

A COMPARISON OF THE DISCIPLINARY PRACTICES  
OF OKLAHOMA HIGH SCHOOLS  
WITH AUTHORITATIVE OPINIONS

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By

EDWIN E. VINEYARD

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THESIS AND ABSTRACT APPROVED:

  
\_\_\_\_\_  
Thesis Adviser

  
\_\_\_\_\_  
Faculty Representative

  
\_\_\_\_\_  
Dean of the Graduate School

283558

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## CHAPTER I

### THE MODERN CONCEPTION OF DISCIPLINE

#### Statement of the Problem

The problem in this study is to find how the disciplinary procedures used in Oklahoma high schools compare with authoritative opinion. This involves an analysis of authoritative opinion and a survey of the practices of Oklahoma schools.

The authoritative opinion stated in this study has been gleaned from books on the subject of discipline, texts on school administration, and doctoral studies. It is assumed that the writers consulted a comprehensive cross-section of the literature on the subject. The material has been classified for purposes of analysis, as follows: First, discipline is defined, its evolutionary history is given, its functions are determined, and its goals set; second, the types of disciplinary problems are classified according to cause and according to overt actions and a brief statement of appropriate corrective procedure is given; third, principles governing good corrective moves of both the indirect or preventive nature and of direct control are outlined; and fourth, the methods of control are considered one by one and a summary of authoritative opinion about them is given.

A questionnaire was then designed to ascertain the frequency of use of the various methods of control — both direct and indirect and to find which methods were believed to be most effective. The questionnaire was sent in approximately equal numbers to Oklahoma schools classified as small, medium, and large. The results are shown in tabular

form and interpreted with reference to the summary of recommendations of the literature. The schools of different size are compared. The composite results are compared with the authoritative opinions of literature, and conclusions are drawn.

What Do We Mean by Discipline?

Webster's Dictionary gives the following four most common meanings of the word discipline:

- a. The treatment suited to a disciple or learner; education, development of the faculties by instructing and exercise.
- b. Training to act in accordance with established rules; accustoming to systematic and regular action; drill.
- c. Subjection to rule; submissiveness to order and control; control; habit of obedience.
- d. Correction; chastisement inflicted by way of correction and training; hence training through suffering.

William C. Bagley tells us that:

Etymologically "discipline" comes from the same Latin root that gives us the word "disciple" and historically the problem of discipline has been to bring the impulses and conduct of the individual into harmony with the ideas and standards of a master, a leader, or a teacher.<sup>1</sup>

As to the common usage of the term, Sheviakov and Redl say that teachers around the luncheon table use the term discipline in the following three ways:

1. The degree of order established in the group.
2. The trick or technique by which we establish order.
3. As a verb meaning "to punish".<sup>2</sup>

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<sup>1</sup> William C. Bagley, School Discipline, p. 6.

<sup>2</sup> George V. Sheviakov and Fritz Redl, Discipline For Today's Children and Youth, p. 22.

From the foregoing we may see that the term discipline has different connotations for different persons. As a matter of policy, we in the social or semi-social sciences must be as careful, if not more careful, than our brothers in the natural, or exact sciences with terminology. As we go further we shall see what the modern conception of discipline actually is, as expressed by educational leaders through the medium of the printing press, and just what the implications of the modern idea of discipline are for practice.

"Discipline is not coercion through force --discipline is a spirit,"<sup>3</sup> say Sheviakov and Redl. Similarly, Bagley tells us, "It is a paradox of the well-disciplined school that 'discipline' is conspicuous by its absence."<sup>4</sup> Further, Bagley indicates changing ideals:

The older ideal of discipline looked sharply to externals; the new ideals look below the surface. ... Such a school is likely to be marked by the interest of pupils in their work; by their aggressive attack upon problems; by a spirit of cooperation; and by sympathy.<sup>5</sup>

Smith expands further in giving his meaning of discipline:

School discipline is merely social control within the school group. It includes all the forces that mold the emotional attitudes and inspire the conduct of pupils. Its essence is that subtle thing called school spirit, that complex of influences that fixes upon the students the school "stamp". Thus whatever of administrative regulation, teacher inspiration, pupil contact, and environmental pressure can be built into the lives and personalities of pupils so definitely as<sup>6</sup> to influence their behavior must be accepted as discipline.

The modern conception of discipline is aptly stated by Pringle, as follows:

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<sup>3</sup> Ibid., p. 5.

<sup>4</sup> Bagley, op. cit., p. 2

<sup>5</sup> Ibid., p. 2.

<sup>6</sup> Walter Robinson Smith, Constructive School Discipline, p. 41.

What, then, is the modern conception of high-school discipline? Stated negatively, it is not outward conformity, not coercion, not merely submission to authority and obedience to rules. Discipline is not for its own sake; nor does it focus on immediate results. It does not assume, on the one hand, that the pupil's mental attitudes and emotional states are favorably changed or made perfect just because of his complete conformity to standards devised and set up by his superiors, who ought to know what is best for him. On the other hand, it is psychological in its methods and constructive in its aims. It is primarily concerned with a state of mind, not automatic execution of orders. It recognizes in the pupil the stages of continuous and concomitant development. It is a gradual transition from control by rule to control by reason. It implies a guarded shifting of responsibility for conduct to the pupils themselves, in the process of which, the degree and kind of responsibility are always determined by the social maturity evinced by the pupils.<sup>7</sup>

Although somewhat more conservative than some of the others, Bagley seems to go along with the above as is shown:

While the conduct of the child must be brought into harmony with the ideals of the teacher (which in turn represent the ideals of that larger society for participation in which the child is being prepared), the modern conception of discipline would bring the child as rapidly as possible to the point where he will recognize the necessity of repression and to see clearly that the demands made upon him, and the limitations placed upon his conduct are really dictated by something more fundamental than the arbitrary will of those in authority.<sup>8</sup>

There are many ultra-conservatives in the field today and a few writers who state in no uncertain terms that no school could possibly operate under the modern disciplinary theory without creating a condition approaching anarchy. Douglas answers:

Modern philosophy of school discipline does not contemplate disorder in the school, it does not lose sight of the value of having pupils respect authority, and it does not entirely

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<sup>7</sup> Ralph W. Pringle, *The Psychology of High-School Discipline*, p. 41.

<sup>8</sup> Bagley, *op. cit.*, p. 8.

deny the necessity of keeping in mind the prejudices of the local community and the tendency of parents and citizens to criticize the administration of the school for the failure to do with twenty pupils per teacher what they as parents are failing to do with an average of one child per parent.<sup>9</sup>

Here is a complicated problem indeed. Boys and girls are in our secondary schools in larger numbers than ever before and continuing in school for more years than ever before; yet it is charged that they are idling and misbehaving, neglecting their studies, and becoming morally delinquent. The school must face the conditions and the critics. The public is waiting. We, as teachers, are not sure that what we give pupils is the best for all of them. Some critics believe that the students may actually be learning bad habits and attitudes in the high school. Does the solution of the problem lie in a reversion to and strengthening of traditional practices? Cox answers:

Formal class-room education can do little to correct the political and moral short-comings of our social life. If our hope for achieving the democratic ideal lay in "education" as commonly understood and generally practiced, the pessimism of competent public leaders, so frequently met, would be only too well justified. But the new education, if thoroughly understood and bravely carried out, justifies an optimism regarding our future, greater than frequently finds expression.<sup>10</sup>

Into whose hands does the responsibility fall for the initiation and maintenance of discipline in its proper sense? Cox and Langfitt point out:

Discipline in its constructive and derivative sense remains a prime function of the principal and his administrative assistants. He plans the education so that breaches of

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<sup>9</sup> Harl R. Douglas, Organization and Administration of Secondary Schools, p. 267.

<sup>10</sup> P. W. L. Cox, Creative School Control, p. 18.



good order and good citizenship are improbable. He sets up a creative school control which assures that any interference with the welfare of the school will be unpopular and, therefore, seldom undertaken. Discipline in the older sense of the term should be regarded as a manifestation of unsatisfactory school management. The emphasis of administrative procedures should be placed upon the direction of the pupil toward self-control.<sup>11</sup>

Modern school discipline, then, is not anarchy; it does not contemplate disorder. Modern discipline is self-discipline, and it is the responsibility of the administration of the school to initiate and bring it into fruition. Sheviakov and Redl re-emphasize the kind of discipline we want:

1. We want discipline based on devotion to humanitarian principles and ideals such as freedom, justice, and equality for all.
2. We want discipline which recognizes the inherent dignity and rights of every human being, rather than discipline attained through humiliation of the undisciplined.
3. We want self-direction, self-discipline rather than discipline based on obedience to a Fuhrer.
4. We want discipline based on understanding of the goal in view rather than discipline based on "taking someone else's word for it".<sup>12</sup>

#### Evolution of Disciplinary Theory

Bossing gives us an excellent account of the evolution of the theories of discipline. The excerpts from his work quoted below reveal the history of disciplinary theory.

