individual to society was sought. The whole philosophy in regard to the treatment of criminals and behavior problems was changed. Instead of primitive revenge, society now attempted to reconstruct, through training and guidance, the maladjusted personality to take a socially productive place.

5. Prevention. The prevention of misbehavior, maladjustment, and crime is a cardinal phase of the modern conception of discipline.\(^7\)

To these is added a sixth conception, that of self discipline, by which the individual gradually learns to direct his own actions toward socially acceptable behavior through childhood and adolescence until he learns to assume a socially useful role as an adult in democratic society.\(^8\)

Function Of Modern Discipline. The major concern of modern discipline is the state of mind the child is in, not the automatic obedience to orders. It recognizes that children are in a period of rapid development. Modern discipline exists in a condition where there is a gradual shift from control by rule to control by reasoning. It recognizes that responsibility for behavior is gradually shifted to the pupils themselves. The function of modern discipline is to secure a type of conduct, which will develop the best character and personality in the child.\(^9\)

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\(^7\) Ibid., p. 3.

\(^8\) Ibid., p. 4.

CHAPTER II

DISCIPLINE AS VIEWED BY ADMINISTRATION

Discipline Essential To Teachers. Implied in any statement of educational objectives will be found elements that, when welded together, provide the basis for what is frequently referred to as self-discipline of the individual.1

In order to reach this objective, the school must provide the proper type of moral and scholastic training. It must provide the proper control over the person until he has reached the objectives. Parents expect this type of training and control over their children and criticize schools in which adequate control is lacking.

Consciousness of this fact causes superintendents and principals to consider the ability to discipline students one of the most essential of a teacher. . . . The consensus appears to be that, although the ability to discipline alone will not ensure success in teaching, one cannot be a successful teacher without the ability to manage and control students.2

Improving Discipline In The School. Following are ways suggested by Elsbree and McNally by which a principal can improve discipline in the school.

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2 Ibid., p. 65.
1. Provide a unifying philosophy on the part of the staff.
2. Do not undermine the teacher’s authority. The principal is placed in the role as peacemaker. Therefore, he must understand both the teacher and pupil.
3. Encourage a constructive teacher solution of disciplinary problems. Encourage in-service training programs.
4. Do not handle extreme cases alone.
5. Establish a referral procedure.
6. Use a follow-through report. Advise teachers as to what action has been taken.
7. Punishment should be constructive and therapeutic rather than punitive.
8. The learning program should consist of problems of living of the learner. Does the curriculum meet the needs of the youth of the community.
9. Provide for teacher-pupil planning. 3

Most authorities seem to agree that the school stands next to the home in its closeness to the child and in its efficiency in dealing with him. The school, like the home, is something like a little world where various situations of social living are experienced. Here, as in the home, bad behavior shows up. The alert teacher or school administrator will recognize this behavior, will take steps to discover the reason for the particular anti-social acts, and will, if possible, correct whatever is wrong. If he cannot correct the situation, he can at least bring it to the attention of some group or agency that may be able to either remove the causes or apply corrective measures. 4

3 Oliva, op. cit., pp. 72-73.
Discipline And The School Program. Most high-school programs offer many opportunities to bring about ideas of self-discipline. The school curriculum can be a place where self-discipline can be brought forth through a curriculum which meets the needs and desires of the pupils. In order to have a desirable curriculum, provision should be made for the bright pupil, the average pupil, the slow pupil, and the handicapped pupil. It is the neglect of certain groups of students that brings about boredom and, later on, discipline problems.

Scheduling is another area in which the school program can bring about good discipline. Scheduling should provide maximum opportunities to the maximum number of individuals. Poor scheduling can bring about confusion and therefore create discipline problems.

Pupil participation in school government is another way to bring about teaching in citizenship and governmental processes. It also helps to bring about better morale among the students. In various ways it will help reduce teacher burdens. Pupil participation helps to bring about the ideas of self-discipline within the students.

Extra-curricular activities offer many possibilities in group training and co-operation. It can bring about

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5 Oliva, op. cit., pp. 56-59.

6 Ibid., p. 59.
new interests in people and help build school spirit. Since it is an informal type of learning, better teacher-pupil relationships are sometimes brought about.

Teacher load helps to build staff morale, and it will tend to build student morale. A teacher, who is loaded down with classes or pupils, tends to lose valuable classtime which could be used for instructional purposes. He possibly must spend much of his time keeping order. A teacher will perform much better if he is familiar with the students in his classes.