At least five theories of discipline can be traced in the evolution of human thought. These theories have found

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<sup>11</sup> P. W. L. Cox and R. E. Langfitt, High School Administration and Supervision, p. 175.

<sup>12</sup> George V. Skeviakow and Fritz Redl, op. cit., p. 8.

definite expression in the religion of the western world and in the social practices of the western peoples. Four have had their counterpart in schoolroom practice. Because different advocates of all five theories may be found in many communities, and because four of them applied to the school, it is well for the teacher to understand and appreciate the genesis and implications of each.

1. The vindictive theory.- Strictly speaking, no disciplinary values of a social nature obtain in this most ancient conception of behavior treatment. The theory was in harmony with the theology of primitive peoples. Deity was thought of as a capricious despot. "'Vengeance is mine; I will repay,' saith the Lord" is typical of the viewpoint. If deity could be motivated by vengefulness, why not his devotees? This theory has no significance for the school except that too many teachers have permitted school problems to be considered personal, and in the emotional disturbance that has resulted have themselves acted vindictively.

2. The retributive theory.- The theory of retribution was a step beyond that of vindictiveness. "An eye for an eye and a tooth for a tooth," or "He will visit the sins of the fathers upon the children unto the third and fourth generations," are typical maxims of a theology of retribution cast into a social mold. While the retribution theory no longer has pedagogical acceptance as a dominant mode of school discipline, it has some values that cannot be entirely ignored. The school, while seeking a higher concept of disciplinary procedures, may well teach the student the sterner aspects of those retributive laws that operate throughout much of his relation to his environment.

3. The deterrent theory.- As history goes, this is a relatively recent development in disciplinary theory. It is not necessarily antagonistic to the doctrine of retribution. It may but use the essence of retribution for an additional or primary purpose. The deterrent theory is the first to begin to take on social significance. With the emergence of the deterrent ideal, punishments in any form must look to one of two results: the prevention of the individual from a repetition of the social offense through fear of the pain, the consequent penalties inflicted, or the example it brought to members of society to remind them of the dire consequences of such behavior. The theory had as its basis the element of fear as a control of behavior.

A wholesome respect, if not downright fear, for the consequences of violating a physical law that jeopardizes health and physical well-being may well be considered almost inevitable and necessary to the safety of the individual. In that case it becomes a pertinent question whether the school can afford to ignore the place of

intelligent fear in the formation of wholesome attitudes and conduct, even though at times the attitudes and conduct are controlled by negative considerations.

4. The remedial theory.— Fear has its limitations as a disciplinary agent. The would-be law violator is deterred only so long as he is afraid of the consequences. When fear is removed or when there seems to be some way to avoid consequences, no restraint is left for the still potent impulses. Pedagogy began to think of discipline as a means of changing the attitudes and conduct of students, so they would desire and will to do the things laid down by the school to govern behavior within it. The problem became one of leading the student to see the seriousness for social, as well as personal welfare, of a continuance or a repetition of unsocial conduct. Every effort was now put forth to make the student see the reasonableness and advantage of acceptable behavior. Punishments, in consequence, have been reduced to a minimum in schools guided by this theory of discipline, and in some schools the extreme position is taken that punishment should not be inflicted at all.

5. The prophylaxis theory.— This theory takes one step beyond the remedial, and is now coming into general acceptance among thoughtful educators. Modern education thinks of discipline as primarily that of attacking the causes of maladjustments in the school and environment so that the right patterns of thought and the right habits of conduct may be firmly established. A close study of present trends in educational curricula and methodology will reveal how extensively the concept of prevention positively and constructively conceived has influenced modern education.<sup>13</sup>

#### The Goals, Aims, and Functions of Discipline

"Discipline must have a goal," state Sheviakov and Redl. Further, they state:

Discipline is always connected with a goal. The attainment of a goal which is bigger than that which can be reached immediately by the individual involves discipline. Thus discipline may be thought of as organization of one's impulses for the attainment of a goal. Group discipline involves control of impulses of individuals composing the group for the attainment of a group goal.

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<sup>13</sup> Nelson L. Bossing, Progressive Methods of Teaching in Secondary Schools, pp. 135-148.

At different ages people are ready for different goals; different goals are pursued differently. When a group of Boy Scouts practices marching, the goal is for the group to act symmetrically, and discipline shows itself through the symmetry achieved. When, however, the group climbs a mountain, the goal is not symmetry of action but the scaling of the mountain. Running through the hall on a Saturday afternoon to get to a Scout meeting on time is one kind of appropriate behavior to maintain discipline, whereas running through the same hall during recess indicates poor discipline because it interferes with the group goal of the moment — that everyone gets to his class most efficiently. Too often in our discussions of discipline we concentrate on specific acts and talk of them as being indicative of good or poor discipline and forget that these acts must be evaluated in terms of the goal to be achieved at the time. Indeed, in every discussion of discipline we should ask: "Discipline for what?"<sup>14</sup>

Discipline for what? What are we trying to accomplish through discipline? What are the aims and goals for which we aspire? "If we know not whither thou goest, how can we know the way?" This query of Peter's is a very practical one. If we know not the goal of discipline, shall we not stumble blindly without knowing whether we go forward or backward? Our leaders point out the objectives for us:

The meaning of school discipline may be formulated as three related and yet somewhat distinct functions:

1. The creation and preservation of the conditions that are essential to the orderly progress of the work for which the school exists.
2. The preparation of the pupils for effective participation in an organized adult society which, while granting many liberties, balances each with a corresponding responsibility, and which, while allowing each individual much freedom in gratifying his desires and realizing his ambitions, also demands that the individual inhibit those desires and repress those ambitions that are inconsistent with social welfare.
3. The gradual impression of the fundamental lessons of self-control, especially through acquainting the pupil with the

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<sup>14</sup> Sheviakov and Redl, *op. cit.*, p. 5.

importance of remote as contrasted with immediate ends, and through innumerable experiences which will lead him to see that persistence and sustained effort bring rewards that are infinitely more satisfying than can be attained by following the dictates of momentary desire.<sup>15</sup>

The functions of high-school discipline are readily formulated. Until the last forty or fifty years, in this country good discipline in the minds of nearly all meant a quiet school, uniform posture, and orderly movements. The present view of disciplinary functions includes more than this, and may be stated as follows: (1) to secure such conduct from the pupils as is in every way conducive to the work in hand; (2) to secure this conduct in a way that continually enriches personality and contributes to the formation of character in the widest sense.<sup>16</sup>

The purposes for which policies and measures of discipline are employed may be said to be as follows:

1. Establishing and maintaining favorable study conditions free from distractions and misbehavior.
2. Establishing and maintaining respect for authority within the school.
3. Developing, on the part of the pupils, ideals, interests, habits, and skills making for self-government and good citizenship.<sup>17</sup>

The purposes or objectives of school discipline are both immediate and remote, individual and social. The immediate aims are to develop in the pupil self-control and self-direction under school conditions. ...The remoter aims of discipline are concerned with the training of pupils for proper conduct in later life.<sup>18</sup>

Discipline in the classroom is not a question, therefore, of whether the children talk or not. It is not a question of whether there is noise or not. It is not a question of whether there is movement and

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<sup>15</sup> Bagley, op. cit., p. 10.

<sup>16</sup> Pringle, op. cit., p. 7.

<sup>17</sup> Douglas, op. cit., p. 265.

<sup>18</sup> Smith, op. cit., pp. 45, 47.

activity or not. It is a question of why the children talk and why there is movement, activity, and noise. It is a question of whether every child is busy with school business. Are the rules which are made for efficient classroom management obeyed without nagging? Are the children courteous and polite in their relations with each other and with the teacher? Can the teacher secure order and attention from everyone when necessary? If such is the case, there may be movement, activity, and some noise, but there will not be disorder.

## CHAPTER II

### TYPES OF DISCIPLINARY PROBLEMS

#### The Causative Factors in Disciplinary Problems

According to the prophylaxis theory, it is more important to discover the cause and remove the difficulty than it is to mend the breaks when the overt acts occur. It is the idea of modern disciplinary philosophy that if all causes of disciplinary problems are removed, no overt acts will occur.

Many still give another reason why it is much better to keep attention focused upon cause than upon effect. Since the student is quick to sense the impersonal nature of the teacher or principal's search for causation, many believe such an approach will tend to bring a sympathetic understanding between the authority and the student. Let us then examine the nature of disciplinary causation. Sheviakov and Redl tell us that:

So-called discipline cases fall, as to their causative factors, into three categories:

Type I. Case History Produced. Something in the background of the individual child breaks out and causes a disturbance.