A good system of administrative communications is necessary to bring about better harmony in the school. A lot of problems arise when the students and teachers do not understand what the administration demands of them.

School assemblies, marking practices, promotions, work experiences, home rooms, school grounds and school plant, and faculty participation are various ways and means within the school program by which self-discipline and better discipline can be brought about.7

# Developing Good School Harmony

Howard G. Spalding sets up ten points in developing good school harmony. They are as follows:

7 Ibid., pp. 59-74.
1. Set standards. Students must accept and maintain higher standards than they themselves would reach if left on their own.

2. Build morale. Good school spirit brings about co-operation and pride throughout the school.

3. Provide guidance. Good leadership and counseling sometimes prevents the small cases from developing into serious problems.

4. Maintain a single standard of justice for all. This not only means for students but teachers as well.

5. Get the facts and consider causes. Encourage all persons involved to give all the facts.

6. Decide according to the facts rather than precedent or rule. A set of automatic penalties are bad because the facts are rarely the same in all cases.

7. Start with the highest appeal or the lightest pressure that is likely to be effective. Most people want to do right, demand respect, and be proud of their school. Therefore only as a last resort should other less desirable penalties be imposed.

8. Be thorough. When a person is a discipline case all necessary means should be used until his conduct is satisfactory. Expulsion should be used when the pupil is a threat morally or physically to other people.

9. Make full use of aid in dealing with the atypical. In difficult cases outside aid should be brought into the case.

10. Be objective and reflective. A person who is a problem is a person needing help. You should be able to maintain control of your personal feelings in dealing with problem cases.

Sending Pupil To Office. In most cases it has been found that principals like to have teachers correct their own discipline problems in the classroom. Only the most serious and extreme cases should be sent to the office.

In sending the discipline case to the office, the teacher, in a sense, is admitting a weakness which both the student

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8 Howard G. Spalding, "Yes, Discipline!," Scholastic, 63:15T, September 23, 1953.
and administrators will recognize. In situations such as this it is necessary to have co-operation between the administration and the faculty.\(^9\)

The importance of clear objectives, careful planning, interesting presentations of lessons, good motivating techniques, appropriate learning activities, and expediting of routine matters are emphasized as preventative of disciplinary problems.\(^{10}\)

A Plan For Handling Disciplinary Cases. One plan of operation in handling disciplinary cases by the administration is as follows:

It is desirable to make sure that the teachers, students and the administration understand the policy which is set up in their school system. Each teacher is given full control and authority in his classroom. When a student gets into disciplinary trouble, it is up to the teacher, through conferences with the student, to try to solve the problem. If, during these conferences, the behavior of the student is such that an agreement or solution cannot be reached, the student is suspended from class and sent to the principal's office. The student is allowed to state his difficulty; then he is told that it is his problem to solve and he must get the teacher's


\(^{10}\) Ibid., p. 66.
written permission to re-enter class. He is then given a prepared application blank to be filled out by him and his teacher.

The case now rests upon the shoulders of the person involved. If the student wishes to re-enter class, the teacher should make clear the type of conduct expected of him. On his desire to re-enter, the teacher and student sign the application. The student signs with the knowledge that if he is suspended from class a second time, he will be suspended from school. In order to be reinstated, he must have his parents come to the principal's office to talk over the problem.

The student then returns to the principal and supervisor for their signature. Again the above statement is brought to the attention of the student by the principal. After the principal, student, teacher and supervisor have signed the statement, the student is allowed to re-enter class.

In this type of policy, it would be necessary to have the approval of the Board of Education because they have final authority.\textsuperscript{11}

\textbf{A Four-Step Program.} The Indianola Junior High in Columbus has a four-step program in handling discipline\textsuperscript{11} Ibid., pp. 67-68.
problems. If the classroom teacher cannot handle the problem, the student is sent to the principal. The principal and the student have a talk and try to reach a solution to the problem. If the student is involved in any further trouble, the parents are called in to discuss the problem. If this fails, the third step is detention for study. The student is detained after school until a sense of responsibility is impressed upon him. The fourth and last step for incorrigibility is paddling, which occurs only rarely. If the fourth step is needed, the parents are allowed to work out the problem at home by withholding some special privileges from the child.12

In other words, if the parents object to paddling, they may work out a system of punishment at home. One type of punishment might be withholding their child from various community social events.