Type II. Group Conditioned. No one child can be seen behind a disturbance of this sort, but the attitude of the group as a whole is being manifest in a disturbance.

Type III. Mixture with Different Emphases. The behavior situation of this type centers around the actions of some individual child, but his actions stem not entirely from himself but is partially produced by something in the group atmosphere in which he lives.<sup>1</sup>

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<sup>1</sup> Sheviakov and Redl, op. cit., p. 39.



Those authors go on to tell us that only about ten per cent of all cases of school discipline are simple cases of individual disturbances, while about 30 per cent of the cases are instances where problem behavior is group conditioned, and about 60 per cent of the cases seem to involve both individual and group factors. Thus, group psychology seems to be the big problem. Sheviakov and Redl list the following group psychological factors in discipline problems:

Factor I. Dissatisfactions in the Work Process.- The fact that bad teaching or curriculum planning automatically increases the number of discipline problems we produce has long been known in a general way.

Factor II. Emotional unrest in Inter-Personal Relations.- Conflicts arising from personal relations will reflect themselves in the shape of discipline problems. Such discipline problems are often not even directed at us at all, but they are there just the same.

Factor III. Disturbances in Group Climate.- By this is meant the disturbance of the basic feeling tone which underlies the life of a group, the sum total of everybody's emotions toward each other, toward work and organization, toward the groups as a unit, and toward things outside.

Factor IV. Mistakes in Organization and Group Leadership.- This involves the organizational mistakes of too many rules or too few rules, autocratic pressures, and the personal mistake of the teacher, such as lack of tact, inconsistency, indulgence, etc.

Factor V. Emotional Strain and Sudden Change.- Boredom will always remain the greatest enemy of school discipline. Also excitement over contemporary events, enthusiasm, unusual hilarity, as well as depression and fear, are among the prime dangers to stable morale.

Factor VI. The composition of the Group.- Wide differences in age and development, race, socio-economic background, home life, intelligence, and physical condition are some of the factors which can lead to problems.<sup>2</sup>

Two other authors, Morehouse and Bossing, have attempted to classify behavior problems according to the underlying causes of the difficulties,

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<sup>2</sup> Sheviakov and Redl, op. cit., pp. 44-56.



as follows:

1. Offenses of misdirected energy.
2. Offenses due to resentment to imposed control.
3. Offenses due to physical conditions.
4. Offenses due to untrained moral judgment and perverted ideals.
5. Offenses of sensationalism.
6. Offenses of imitation.
7. Offenses due to crude or untrained manners.<sup>3</sup>

- - - - -

1. Physiological factors.
2. Personal factors -
  - a. Egotism
  - b. Immaturity of judgment
  - c. Low mentality
  - d. Lack of social training
  - e. Self-consciousness
3. Social factors -
  - a. Desire for sensationalism
  - b. Desire to be identified with the crowd
  - c. Resentment of control
4. Schoolroom factors -
  - a. Unattractive room
  - b. Unhygienic room conditions
  - c. Classroom method

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<sup>3</sup> Frances M. Morehouse, The Discipline of the School, p. 27.

d. Indifferent organization of classroom routine.<sup>4</sup>

We believe that a child's misbehavior in the classroom is frequently a symptom of some maladjustment of his life out of school. It may also be a warning to the teacher of approaching ill health or delinquency. The child is a unit, a whole, operating in two worlds, the in-school and the out-of-school. What happens to him in one must of necessity influence his life in the other. Cutts and Moseley suggest that the teacher who is trying to interpret the information she has about a child will find it useful to understand the seven main factors which seem to stand out as causes of serious maladjustment. These factors are the child's family and environment, his own temperament, his physical condition, his emotional and social status, his mental ability, his educational background, and his occupations and interests.<sup>5</sup>

The case study is widely recommended as the best way to draw a picture of the "whole child" and, hence, the best way to understand the child and his behavior. Cutts and Moseley give us the following outline for a case study.

Outline for the Study of a Maladjusted Child<sup>6</sup>

- I. Identifying information
- II. School history
- III. Anecdotal account of the behavior occasioning this study
- IV. Description of steps which have already been taken
- V. Contact with social agencies and courts

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<sup>4</sup> Bossing, op. cit., pp. 154-159.

<sup>5</sup> Norma E. Cutts and Nicholas Moseley, Practical Discipline and Mental Hygiene, pp. 127-158.

<sup>6</sup> Ibid., pp. 123-126.

- VI. Family history and relationships
- VII. Home and neighborhood conditions
- VIII. Physical condition
- IX. Emotional and social status
- X. Mental ability
- XI. Educational achievement
- XII. Interests and occupations
- XIII. Summary and recommendations

#### Classification of Overt Actions and Their Treatment

Although prime importance is usually attached to the removal of the causative factors of disciplinary problems, necessity dictates that a certain amount of attention and consideration be given to the overt acts themselves. As is oft repeated, "Adolescence is not maturity." Since evolution, not revolution, is the desired process by which we hope to bring about the new discipline, it seems proper that we consider in this section the overt acts in the schoolroom situation in the perspective of both practical needs and the new disciplinary theory. This manner of organization seems to be a natural one according to Bossing:

At least two distinct approaches are customary in the effort to classify discipline problems according to types. One approach would attack the problem via the route of careful classification of overt acts. This is the method of legal jurisprudence. The other approach seeks not the evaluation of overt conduct, but rather the underlying causes that give rise to the act. The literature of school discipline abounds with efforts to classify overt acts. Little attention has been given to causes, though recent literature on the subject gives much larger place to them.<sup>7</sup>

Bossing goes on to classify overt acts as follows:

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<sup>7</sup> Bossing, op. cit., p. 149.

1. The incipiently disorderly class.
2. The actively disorderly class.
3. The aggressively disorderly class.
4. The disorderly pupil.
5. The pupil in rebellion.
6. The vicious pupil.<sup>8</sup>

The following table, which summarizes a study made by Cutts and Moseley, reveals the relative frequency of occurrence of actions which brought disfavor from the teacher as reported by the pupils themselves:

TABLE I  
RANKING OF MAIN CATEGORIES OF BEHAVIOR ACCORDING TO  
FREQUENCY OF REPORT BY PUPILS<sup>9</sup>

Boys (1000)		Girls (1097)	
Categories of Behavior	Occur- rences	Categories of Behavior	Occur- rences
Total	100.0%	Total	99.7%
Talking.....	18.8	Talking.....	33.5
Physical attack.....	16.3	No misbehavior reported....	11.2
Undue activity.....	11.7	Chewing gum or candy.....	8.2
Throwing things.....	10.5	Undue activity.....	6.5
Unexcused absence.....	6.7	Physical attack.....	5.9
Breaking general regulations	6.2	Morals.....	5.5
No misbehavior reported....	4.9	Breaking general regulations	5.4
Manners.....	4.2	Shortcomings in school work	4.4
Accidents and forgetting...	3.9	Unexcused absence.....	4.2
Morals.....	3.6	Accidents and forgetting...	3.6
Shortcomings in school work	3.4	Passing notes.....	3.0
Practical jokes.....	2.8	Manners.....	2.6
Chewing gum or candy.....	2.7	Throwing things.....	2.1
Property damage.....	2.2	Practical jokes.....	1.8
Direct disobedience.....	1.5	Direct disobedience.....	1.1
Passing notes.....	.3	Temper or timidity.....	.3
Temper or timidity.....	.3	Property damage.....	.2
Non-cooperation.....	-	Non-cooperation.....	.2

It is not sufficient to merely classify or to point out the frequency of occurrence of overt actions. Practical necessity often dictates that

<sup>8</sup> Ibid., p. 150.

<sup>9</sup> Cutts and Moseley, op. cit., appendix.

some immediate action be taken as a corrective procedure, and some attention and thought must be given to the types of overt actions in relation to their corrective counter-actions. Following are some rather lengthy selections from Cutts and Moseley and Pringle in which the overt actions, their probable causes, and suitable corrective measures are discussed:

Physical attack reported by pupils and teachers is mostly fist-fighting or shoving and pushing other children. Immediate occasions seem to be disputes about games, bad weather and the consequent lack of exercise, sickness resulting in crossness, irritation due to difficulties out of school, and quite frequently the compulsion to show oneself a man despite small size, unconventional clothes, or Lord Fauntleroy curls. For fighting and other forms of physical attack, teachers favor sending to the principal, notifying the parents, and removal from the situation. Conferences with both parties to a fight or with the child who attacks another in any way, ought to be regular routine.

Undue activity, when it consists of running in the halls, skipping stairs, and sliding down banisters, has as its most common cause a natural exuberance. The reason for controlling it is, of course, to prevent danger to life and limb. Undue activity within the room may be due to boredom, work that is too hard or too easy, or a minor physical cause, such as a badly adjusted seat or a passing ailment. When several members of the class become restless, the teacher should look to the temperature and ventilation of the room, give a chance for relaxation and exercise, and consider changing what the children are doing.

Throwing things indoors is a manifestation of that spirit of mischief which thrives on idleness. Favored actions for snowballing are sending to the principal, particularly when a school rule has been violated, and conferences on the danger involved. Indoors the activity can be prevented by finding absorbing work for idle hands.

Breaking general regulations is another fault of their elders to which children are prone. The most efficacious method of prevention seems to be class work on safety resulting in agreements made and enforced by the pupils themselves. When the regulation is one promulgated by the principal, it is only natural that those who break it should be sent to him.

Practical jokes may be actuated by resentment against the victim, but they may also be evidence of a sense of humor.

That jokes may cause inconvenience and pain and even be dangerous seems sufficient reason for keeping them within bounds. But if the joke happens to be a good one, particularly if it is a good one on the teacher, she should welcome an opportunity to laugh.

Property damage may be a form of practical joke or may be another result of idleness and boredom. Like the practical joker, the destroyer of property often escapes detection. If he is found, the simplest way to teach him the loss his activities entail is to insist that he rectify or pay for the damage.

Poor work is commonly caused by school tasks which are too hard, too easy, or too dull. The answer as to action seems obvious: find out the child's capacity, explore his interests, and set tasks that are of interest and not too hard, but still challenging.

Disobedience and bad manners are rare in the schoolroom -- far rarer, according to our reports from parents, than in the home. Moreover, they are so generally found along with other problems of behavior and signs of rebellion that it seems probable that personal resentment against the teacher plays very little part. If the teacher can remember this and ask herself what the cause of the child's trouble really is, it will help her resist the natural tendency to respond to anger with anger and help her maintain that self-control which is always essential. If by any chance the teacher loses her self-control she should immediately send the child from the room and not talk with him until she and the child have both calmed down. Later a conference can be held, when everybody is calm and rational.

Moral transgressions reported for school children are usually tattling, cheating, or stealing. None of us likes a teller of tales told out of cowardice or malice. The teacher, however, must listen to and encourage reports on more serious offenses, for example, property damage, in order to teach the duties of citizenship. Teachers favor, as an action, conferences in which the advantages of abiding by the Golden Rule, the attitude of society, and the danger of bad ways are explained to the children. Best of all, and as far as we can tell very generally successful, is the supplying of the need which caused the lapse, for example, giving special help in the subject to the child who copies and a chance to earn pocket money to the child who steals.

Truancy is the most serious single symptom of maladjustment that we have. The cause of constant truancy is rarely simple and probably never just a dislike of the school or the teacher. Certainly the remedy is not to have an old-fashioned truant officer merely round up the child and drag him back, nor yet for the teacher to inflict corporal punishment when he arrives. Rather, the teacher should do everything possible to learn to



know the child, to cultivate his friendship, and to discover and develop in school whatever healthy interests he may have. Because home conditions may be at the root of the difficulty, the home should be visited and the parent consulted.<sup>10</sup>

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The following are a few of the types of conduct that cannot be permitted: inconsiderate speaking out without permission, irresponsible guessing, open indifference and listlessness, a disrespectful attitude, irresponsible and "funny" questions, persistent taking advantage of unfavorable circumstances that arise, practical joking, horse-play, slouching, horse-laughing, use of various offensive tones of voice. All of these ways of acting show an absence of whole-hearted effort. In dealing with them, a laissez-faire policy will surely fail, for they are forms of behavior that are not self-corrective.

1. In a free conversation group outside the classroom formal permission to speak is not obtained; hence the restraint due to the exigencies of the class work introduces an apparent element of artificiality and the necessity of learning a new inhibition. ... The difficulty in dealing with the natural tendency to express immediately what one thinks and feels is usually cleared up when the teacher and the offending pupil think through the logical and psychological outcome of the conduct in question, and then hold firmly to their findings. The insistence on fairness in this case is of necessity the prerogative of the teacher. He firmly demands consideration for all concerned and thus guards the immediate interest of the class and builds in his pupils desirable social attitudes.
2. The type of pupil that engages in irresponsible guessing exemplifies a characteristic adolescent trait. He is showing off, and usually with the group in mind rather than the teacher. He fails to see that he is endangering his reputation with the group because of his frequent blundering. He must be made to see that his "batting average" is low and suggests lack of knowledge and careful thinking on his part.
3. Avowed indifference and listlessness may well be viewed as an insult, but it is not good psychology to interpret any form of conduct as a personal insult. It is doubly offensive; it is out of harmony with the class exercise, and it transgresses the bounds of common courtesy. Unless listlessness is due to ill health, it is usually best to make it an issue and by firm treatment suggest what is to be the outcome of the issue.
4. ... the welfare of the individual pupil and spirit of the class demand firm and summary treatment of any behavior that

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<sup>10</sup> Ibid., pp. 80-98.

clearly betokens a disrespectful attitude. Immediate dismissal from the class seems to be the natural way to begin. ... What ultimately happens will be determined by developments. Of course, there must be no reinstatement until the pupil is deeply conscious of the nature and the seriousness of his conduct, and it is his problem to find a means of assuring those in authority that he does fully understand and that his attitude is changed.

5. Irresponsible questions and questions asked simply to produce an effect on classmates must be treated as a form of disorder. He finds it pleasanter to talk than to think. It is not difficult to show a pupil of ordinary ability just how paltry and insignificant his aimless questions are. The "funny" questions usually originate in someone's false conception of human, and it, too needs to be exposed. The pupil who engages in farcial questions may well be treated seriously. It is usually easy to beat him at his own game.

6. In nearly every class there is a pupil who takes advantage of almost any kind of irregularity that occurs. He plays the game with an eye on the breaks. He lacks the courage or the ability to perpetrate anything worthy of attention when the class machine is running smoothly, but he bides his time and shows his true nature under cover of some unusual circumstances or confusion. His behavior must be made to appear in its own true light. When the class spirit is good, he will find little sympathy, and lack of sympathy with his kind of mischief is sufficient to show him his mistake. Thus, it is the teacher's part to make clear the social and moral implications in each case. This serves as a natural and adequate punishment.

7. All high-school teachers are familiar with the practical joker. If they are in really good taste, harmless, and well thought out, they should be duly appreciated. But they are dangerous because so often they are belittling in their implications. Pupils have little patience or sympathy with a teacher who cannot see a joke; neither do they respect or admire the teacher who "stands for anything". It is always wholesome to hold the practical joker fully accountable for results; it is the natural way to cultivate his judgment and make him thoughtful.

8. So-called "horse-laughing" is unnatural and always out of order, especially in the classroom. It is a form of discourtesy that cannot be tolerated. No teacher need hesitate to stamp it out promptly. In dealing with this abnormal and soulless manner of laughing, there is no middle ground, nothing to discuss; the implications are too apparent. Prompt and firm treatment of the first case is usually sufficient to end this form of trouble.

9. For those who have ears, the human voice is a delicate instrument and a reliable index of mental and emotional



states. The adolescent rapidly learns its possibilities. Furthermore, he soon learns that it is a subtle agent through which to express his own moods and attitudes. In this way the symptoms of internal commotion are sometimes revealed and furnish the teacher with an excellent opportunity to check insipient disorder before it becomes active disorder.<sup>11</sup>

Bagley's discussion differs from the two preceding ones in that instead of classifying actions he classifies the pupils themselves into troublesome types and prescribes treatments accordingly. He states:

Even in classrooms where order and discipline are most commendable, troublesome cases do occur. The proportions vary, but it is safe to say that, in every classroom of from 30 to 40 pupils at least three or four boys and one or two girls will be relatively hard to control. This suggests among other things, the essential injustice of leading young teachers to believe that the presence of troublesome pupils reflects ignominious discredit upon themselves as teachers, — a policy which has often succeeded effectually in covering up cases that need serious attention.

The Stubborn Pupil.— This is perhaps the most troublesome type,— the more so because the highly refractory disposition may go hand in hand with a goodly measure of ability. The diamond still in the rough has no brilliance. This is only another way of saying that the stubborn child must be conquered. While less heroic measures should be tried first, there is every justification, if these fail, for retaining the pupil after hours until he accedes to the request or command in question, or even of resorting to corporal punishment or to suspension until he learns to obey.

The Haughty Pupil.— This type is much more hopeful than the stubborn type. Occasional trouble is experienced, however, in holding pupils to the standards of conduct and achievement that must be made common to all. If the public school means anything as a nursery of democratic ideals, it means that absolute equality of opportunity must prevail, and this implies that no exceptions can be made in the application of standards.