The Curriculum And Discipline. Some educators believe that school discipline problems develop from a curriculum which has no meaning for the student. "A class in which academic content bears no relationship to the needs or the world of the learner is a breeding place for rebellious disturbance."13

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One of the major faults of a curriculum is that it is either "too hard" or "too easy." It is therefore assumed that the curriculum is right but the level of instruction is wrong.

When the curriculum itself is trivial, academic, unrelated to the learner's needs, irrelevant to the social realities which surround him, the question of level is of little importance. The real villain is often the curriculum itself, not the level. 14

State Law On Discipline. The Delaware State Education Association has been trying to secure passage of a state law which would give teachers authority to act as parents during the school day. This law would also give the teachers the right to use corporal punishment. As Mr. Buchanan, the association's legislative committee chairman states: "We believe this will be one of the means of maintaining discipline in the classroom and that good teaching will be accomplished where good discipline exists." 15

In Illinois, teachers have the right of corporal punishment. The Illinois law allows teachers parental control over the students during the school day.

14 Ibid., p. 345.
However, some school officials object to this type of policy. They believe that parental authority should remain with the parents. It has been suggested that teachers, through the use of suspension, have enough power to enforce discipline cases. If this type of action is used, then the parents must shoulder the responsibility of the problem.

Discipline Failure Of Some Teachers.

Two hundred and thirteen administrators replied in a study by Littler that discipline was at the top of a list of causes of failure among elementary school teachers. Buellesfield confirmed these results one year later when one hundred forty schoolmen signified that weakness in discipline was the chief cause of failure in one hundred fourteen cases, the contributory cause in fifty-four more cases. In this latter study weakness in discipline far outranked the second and third causes of failure, lack of judgment and lack of scholarship.

It would therefore seem that discipline should rank high on the list of problems that administrators must face.

16 Ibid., p. 101.

17 Oliva, op. cit., p. 2.
CHAPTER III

AS VIEWED BY THE CLASSROOM TEACHER

Prevention Of Discipline. The N.E.A.'s Research Division lists the following reasons, by teachers, for pupil misbehavior: "Lack of parent supervision, lack of training in moral and spiritual values, overcrowded classes, too many teen-agers in possession of automobiles."¹

Before giving suggestions to the classroom teacher on prevention of discipline problems Mrs. Elizabeth Bennett assumes the following:

That you are equipped by training and personality to be a teacher, that you have a thorough mastery of and enthusiasm for your subject matter, that you have a basic liking for young people and a desire to help them, that you are prepared to furnish the guidance and set up the situations which permit and encourage self-discipline.²

The following personal advice is offered by Mrs. Bennett:

1. Attitude is an important factor and what students are offered must be genuine.
2. Do not belittle or talk down to your pupils.
3. You should be pleasant and friendly but not chummy.

4. It is best to have a good sense of humor.
5. It is best to find ways of suggesting good behavior instead of issuing curt orders.
6. Keep yourself neat and physically fit. It will help you obtain self-control.
7. Practice what you teach about good manners. Avoid sarcasm and ridicule.3

Mrs. Bennett also offers the following general advice:

1. Get acquainted with the members of your class.
2. Make sure the room is orderly.
3. Plan the class lessons carefully. Have a flexible program one which will vary as the class mood changes.
4. Have a system in distributing any class supplies or materials which might be needed.
5. A good place to be at the beginning of the period is by the door. Greet pupils in a friendly manner.
6. Do not invite trouble by standing with your back to the class for long periods of time.
7. Avoid emotion-charged topics until the group can keep itself under control.
8. Have a clear set of policies and rules. Be fair and reasonable.
9. If it is possible try to avoid punishing the entire group. Otherwise it might set the entire class against you.
10. It is a good practice to avoid publicly praising or reprimanding students.
11. Sometimes it is best to overlook some problems which come up.4

Even if the above suggestions are put into use, situations will arise which need action. If this does occur, speak privately with the person concerned and avoid, if possible, sending the case to another person.5

3 Ibid., p. 346.
4 Ibid., pp. 346-347.
5 Ibid., p. 347.
How To Live With Young People. Treatment of misbehavior should encourage the pupil to right action.

Disciplinary measures should try to change undesirable social behavior instead of serving as punishment, or as relief for teacher tensions. In order to provide successful leadership for children, the teacher should furnish some type of activities for pupils to release their energy. A teacher should have many of these activities available in the classroom. It has been suggested that discipline is very closely connected with motivation. The use of good teaching procedure has been proven to produce certain degrees of success in handling young people.6

In dealing with young people, one fact or idea stands out. Most children of today want to be good and do right. From this basic fact we can set up three ideas on how to live successfully with young people.