The Self-Complacent Pupil.— The haughty pupil can ordinarily be effectively appealed to on the basis of his pride, but the self-complacent child is difficult to manage chiefly because he will not readily respond to this or any other stimulus. He is satisfied with his attainments, even though they be mediocre. It is in cases of this type that the second problem of discipline — to save the individual from himself — becomes of prime importance. The treatment indicated for the self-complacent pupil is simple enough in theory, but far from

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<sup>11</sup> Pringle, op. cit., pp. 213-223.

simple in application. It involves a continual incitement to higher standards. The devices of rivalry and emulation must be called upon in a degree that would be quite unnecessary with the normal child, and perhaps even harmful with the hypersensitive child.

The Irresponsible Pupil.— The irresponsible pupil cannot be depended upon to carry out directions or to be faithful to a trust. He shirks his duties and "scamps" his work. The only treatment that I have found to be effective in the case of irresponsible children is constant vigilance and strictness; and another author writes after "Irresponsible" the two words "strict discipline".

The Morose Pupil.— This is one of the most difficult types to deal with effectively. The morose pupil is likely to meet the best-intentioned advances sullenly and suspiciously. The first effort of the teacher, therefore, should be to preserve at all costs the objective attitude — to avoid falling into an antagonistic attitude toward the pupil. Methods must be devised that will lead the morose child gradually out of himself. He must become absorbed in his work, and here the individual assignment becomes of large importance and among these assignments should be a liberal admixture of special school responsibilities.

The Hypersensitive Pupil.— The "touchy" sensitive child is sometimes a neglected problem, — and unfortunately so, for his weakness is especially likely to become a serious handicap in his later life. He is likely to shrink from the companionship of the normal children, and to be satisfied with friends of his own kind. Children of this kind distinctly need "hardening" experiences.

The Deceitful Pupil.— We come now to a more serious form of individual weakness. Here a serious mistake is to permit efforts toward reform to be handicapped by the belief that the unfortunate tendencies express an inherent depravity. The child who finds that he can deceive successfully will inevitably practice the art. Undoubtedly the most favorable time to correct the defect is in very early childhood. If from infancy the practices are invariably met with discouragement, they will die a natural death. When they persist into school life, the treatment is more difficult but the principle is the same. The conditions of school life should reduce the opportunities for deceit to a minimum, and where these opportunities are necessarily present, — as in examinations and tests, for example, — the supervision should be so close that lapses will run small chance to remain undetected. There is good reason, also, for attaching to these lapses a serious stigma, but one must avoid inducing a permanent feeling of shame or a humiliating loss of self-respect. Along with this should go an appeal to the dormant ideals of honor and fair play.

The Vicious Pupil.— Here we meet the type that could, perhaps, be consistently characterized as "depraved". Where these pupils are found in the school, they are usually the product of an unfortunate heredity, and an equally unfortunate environment. Traits that seem hopeless at the outset often yield to the right sort of treatment. Processes of discipline are much more severe than the normal individual will require. And by severe in this connection, we do not mean harsh or cruel. When we say, that the treatment must be severe we mean that it must be unusually cautious. It must take account of all possible knowledge that can be gained from a study of the home environment, of the practices, habits, interests, and abilities of the individual. To single out the vicious child as the especial object of affection is to risk placing a premium upon unsocial conduct. To give refractory pupils unusual privileges and prerogatives in order to gain their good will is a plain case of bribing them to be good. But when children have failed to receive at home the affection that the normal child craves, expressions of interest in them and sympathy for them may work a miracle of transformation.<sup>12</sup>

We should remind ourselves that while endeavoring to find the causes of bad behavior and correcting any instances of it that occur, the teacher must inaugurate and continue a program for promoting better behavior. The means taken to do this will in general be those one should use in daily relations with all children. It should include establishing friendly relations, encouraging friendships among children, providing success by adjusting work to ability, cultivating interests, giving responsibility, and giving praise.

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<sup>12</sup> Bagley, op. cit., pp. 219-234.

## CHAPTER III

### THE PRINCIPLES OF GOOD DISCIPLINE

#### Discipline Through Indirect Means

It has been asserted by some authorities that there is something very wrong with any classroom situation if the teacher must frequently resort to any means of direct control. Although the vast majority of writers do not seem to go to this extreme, an emphasis in that general direction is common. The old adage that "an ounce of prevention is worth a pound of cure" could well be applied educationally in terms of lesson planning, classroom management, and teacher personality.

Pringle gives us the following pointers on class control through subject matter:

1. Many teachers are not aware of the relation between easy class control and an adequate teaching knowledge of the subject matter.
2. Enthusiasm and animation born of genuine understanding are prime requisites for all who deal successfully with youth.
3. All experienced teachers know that the degree of attentiveness and the teachableness of the class group vary greatly from day to day when the cause of the variation is outside the teacher's control.
4. In holding the attention and thus controlling the behavior of any adolescent group, it is important that the teacher at all times should recognize the pupils' natural interest in subject content as distinguished from mere form.
5. From the foregoing it follows that during the class period every individual member of the class shall have an opportunity to employ his powers in activities that have real meaning to him.
6. In attempting to recognize the principle of individual differences and thus meet the intellectual and emotional needs of the individual pupils, as indicated above, the teacher must guard against allowing the class discussions to deteriorate into a succession of dialogues between himself and one pupil

after another, while the unemployed members of the class are either idle or dangerously bored.

7. It is an educational principle of long standing that the pupil is educated, not by the various stimuli supplied by the teacher, but only by his own mental and emotional responses.

8. In adolescent curiosity the classroom teacher who aims to control his pupils through the subject content has a natural and powerful ally.

9. Youthful curiosity means not only mental alertness in observation and attention, but it also connotes vigorous thinking.

10. But practical, thorough-going teaching requires drill, and drilling, as such, is naturally offensive to the adolescent, who is conquering new realms of thought. However, at times, careful drilling makes real progress possible.<sup>1</sup>

One may readily see the emphasis on the indirect approach for the administration of the school as a whole as Cox states his "Four Steps" in the Promotion of a Creative School Control":

1. The fundamental step in a creative, vital program of school control is the inspiration of the teachers, or at least a considerable fraction of them, to a state of conscious desire for a share in the spontaneous student life that goes on willy-nilly in and about the school.

2. If experimenting is to be satisfying, every instrument of school administration must be utilized to make the efforts at socialization successful, and adequate recognition must be given to every brave spirit who is ready to depart from the conventional procedures of the classroom re-citation of words, and to try instead to stimulate and direct student activities.

3. A third requirement for the successful installation and practice of a creative school organization is carefully planned standard uniform practice regarding all school mechanics. They should be explicit, detailed, definite. But there should be included under this standard uniform practice code only the minimum of mechanics necessary for a smooth-running school.

4. The fourth constructive device for developing a socialized school is to take account of the general conservatism

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<sup>1</sup> Pringle, *op. cit.*, pp. 165-185.

of parents and of the community. The school administrator who is a realist, who deals with human nature as it is, will seek cooperation from the start, not only from all the potentially progressive teachers, but from all the potentially progressive groups in the community.<sup>2</sup>

Besides placing an emphasis on control through good teaching, Walter Robinson Smith goes on to enumerate "eight prerequisites to a well-conducted class of the typical kind":

1. A proper teacher attitude toward school work and toward pupils.
2. Adequate preliminary preparation.
3. Self-control.
4. An effective attack.
5. Challenging questions.
6. Judicious control over pupil discussions.
7. An effective assignment.
8. Skillful motivation.<sup>3</sup>

Cutts and Moseley give us the following special recommendations for routine classroom management that have been tested by experience:

1. In the very beginning make sure that the class understands the need for giving attention to directions and for promptness in winding up one activity and starting another.
2. When about to work with an individual or small group, be sure that the rest of the children are occupied with something they can carry on by themselves.
3. When it is necessary to leave a small group with which one has been working, be sure that the pupils in it understand how they are to carry on.
4. When giving instructions, be sure to have the complete attention of everyone concerned; use words which can be easily understood; illustrate by simple examples... .
5. When shifting from one activity to another, proceed as promptly and with as little hesitation as is consistent with securing general attention and allowing for distribution of books and materials.<sup>4</sup>

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<sup>2</sup> Cox, op. cit., pp. 23-28.

<sup>3</sup> Smith, op. cit., pp. 155-156.

<sup>4</sup> Cutts and Moseley, op. cit., pp. 20, 21.



It was by Odenwaller in his doctoral study that the most important factor in predicting teacher success is that of personality.<sup>5</sup> It has often been said that "good teachers are born, not made". Waples agrees on the important function of personality in good teaching and class control, but he insists that each of the traits on his list may be developed by the teacher through practice. He mentions: self-confidence, a sense of authority, friendliness, firmness, interest in pupils, a sense of justice, a sense of humor, and interest in his subject.<sup>6</sup>

The points cited by Waples are reiterated and enlarged upon by Cutts and Moseley as follows:

The first requisites for the teacher in prevention of disorder are self-confidence, a good voice, and, for the very best results, a sympathetic understanding of and liking for children as children and individuals. To these can be added many qualities hard to define and harder to impart. We shall only mention them here, with the comment that we believe it possible to acquire them by effort. The qualities are enthusiasm, vitality, a sense of humor, and a social purpose. If the teacher does not have all of these qualities and cannot acquire them, she should remember that she can make as much money and be happier in some other occupation.<sup>7</sup>

We have seen by now that there exists a unanimity of opinion among the authorities on the importance of the more indirect means of control through effective, stimulating teaching, efficient management of classroom routine, and the cultivation of a good teaching personality. However, the existence of a problem situation in a teacher's class should not bring automatic criticism of that teacher's ability or conscientiousness. A word of caution in this respect from Sheviakov and Redl provides

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<sup>5</sup> Arthur L. Odenwaller, Predicting the Quality of Teaching, 1936.

<sup>6</sup> Waples, op. cit., pp. 462-464.

<sup>7</sup> Cutts and Moseley, op. cit., p. 12.

a proper ending note for this section:

The most frequent mistakes in the evaluation of teachers' real disciplinary skills are these:

- a. We confuse a teacher's skill in teaching and establishing order with her skill in handling cases of conflict and disturbance.
- b. We blame a teacher for the problem cases that turn up or praise for the lack of such.
- c. We praise or blame the teacher in terms of the success she has in handling her problem cases - and yet we know equally well that the teacher's own activity is only one among a wide variety of factors on which success or failure depends, and most of which are way beyond her reach.
- d. We evaluate a teacher's handling of her discipline situation on the basis of criteria which have nothing to do with her own goals and the special conditions under which she works, and thus badly misinterpret the real situation.<sup>8</sup>

#### Discipline Through Direct Means

Before beginning the discussion of the subject of school punishment and its philosophy, it is appropriate to give some reflection to the nature and ends of punishment in general. Punishment has been defined as "penalty inflicted by a court of justice on a convicted offender as a just retribution, and incidentally for reformation and prevention."<sup>9</sup> Retribution has meant "getting even" with the offender, "an eye for an eye and a tooth for a tooth". While this idea may still be prevalent in human thought, it cannot readily be admitted into school government. As for punishment as a deterrent, it is not well to have prescribed penalties for specific offenses because children and circumstances vary too greatly and the intimate relation of teacher and pupil is such that

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<sup>8</sup> Sheviakov and Redl, op. cit., p. 60.

<sup>9</sup> Albert Salisbury, School Management, p. 47.



it should not be regulated arbitrarily. Reformation in punishment tends to work, but in a negative instead of a positive sort of way. The suppression of a habit is not the aim of modern disciplinary theory, instead we strive to develop the desire for right. A fourth function of punishment, which is not mentioned in the above legal definition, is that of expressing condemnation on certain injurious forms of conduct. It is true that punishment may be a very effective means of branding an act as undesirable, but Symonds gives us some reasons for caution. He points out that:

Punishment carries with it many undesirable concomitants. For one thing, anxiety may be aroused by the threat of punishment which may cause the effect of punishment to spread to other situations. ...Second, the emotional response and the inhibition may spread to objects or individuals in the neighboring field. ... Third, since punishment is frequently administered in a spirit of anger, it may arouse in the child who is its recipient tendencies toward counter-aggression. ... Fourth, since punishment leads to guilt for the repressed tendencies which on the one hand struggle for expression and on the other hand are blocked from acceptable expression, it eventually leads to a need for punishment to expiate the guilt. ... Fifth, the punished child frequently finds it necessary to test the environment in order to discover the extent and severity of punishment to which he is liable and whether this punishment can be tolerated. ... Perhaps the most devastating effect of punishment is the lowering of self-esteem and the arousal of feelings of inferiority.<sup>10</sup>

Symonds goes on to say:

It is true that punishment, if properly administered, can stop a child from committing any act. The question, however, is: Is this education? One would have to reconsider the fundamental goals of education. Properly speaking, education is primarily concerned with helping children to form desirable habits, skills, attitudes, interests, and appreciations. It is a debatable question whether the formation of inhibitions can be considered a worthy goal of education. It would seem as though the proper and worthy direction of energies and impulses is more desirable than the repression of them.<sup>11</sup>

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<sup>10</sup> Percival M. Symonds, "Classroom Discipline," Teachers College Record, Vol. 51 (December, 1949), 150-151

<sup>11</sup> Ibid., p. 149.

There are times when a classroom difficulty reaches proportions which call for immediate and strong action by those in authority. As Bossing puts it:

There is no place in sound disciplinary theory for 'soft pedagogy'. The physical, social environment of the student is rigorous, often inexorable. For the school to prove wishy-washy or indulge in maudlin sentimentality would be a disservice to the student.<sup>12</sup>

Quotations selected from Bagley emphasize this fact:

It has not been intimated that there is no place for that type of coercion which the pupils distinctly locate in the personality of the teacher or in the authority of the school. There are indeed, occasions in every school when this authority must be exercised in a direct, personal way. ... The iron hand may be needed to initiate order and to teach the very basic lessons of respect for the authority of the law and for the rights of others. ... Coercive measures must be swift, certain, and unerring. ... Few rules rigidly enforced is a cardinal precept of school management. It is the writer's belief that, in this connection, rigor is the first principle of success. There are some activities and tendencies that must be absolutely prohibited in every school, and lapses from these requirements should be swiftly, vigorously, and persistently prosecuted. ... Rebellion means the end of school government, and if the government is to persist, the rebellion must be subdued. Neither redress nor investigation should be made while rebellion is in progress. Order must come first, and the rights of all, including the teacher, must be guaranteed. ... The school must treat offenses of this type...(malicious mischief)...in such a way as to stamp an effective and emphatic disapproval upon them in the eyes of all of the pupils. Here it is not the individual himself that is primarily concerned; it is the group; and measures that may be effective in reforming the individual must be supplemented by measures that will serve to deter others from similar offenses.<sup>13</sup>

While these quotations from Bagley may shock certain radical extremists, most teachers and administrators in the field, especially in the smaller schools will probably readily admit the practicality of their

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<sup>12</sup> Bossing, *op. cit.*, p. 161.

<sup>13</sup> Bagley, *op. cit.*, pp. 131-150.

implications. There is definitely a place for direct coercive measures. In the following, Walter R. Smith recognizes this fact, but points out that they are means to an end:

Three specific purposes, or types of educational service, which a proper use of punishment should fulfill may be distinguished. First, it may be used as a crutch to bolster up a tottering school order. Second, it provides a means of checking up an offender against school policies and reforming his moral attitudes. Third, it should serve as an agency for educating pupils into sound ideals of the proper uses of social penalties.<sup>14</sup>

Pringle cites the shortcomings of the older, categorical, arbitrarily imposed "codes of conduct" in accomplishing the aims of real discipline:

The older categories concerning school discipline, which seemed so definite and convincing and which were supposed to be the accumulated results of much experience, are no longer believed to be psychological or constructive. They grow out of an attempt to prevent and stop disorder. The prescribed punishments were intended to fit the offense rather than the offender. The rules were impersonal, yet they concerned the welfare of persons. They were convenient, since it was not necessary that any one should understand the offender. Guilt was the determining factor instead of the welfare of the offender and his relations to the school and its interests. "Impersonal rules," which are supposed to operate like the inevitable laws of nature, do not create a sense of justice in the minds of the pupils, but rather a keen awareness of what it costs to create certain kinds of disorder.<sup>15</sup>

W. R. Smith gives us some principles of discipline:

While no definite rules can be formulated for the administration of punishment, there are three principles which should be observed as fully as possible. The first of these is certainty. Criminologists are agreed that the certainty of punishment is a much better deterrent to criminals than severity. ... The second principle is that of justice, tempered by kindness. Nothing undermines

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<sup>14</sup> 14 Smith, op. cit., p. 181.