The first idea is to gain the support and liking of the young people. If they accept you as an ally or friend, they will accept your ideas much better. One way of gaining this support is through your friendliness, sense of humor and lack of tensions. Good discipline should then come because you are human and likable. A

teacher should work for a classroom of happy, smiling faces, who are happy about what they are doing.

The second idea is to keep your pupils busy. Have a good classroom program. When the pupils have interesting things to do, they have little time for getting into mischief. 7

Our task today is to see children as children. We must judge them good for their years, and not by uncompromising adult standards. By this yardstick many a school has better disciplined children than educators or the community realize. 8

The third idea is to be sure your standards of discipline are geared to children and not standards which they cannot hope to reach. The most difficult problem of any teacher is to decide between behavior which is normal and behavior which is caused by sickness or social illness. 9

In pupil-teacher relationship it is desirable to be close but not on a buddy basis.

A student who can slap a teacher on the back and call him buddy, or use first names in addressing teachers, usually shows little respect and learning. 10

7 James L. Hymes, Jr., "The Old Order Changeth," The Journal Of The National Education Association, 42:204, April, 1953.
8 Ibid., p. 204.
9 Ibid., pp. 204-205.
10 Whitman, op. cit., p. 61.
The core of today's approach lies in recognizing that there are two parts to discipline. The first part has to do with feelings and the second part with actions. The older approach was to deal with the actions only and let the feelings handle themselves. Now we realize that the feelings need handling, too.

Three Guiding Principles. There are three guiding principles which the classroom teacher might use to enable him to accept feelings.

First, we must realize that in any discipline problem, anger is involved. Anger is a natural emotion which every person has experienced during his lifetime. We must be sure that the anger does not accumulate and take some outlet which is hurtful or socially unacceptable. The first principle is called "feeling identification." In other words, try to identify the feeling which is involved and try to make the child understand that feelings are natural occurrences.

The second step is called "object identification." Try to get the child to recognize the object or target of his anger and get him to understand that this is not something which is unnatural.

The third step is called "channel identification." In this particular problem, try to convey the idea that there are good and bad ways of bringing out feelings.

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The student may express his feelings in painting, writing, or talking about his feelings on problems.  

Always put a lot of emphasis on "what you'd like to do," "what you want to do," "what you wish you might do." Express these ideas. . . . Although you do not have to endure the suffering of keeping in these painful feelings, you do have to steer them through acceptable channels in getting them out.  

Three Ideas On Handling Discipline Problems. Three different ways or ideas of handling discipline problems may be set up by the classroom teacher.  

The first way contains the following idea: If you believe the child does not know or understand his problem, then it is your duty to talk, explain and discuss the problem. Second, if you believe the behavior of the child is a natural behavior, then accept it. The third idea involves the surroundings of the child. If you believe the environment is bad for the child, then it is your duty to bring about a change.  

Use Of Corporal Punishment. The practice of corporal punishment in American schools began to disappear

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12 Ibid., pp. 5-6.

13 Ibid., p. 6.

during the wave of humanitarianism that brought an end to flogging in the Navy. Along in this same period freedom of slaves and better treatment of convicts developed. The development of practical psychology during this period influenced our modern educators. Some educators now are not so much interested in punishing a bad boy as in preventing one. 15

To hand out a licking, they feel, is to admit they have failed in their job—which they see as not only to teach but to make school so interesting that discipline is no real problem. 16

When using punishment, it is best to remember that only the stable child can take punishment. If punishment is administered to the troubled child, it might bring about more harm than good. A classroom teacher should be very sure of what he is doing before he uses punishment. Punishment can be used as a teaching technique. However, reasoning might be the better way of handling most cases. 17

A guide for the classroom teacher on when to use punishment is as follows:

1. Use it only with stable, sturdy, healthy youngsters.


16 Ibid., p. 23.

17 Hymes, op. cit., Behavior And Misbehavior, pp. 62-63.
2. Use it only when these youngsters are "ignorant of the law."
3. Use it only when they must learn the law quickly, when there is not a moment to waste.
4. Use it only when the law is a specific one, applicable to some clearly defined and definite situation. 18

One Cause Of Classroom Behavior. One of the greatest causes of misbehavior in the classroom is dullness originating from the teacher. This dullness may develop from various types of causes. The teacher may be sluggish in intellect, temperament or have ill health. Some teachers lack movement in discussion periods and in this manner tend to hold down interest. A teacher who lacks enthusiasm and variety in teaching methods is in trouble. 19 "Boring the youth is the cardinal educational sin. The teacher who is guilty of this sin need expect no mercy." 20

In handling most types of classroom misbehavior, it is best to keep in mind the time element. The quickness with which a teacher acts upon a certain disorder has a psychological influence upon the students. In acting swiftly, the teacher tends to discourage other classroom violators. It is this type of situation for

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18 Ibid., pp. 71-72.
19 Pringle, op. cit., p. 164.
20 Ibid., p. 164.
which the teacher cannot make any preparation. Only experience and self control can aid him in this type of development. 21

"However, the surest safeguards against disciplinary mistakes are well-rested nerves, a vigorous working mind, and the confidence that is born of this union." 22

21 Ibid., p. 188.
22 Ibid., p. 188.
CHAPTER IV

A LOOK AT SELF DISCIPLINE

Objective Of Education. The United States has a democratic form of government. Therefore, one of the major objectives of education has been to prepare students for democratic living. Education has shifted from authoritarian control of schools to one where the children have a more active place in school control. From this idea of democratic control has developed what is known as group control. It is desirable to have some sort of democratic group discussion on problems instead of having a show of hands. In other words, democratic voting is not group control.¹

Caution should be used in allowing the group to be used as a disciplinary agent. One danger involved is the fact that children can be very cruel to their classmates.²

We ought to make the classroom a place where they practice kindness, not meanness, to one another. . . . Rather than using the group to reward conformity or punish non-conformity, we need to use group control in constructive ways. Group ways in discipline can be positive. Goals which children have a part in setting they are more likely to want to reach.

² Ibid., p. 271.
Standards which reflect pupil thinking and planning are more likely to elicit cooperation. And the process of arriving at standards and evaluating their own behaviors helps pupils slowly acquire a value-system more in harmony with our democratic ideals.

A New Type Of Discipline. Today, punishment as a means of teaching discipline is on the way out. A new type of discipline is taking its place. It consists, to a large degree, in the self-discipline of the parents. "Thus the children will be given an image by which they in turn can develop a self-discipline of their own." One of the best ways to provide learning for a child is following the examples set up by his parents.

The major idea of the old type of discipline was to prevent undesirable behavior through the fear of punishment. Modern discipline does not concentrate on blocking bad behavior. It teaches what good behavior is through desirable examples or learning experiences. Thus self-discipline is developed in the person, through the desire to do right, and the habit of doing things correctly.

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3 Ibid., p. 271-72.
5 Ibid., p. 6.
6 Ibid., p. 6.
The Honor Court. One method of student discipline is the Honor Court. An example of this student organization was set up in North Phoenix High School, Phoenix, Arizona. Each student must agree to accept and live up to an Honor Code which is as follows:

1. The honor student is always honorable in his conduct toward others.
2. The honor student conforms voluntarily to the traditions and regulations of the school.
3. The honor student is always present at classes unless very serious reasons prevent his being there.  

The Honor Court is composed of a Chief Justice, two judges from the Senior class, two Junior judges, one each from the Sophomore and Freshman classes.

A student who violates the Honor Code is brought before the Honor Court. The student is permitted to state his case and offer a plea. If he pleads "not guilty," the court must call in witnesses and investigate the problem before reaching a decision. A majority of the judges must reach the same decision. The major function of the Honor Court is not the decision which is reached. It is the manner in which a student is given advice or reprimanded by his peers. The administration and parents are notified of the court's decision. The first two violations of the Honor Code bring warning to the student. The third violation removes the student from the school.  

Honor Roll of the Honor Code. A letter is then sent to the parents, by the principal, notifying them what has occurred.

After one month off the Honor Roll, the student may petition for reinstatement. If the student continues to violate the Honor Code, while he is off the Honor Roll, he is interviewed by the principal. The usual punishment for this type of violations is an after-school study hall. If the student continues to violate the Honor Code, he is then suspended, or expelled, from school. This type of action depends upon the severity of the case.

All students who are receiving after-school study halls are considered as undesirable citizens. These students are not eligible to represent the school in extra-curricular activities.