<sup>15</sup> 15 Pringle, op. cit., p. v.

confidence in a teacher quicker than an unjust punishment. It should be remembered, however, that justice untempered by mercy is cold and will be repellent to many sensitive pupils accustomed to the personal relationships of an affectionate home. ... The third principle of punishment is that it should be adapted to the offense both in degree and in kind.<sup>16</sup>

Salisbury states what he considers to be satisfactory characteristics of suitable punishment:

- a. Punishment should be certain.
- b. Punishment should be just. It should be suited to the offense in kind and amount.
- c. Punishment should sustain, if possible, a natural relation to the offense.<sup>17</sup>

Stark contributes nine "Principles Relating to Rules and Punishments":

1. Uniform inflexible rules are dangerous.
2. Pupils should understand the purpose of a rule.
3. Punishment should be used in a manner consistent with the purpose of education -- not by rule.
4. A good punishment accomplishes its purposes without frequent repetition.
5. Punishment should fit the offense -- not be arbitrary.
6. Enforced idleness should rarely, if ever, be used as a penalty.
7. A child should not be punished unless it is clear that he is to blame.
8. It is never wise to punish a whole class for the fault of an individual.
9. Punishment often repeated loses its effect.<sup>18</sup>

Much <sup>can be</sup> has been said concerning the relative merits of immediate and delayed punishment. There are those who use the words "swift, immediate, and unerring" while others advocate letting the student "sweat it out". As a psychologist, Pringle discusses the matter:

The psychology of punishment involves the relative values of immediate and delayed action. Pupils high-school age, especially boys, prefer prompt decisions with a small

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<sup>16</sup> Smith, op. cit., pp. 186-188.

<sup>17</sup> Salisbury, op. cit., pp. 151-153.

<sup>18</sup> William E. Stark, Every Teachers Problems, pp. 37-38.

amount of palaver. Generally, the more prompt the punishment, the greater is the social effect. When the punishment closely follows the offense, the continuation of cordial relations between the offender and the teacher is made easier.

On the other hand, delayed punishment at times, and with certain types of pupils, is psychologically more effective. When there is no positive reason for immediate action, in a matter of grave importance, it is decidedly wholesome for the teacher or principal to say: "This is a serious offense and we must make no mistake about it. Let us think it over carefully before deciding." That is, deliberate action, as well as prompt action, has an impressiveness of its own.<sup>19</sup>

Cutts and Moseley give the following "criteria for good disciplinary action":

It should be both safe and effective, safe for the physical and mental health of the child and effective in restraining him from undesirable behavior. It should be immediate. It should be related to the offense and the relation should be clearly understood, as for example, in the case of the boy who had his ball taken away from him when he broke the rule -- and a window - by playing catch in the room before school. It should be just and consistent with experience and pronouncements. It should be administered calmly and objectively, and the child, while made aware of the teacher's disapproval of what he has done, should be allowed to feel sure of the kindly interest in himself. Conversely, a disciplinary action is likely to be dangerous to physical and mental health and in the long run ineffective if it is much delayed, if the child does not understand the reason why it is taken or how it is related to the occurrence, if it is oversevere or unjust, if it is charged with ill feeling, if it by any chance aggravated the cause of the trouble, for example, by interfering with rest and exercise, or if it is emotionally unsettling to the child, causing him fear, worry, shame, humiliation, or feeling of insecurity, failure, and inadequacy.<sup>20</sup>

W. R. Smith states that:

A careful analysis of the varied ideas and practices in the realm of educative discipline indicates that they can be reduced to four fundamental principles:

1. School discipline must be in reasonable harmony with the social ideals which prevail in other institutions of the community.
2. It must be positive and constructive rather than negative and restrictive.

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<sup>19</sup> Pringle, op. cit., p. 280.

<sup>20</sup> Cutts and Moseley, op. cit., pp. 37, 38.

3. Its methods must be mainly indirect rather than direct.
4. It must appeal to the highest motives to which pupils can effectively respond.<sup>21</sup>

Smith goes on to give the following "general propositions which merit consideration":

1. Specific devices are of very limited application and value.
2. Constructive discipline cannot be treated as a problem, or even a series of problems to be solved; rather it must be accepted as a continuous process of adapting ways and means to the accomplishment of predetermined purposes.
3. Good discipline is primarily a process of prevention rather than cure of misbehavior.
4. Discipline should aim to refine and develop individual character.
5. Constructive discipline, by improving ideals and habits of youthful conduct, should contribute to the progressive advancement of community standards.
6. The sixth and final proposition to be emphasized is a reiteration of the principle that discipline must be educative in and of itself.<sup>22</sup>

Bossing offers the following guidance in the handling of overt acts. His principles are:

1. The teacher should be responsible for his own discipline. It is a recognition of weakness to be forced to refer discipline problems to the principal's office. The teacher should impress the class with his unquestioned ability to deal with every situation in that class.
2. A class should not be punished for the individual. Resentment at the injustice of being punished for another's crime will be the certain reaction of the class.
3. Discipline of the individual should not interfere with other educational opportunities.
4. Correction should be impersonal. "This hurts me as much as it does you, but the situation demands that it be done" is the attitude that should characterize all correction.
5. Correction should be understood by the pupil. Any attempt to discipline overt behavior results in more harm than good,

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<sup>21</sup> Smith, op. cit., p. 58.

<sup>22</sup> Ibid., pp. 323-331.



unless the reasons therefor and the justice of those reasons are made apparent to the offender.

6. Correction should be private.

7. Correction should be certain.

8. Correction should be swift. The virtue of swiftness lies in its deterrent values and in certain identification in memory of cause with effect.

9. Correction should be painful. It is a maxim of discipline that when correction is necessary the offender should suffer severely as a result of the offense. There are two types of pain that may be inflicted — physical and mental.

10. Correction should be adjusted to the offense. There is a measure in which a reversion to the old retributive theory of "an eye for an eye" is necessary and desirable. It is necessary if the pupil is to gain some idea of the relative value society places upon various aspects of behavior.

11. Correction should be adjusted to the offender. What form of correction will prove most effective with individual?<sup>23</sup>

Military discipline has always been looked upon as the paramount example of harshness, strictness, and authoritarianism. The United States Army has never been vociferously accused of violating the accepted standards of military discipline. Yet, Sheviakov and Redl have analyzed the contents of the Basic Field Manual, issued under the direction and supervision of General George C. Marshall himself, and have come out with the following principles of discipline which, it is warged, will surprise many of us because of their psychological and humanitarian aspects:

- Principle 1. Group morale is essential.
- " 2. The individual is important.
- " 3. Harshness is not necessary.
- " 4. Respect for the daily tasks should not be destroyed (by using them as penalties)
- " 5. Respect the other person's intelligence.

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<sup>23</sup> Bossing, op. cit., pp. 161-167.



- Principle 6. Treat the individual in terms of his background; know him as an individual.
- " 7. Don't pretend that you are God.
- " 8. Disciplinary approach must be positive and not negative.
- " 9. Remember the worth and dignity of every human being.
- " 10. Democracy is built on respect, confidence in each other, and on cooperation.<sup>24</sup>

Following is a direct quotation from the Basic Field Manual:

Discipline cannot be founded on the fear of punishment along — such discipline seeks to compel adjustment and only arouses opposition. True discipline is based on willing cooperation, which springs from knowledge, idealism, and a sense of duty.<sup>25</sup>

One might be naive enough to believe, if he were to master verbatim all the principles of good discipline which have been here propounded; and then master all the techniques and practices of school discipline recommended as good in the following chapter, that he could go back into the classroom and become a shining example of virtue in pedagogy. If such be the case, it may be well to pass along some tips from Sheviakov and Redl:

1. Routine tricks aren't the whole show. You can't sew discipline together out of rags.
2. The mystery of personality is good, when it works. But it is a poor excuse for failure.
3. Don't try to wash all your laundry with the same cake of soap.
4. Children are at least as complicated as a piece of wood.
5. If you make a fool of yourself, why not be the first one to find out and have a good laugh about it?
6. Don't develop suicidal fantasies, just because you aren't almighty after all.
7. What do you want to be anyway, an educator, or an "angel with the flaming sword"?<sup>26</sup>

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<sup>24</sup> Sheviakov and Redl, op. cit., p. 42.

<sup>25</sup> "Military Courtesy and Discipline," Basic Field Manual, FM 21-50 (June, 1942).

<sup>26</sup> Sheviakov and Redl, op. cit., p. 62.

## CHAPTER IV

### METHODS OF DISCIPLINARY ACTION

Having previously discussed varied aspects of the problem of discipline, our consideration will now be turned to the more practical aspect — methods of action. Garinger, in a very thorough study of disciplinary practices, involving 312 schools in 46 states, reported the punitive measures most frequently employed are, in order of frequency, detention after school, requiring parents to come, sending pupil to office, withdrawal of privileges, reprimand, suspension, special tasks, demanding an apology, forcing pupil to drop course, expulsion, giving of demerits, lowering mark of pupil, and imposition of a fine.<sup>1</sup>

A similar study reported by Cutts and Moseley showed the more frequent teachers' actions, as reported by pupils, to be detention after school, scolding or threats, sending to the principal, extra work, admonition, corporal punishment, withdrawal of privileges, removal from the situation, ignoring, shaming, forced apology, conferences, parents informed, and suspension or expulsion.<sup>2</sup> These two studies indicate well which are the more common disciplinary actions.

Let us now turn to individual consideration of the merits of the various techniques and the views of our authorities concerning them.

#### Admonition

The simplest form of punishment is the rebuke or mild admonition.