It is not required that faculty members use this system. Each faculty member may handle his own cases, if he desires to do so. 8 "The Honor Court is not intended to supplant teacher authority or responsibility, but merely to supplement and assist." 9 Two faculty members are appointed to act as advisors for the Honor Court,

8 Ibid., pp. 56-57.
9 Ibid., p. 57.
and they must attend all sessions of the court. If a student believes he has not been treated fairly, he can appeal to the principal.10

Speaking Of Self Discipline. When educators speak of self government or self discipline, the terms are defined in a very loose manner. If self discipline was used in the strict sense of the term, it would fail. This plan will work only through the organization and guidance of teachers and administrators. "In theory pupil participation is primarily educative; in practice it is wholesomely disciplinary,".11

It would seem that in this day of modern thinking that self-discipline would be well worth the trouble for exploration and experimentation.12

10 Ibid., p. 57.
11 Pringle, op. cit., p. 320.
12 Ibid., p. 348.
CHAPTER V

DELINQUENCY, DISCIPLINE AND THE SCHOOLS

A Definition Of Delinquency. Before we can actually talk about delinquency and what the schools can do to help reduce it, we first should set up a definition of delinquency. Richard Clendenen, executive director of the Senate Subcommittee on Juvenile Delinquency, defines a delinquent as follows: "A delinquent is a child whose behavior is such that he could be adjudged delinquent under the laws of the State in which he lives." 1

In some states delinquents are defined as those who are incorrigible or whose behavior is not accepted to the people in control of them.

Another definition of delinquency could be one who is known to have broken the law, and has been arrested by some member of the law-enforcement department. 2

Schools As A Cause Of Delinquency. One question which was asked of Mr. Clendenen should be of interest to people in education. The question was: Are the schools contributing to juvenile delinquency in any way? He answered in the following manner:


2 Bossing, op. cit., p. 446.
Schools can cause delinquency by virtue of becoming so overcrowded and so completely bogged down with masses of youngsters that an individual child who is having any kind of difficulty is shunted aside, and becomes a misfit. He begins to be a truant, falls in with other kinds who are also misfits and is often drawn into other forms of delinquency.

The schools have a great opportunity to help combat delinquency. It is the one agency in any community that reaches all youngsters. Schools could be the Geiger Counter for the early detection of children with serious problems. Help could be channeled to such youngsters either by the school itself or through referral of the child to another community agency.3

One danger signal of delinquency in children is school truancy. It has often been referred to as the kindergarten of delinquency. Truancy is frequently the first step in leading a child toward a delinquent career. A child who is truant is likely to be one who is having trouble in school. This type of child evidently does not have much parental control. Truancy leads a child to develop attitudes of defiance, conflict and evasion. Truancy also involves secrecy. "It requires evading, lying, scheming--the same patterns that characterizes juvenile delinquency."4

In a recent article the President of Yale University had this to say about problems in the schools:

3 Clendenen, op. cit., p. 84.

I think the American home is remiss. Some parents dump their children on the schools and then criticize the schools for not doing what they themselves are unwilling to do. For example, discipline—just plain old-fashioned discipline.5

Dr. Woodring, Professor of Psychology, Western Washington College of Education, answered in the following manner when asked about the present educational problem in which many people are willing to blame the schools.

I think the current educational crisis grows out of our failure as citizens to decide just what we want the schools to accomplish. What are the aims of education? Should the schools be responsible for the child's intellectual development only or should they be responsible also for his social, moral, religious, vocational, physical, and emotional development as well as for his recreation? If the schools are to be responsible for everything, are all these things of equal importance; and if not, what is the order of priority—What comes first? Unless we decide what is more important and what is less important the schools are faced with an impossible task, for there is not adequate time to do everything well.6

Factors Leading To Delinquency. On the basis of records on file in many schools, the children who seem to be in danger can be discovered. Therefore, if we can point out these predelinquents, preventive measures can be applied before the child gets into serious trouble.

5 Round-Table Forum, "Educating Our Children: Do We Know What We Want?" Ladies Home Journal, 71:55, October, 1954.
6 Ibid., p. 56.
Certain facts, situations, or conditions seem to point out possible later delinquency. Almost all of this information can be attained through the school records on file in most of our schools. The following are some of the factors which may lead to delinquency:

1. Living in a delinquency area.
2. Chronological overageness.
3. Living in a low-rent area (average under twenty dollars per month.)
4. Living in a broken home.
5. Frequent change of dwelling place.
6. Poor school attendance (more than five absences.)
7. Terms repeated in school.
8. School failures (more than one subject.)
9. Terms with failing marks (two or more.)
10. Intelligence below 90 in Otis tests.
11. Low employment status of father.
12. Times tardy at school (any number.)
13. Illegal absences from school (over five absences.)

Keep in mind that this is merely suggestions in which pupils subject to these conditions are in greater danger of becoming delinquent than those who do not face such factors. When these conditions exist in pupils, they should be given care which will help them over the period of childhood and adolescence.

In some schools, students do not participate in school activities that tend to build good citizenship.

7 Bossing, op. cit., pp. 482-83.
8 Ibid., p. 483.
In this case, the democratic process breaks down. This develops when the students will not assume responsibility in the activities.

Antagonistic relationships develop between pupils and teachers, pupils and school administrators, or between teachers and parents. Whatever the cause antagonism and ill will smolder for a time, then break into conflict and rebellion.\(^9\)

This rebellion may not appear on the surface, but it might be dormant and develop into a grudge against society. This type of attitude may later lead the child into some type of delinquent behavior.\(^{10}\)

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\(^9\) Ibid., pp. 467-68.

\(^{10}\) Ibid., p. 468.
CHAPTER VI

SUMMARY AND CONCLUSION

One of the major reasons for many teacher failures is lack of discipline in the classroom. From a teacher standpoint this is one good reason why school discipline should be discussed. It seems that many failures are brought about through the loss of self-control on the part of the teacher. One basic way in which a teacher can maintain self-control is by maintaining a strong and healthy body. A healthy body and mental control seem almost one and the same.

Discipline is a word which should be used and understood by classroom teachers. Discipline should be emphasized in the classroom. It should take as much time to teach discipline as other subject matter. Helping the student to understand himself goes a long way in bringing about self-discipline. The schools can do much in turning out future citizens who are self-disciplined.

Most people agree that the problem of delinquency is a very broad subject. It is hard to point out any one factor and say that this is the cause of delinquency. It has been pointed out in this paper how schools might in
Various ways contribute to delinquency. Also, included are ways in which the schools can recognize delinquent behavior in children. If the factors of delinquent behavior can be recognized at an early stage, maybe educators can help to bring about a cure for this problem.

It seems that in reading about discipline and delinquency, one important factor seems to be lacking in most cases. This one factor is the lack of religion or spiritual guidance in the child's life. Some people believe that religion and schools do not mix. This is a very touchy problem, but it seems that maybe the schools and churches should learn to cooperate better than they have in the past. If better cooperation could be obtained, the chances for our moral standards being raised would greatly increase.

We can go back in history and point out where one-time powerful nations, such as the Roman Empire, fell because of a deterioration of the moral and physical values of its people.

It would seem that through the proper emphasis on self-discipline our schools can produce the desirable type of democratic citizen.

Remember that from the youth of today come the leaders of tomorrow.
BIBLIOGRAPHY
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APPENDIX
APPENDIX A

TEACHERS' ATTITUDE
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TEACHERS' ATTITUDE

Problems of discipline are foremost in the thinking of beginning teachers because inexperienced teachers generally are judged by their ability to maintain order and to control their classes. Yet, teacher training institutions have not fully considered this problem in the preparation of their teachers.

One hundred and thirty-three elementary teachers in a study supervised by Lacey checked activities they considered important and weighed these activities against the adequacy of training which they believed they had received in teachers' colleges. Of one hundred items, "making the child responsible for his personal belongings" ranked first in importance in the minds of these teachers, whereas the adequacy of training in this aspect in teachers' colleges which they had attended was ranked sixtieth. "Developing kindness and courtesy in children" was rated second, while adequacy of training was placed forty-eighth. "Developing consideration for the rights of others" was rated fourth in importance, while adequacy of training was forty-fourth. "Maintaining good order" was eighth most important; adequacy in this aspect was placed forty-ninth. The first three mentioned items are all social behavior habits which lead to the development of desirable personality traits, an important aspect of the problem of discipline. The fourth item, the maintenance of good order, is usually uppermost in the minds of teachers. This study points up the need teachers feel for further attention on the part of teacher training institutions to the problem of discipline.¹

¹ Olivia, op. cit., p.1.
APPENDIX B

TWENTY SIX TRICKS OF THE TRADE

Following are 26 "tricks of the trade" which will help classroom teachers achieve good discipline.

1. Have organized work plans for each class day.
2. Be a salesman of interest and motivation.
3. Change a near-chronic to another room away from the gang.
4. Use guidance techniques and outside help on chronics.
5. Have no secrets as to objectives, assignments, rules, grading, etc.
6. Determine as soon as possible the level of the group in prognosis, achievement, I.Q., past record, study work habits, ambition, its leaders and those in need of the most help.
7. Freely discuss what tax-payers expect and want of the school.
8. Walk and talk among the students.
9. Use finger, hand, eye, nod, and smile more than voice.
10. Teach only when discipline is secure.
11. Use much student help.
12. Teach behavior each day.
13. Let a child start the class at the sound of the bell with a scheduled report, demonstration, etc.
14. Have maximum student activity with maximum variations.
15. Make your wishes known and listen to those of the pupils.
16. Set a good example.
17. Adjust to student's abilities, needs, and interests.
18. Be relaxed, friendly and courteous.
20. Think only of the effects on group work.
21. Have simple, clear, and immediate work goals with a pattern of established routine.
22. Respect the student more than he respects you.
23. React differently to an adolescent than to an adult.
24. Be lavish with praise, love, approval, and happiness.

25. Always effect a comfortable compromise.

26. Do not try to force pupils to do things which they are not capable of doing. ¹

APPENDIX C

CHECK LIST ON SCHOOL PROBLEMS
APPENDIX C

WHERE I AS AN EDUCATOR STAND IN RELATION TO TEEN-AGE SCHOOL PROBLEMS

In the column at the right, score yourself on each item listed.

1. I help pupils who are new to the school to become acquainted with other pupils.
   Never  Sometimes  Often

2. I have a friendly attitude toward all my pupils.
   Never  Sometimes  Often

3. I talk too much in class.
   Often  Sometimes  Never

4. I encourage my pupils to get up and speak in class.
   Never  Often  Sometimes

5. I think that a pupil should take a subject which he does not like.
   Never  Sometimes  Always

6. I try to teach my pupils how to study.
   Never  Sometimes  Always

7. I permit pupils to engage in as many school activities as they wish.
   Always  Never  Sometimes

8. I attempt to create interest in the work of the class.
   Never  Sometimes  Always

9. I encourage "crushes" on the part of the pupils.
   Often  Sometimes  Never

10. I attempt to have all study done at school.
    Never  Often  Sometimes

11. I am careful to explain difficult points in my subject.
    Never  Sometimes  Always

12. I encourage pupils to memorize what they do not understand.
    Often  Sometimes  Never

13. I give a pupil a chance to defend himself if he has created a disturbance in class.
    Never  Sometimes  Always

    Often  Sometimes  Never

15. I insist upon punctuality.
    Never  Sometimes  Always

16. I carefully check daily attendance.
    Never  Sometimes  Always

17. I believe that a pupil who is a bad influence upon other pupils should be expelled.
    Never  Often  Sometimes

18. I encourage an able pupil to enter an honor class.
    Never  Sometimes  Often

19. I am partly to blame if any of my pupils lose interest in my subject.
    Never  Sometimes  Often
20. I believe that school should take first place in the interests of high-school pupils. Never Sometimes Usually

21. I cause my pupils to fear examinations. Often Sometimes Never

22. I am at fault if a pupil selects the wrong course. Never Often Sometimes

23. I try to help my pupils learn to adjust to the realities of life. Never Sometimes Always

24. I believe that high school should give postgraduate courses for pupils who want to do special work. Never Often Sometimes

25. I believe that a pupil should attend a coeducational school. Never Sometimes Often

26. I have the habit in class of talking about matters unrelated to my subject. Often Sometimes Never

27. I nag certain pupils in my class. Often Sometimes Never

28. I have "pets" in my class. Often Sometimes Never

29. I believe that admission to college should be based upon individual ability rather than upon specified courses. Never Sometimes Always

30. I encourage pupils to participate in school activities. Never Sometimes Always

31. I believe that pupils should pay certain school dues. Never Sometimes Always

32. I try to make school attractive to my pupils. Never Sometimes Always

33. I help pupils to learn to live with others. Never Sometimes Always

34. I believe that a pupil should be allowed to take the subjects that he wants to take. Never Often Sometimes

35. I treat my pupils as my inferiors. Often Sometimes Never

36. I give a pupil a second chance. Never Sometimes Usually

37. I encourage pupils to join at least one school club. Never Sometimes Usually

38. I try to explain the value of my subject to my pupils. Never Sometimes Always

39. I try to give indirect training in character development. Never Sometimes Always

40. I try to encourage independent thinking, within the ability limitations of my pupils.1