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<sup>1</sup> E. H. Garinger, The Administration of Discipline in the High School, 1936.

<sup>2</sup> Cutts and Moseley, op. cit., appendix.

Its range extends from a mere glance of disapproval to a severe arraignment of attitude or act. Some form of rebuke is generally used for first offenses and, under a good teacher-leader, where the room or school spirit is highly developed, it may be almost the only kind of punishment necessary. Its effectiveness depends largely upon the respect the teacher has been able to inspire and the circumstances in which it is used.

The following quotes are representative of authoritative opinion:

Rebukes and scoldings vary widely in their efficacy. In one well ordered school, the slightest rebuke may, as we have suggested, be extremely effective. Where disorder prevails, admonitions and scoldings are likely to have little force.<sup>3</sup>

Simple control depends very largely on the alertness of the teacher and on the rapport which she has established with the individuals in her class, but when it is properly timed to coincide with the first stir toward trouble, it is very effective.<sup>4</sup>

Skillful disciplinarians admonish forcefully, give the impression of firmness and secure results far beyond those gained through ordinary prescribed punishments. These results seem to come from a combination of brevity, dignity, and subtle emotional tone — qualities that we frequently include under the vague term "personality". ... In actual practice, this is a method of control that sometimes proves dangerous. Many teachers find it difficult to be brief. Dignity is easily lost and readily takes the form of imperiousness. Emotional expression of firmness may give the impression of ill-temper. Unless well controlled serious rebukes may take the form of sarcasm, ridicule, or some other mode of abuse, which never is a psychologically wholesome means of discipline.<sup>5</sup>

Constant scolding, even if not in a loud, rude voice, very quickly destroys any chance of mutual friendship with the

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<sup>3</sup> Bagley, op. cit., p. 202.

<sup>4</sup> Cutts and Moseley, op. cit., p. 40.

<sup>5</sup> Pringle, op. cit., pp. 286-287.

group. Moreover, scolding is as often as not ineffective, despite the wide use to which both children and teachers testify. A ban on scolding does not mean that a teacher is not to express her disapproval of many occurrences in the classroom. This, as we have tried to show is a necessary part of education. But disapproval can be more effectively expressed by asking the child for reasons and stating clearly the counter reasons - in other words by a conference or by some immediate punishment, perhaps removal from the group or deprivation.<sup>6</sup>

The concensus of authors, then, is that rebuke and admonition are psychologically sound and effective methods of preventing and handling mild forms of disorder if used with care and not permitted to degenerate to uncontrolled scolding.

#### The Withdrawal of Privileges

The withdrawal of privileges is the form of action frequently taken in disciplinary cases. The following quotes serve to point out the circumstances when it may be correctly used, and are a fair representation of authoritative opinion concerning this technique:

It is a well-established principle in personal development that the individual should be given the greatest possible freedom he is capable of using. ... The psychology of conduct suggests that only two classes of privileges are wholesome for high-school pupils: (1) privileges common to all, and (2) privileges that have been earned by special effort or ability. The withdrawal of privileges of either class seems to be a natural punishment when privileges have been misused or abused. Special privileges should automatically be surrendered when a pupil fails to maintain the standards of scholarship or behavior on account of which the privilege was granted.<sup>7</sup>

Deprivation - denying the pupil some privilege, removing him from a duty or a responsibility, forbidding his participation in a class activity, taking a possession away from him, is often the logical result of a child's behavior. So

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<sup>6</sup> Cutts and Moseley, op. cit., p. 67.

<sup>7</sup> Pringle, op. cit., pp. 299, 300.

long as deprivation is logical, and provided it does not tend to aggravate the cause of the behavior in question or keep the child from instruction he really needs, it seems to be one of the best of penalties. Not only is it a natural consequence of the behavior, and hence easily understood, but it can usually be imposed quickly.<sup>8</sup>

The withdrawal of privileges is another means of punishment that has been commonly employed. If it is not desired, then the removal of the "bribe" will fail of its desired effect.<sup>9</sup>

In general a good type of punishment is to remove the privilege of social intercourse in any situation from a pupil who has failed to use his privilege properly. The good of the class or the school can be held up as greater than the rights of any individual. The pupil who acts boisterously in assembly may be denied the privilege of attending assembly temporarily; the football player who fails to train according to his rules may be denied the privilege to play football; and the pupil who persistently annoys the English class may be denied the opportunity to profit from English instruction.<sup>10</sup>

In summary, we see that it is agreed that the withdrawal of privileges is a psychologically sound disciplinary action when the privilege has a direct or indirect connection with the offense, and when the privilege is desired by the recalcitrant.

#### Detention

Studies of the various forms of punishment indicate that detention is the most common. Colvin made a collection of 100 cases of bad conduct for which keeping pupils after school was the prescribed punishment.<sup>11</sup> The instances for invocation ranged from poor or careless work to dishonesty, impudence, and falsehood. Let us see what the literature

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<sup>8</sup> Cutts and Moseley, op. cit., p. 53.

<sup>9</sup> Bagley, op. cit., p. 207.

<sup>10</sup> Cox and Langfitt, op. cit., p. 182.

<sup>11</sup> S. S. Colvin, An Introduction to High-School Teaching, p. 117.

reveals in this area:

Detention after school has been abandoned in many high schools and in a number of junior high schools. The pupil detained does not feel that this punishment is much to be feared. It affords him time and occasion to rationalize his conduct and a stimulus to nurse his resentment and dissatisfaction. Yet in many schools it is employed apparently with some success as punishment for minor offenses, and is so managed that the pupil has the feeling of being a good sport in "taking his medicine" as a matter of course.<sup>12</sup>

Detention after school as a fixed punishment for a large number of breaches of discipline seems to be generally futile. Teachers must not be permitted to develop the idea that they can cast aside their disciplinary responsibilities so lightly. Occasional detention on account of tardiness or absence from a school period may be fixed as a natural offset to the loss of school time.<sup>13</sup>

Keeping after school is probably the most common method of punishment now used in American schools. It has its advantages, especially if it is made to represent the principle of solitary treatment mentioned. The first practice suffers, however, from two defects: first, it keeps the teacher from getting the exercise and diversion in the open air every teacher should try to take between four and six; and secondly, it is likely to interfere with the janitor's work.<sup>14</sup>

Occasionally detention seems to be the logical consequence of behavior. Many teachers' diaries tell of success with detaining for five, ten, or fifteen minutes children who waste time by unnecessary talking or undue activity. When one has considered detention for conferences and for making up willfully neglected work, there remains little else in its favor. When it is not for too long, or for day after day, or coupled with tasks that should be a pleasant part of schoolwork, detention has the merit of being a penalty that causes no physical harm and little mental anguish.<sup>15</sup>

There is no defense for indiscriminate use of any form of punishment. Such an arbitrary and meaningless way of disciplining certainly cannot be considered constructive. As a disciplinary measure, detention lacks variety, originality,

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<sup>10</sup> 12 Douglas, op. cit., p. 274.

<sup>11</sup> 13 Cox and Langfitt, op. cit., p. 183.

<sup>12</sup> 14 Bagley, op. cit., p. 203.

<sup>15</sup> Cutts and Moseley, op. cit., p. 70.



and discrimination. It seems a mere makeshift, since it can seldom be justified on psychological grounds.

However, concerning detention as a form of punishment, there is scattered through educational literature a great diversity of opinions. A study of the favorable opinions leads to the conclusion that detention is used for three reasons: (1) it requires no hard thinking or resourcefulness on the part of the teacher, (2) it is easily administered and (3) it seems to get immediate results. Certainly two of these reasons should condemn it; the other reason should place it under suspicion.<sup>16</sup>

The keeping of children after school to make up lessons stands on different ground. If the child needs individual assistance, and the teacher keeps him for that purpose, the act is defensible. But a child should not be kept after school as a penalty. It is then a form of punishment and not of friendliness, and will almost certainly defeat its own end.<sup>17</sup>

In summary, it seems to be agreed that detention after school is psychologically sound and effective in instances where the offense is directly related. However, it is agreed that this form of punishment is greatly overused and abused. Its indiscriminate use is vociferously condemned.

#### Extra Work

The assignment of extra tasks is often attached to the penalty of detention. This may or may not be unfortunate. The following are representative of the literature on the subject:

Not much skill and no great amount of resourcefulness on the part of the teacher are needed to impose some sort of task upon a pupil as a punishment for misconduct. To create in a pupil a dislike for any form of school work is a positive pedagogical blunder. This is one of the effects of assigning extra school tasks. When tasks other than school work are prescribed, the punishment has no real connection with the undesirable behavior that it is intended to correct.<sup>18</sup>

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<sup>16</sup> Pringle, op. cit., pp. 300-302.

<sup>17</sup> Salisbury, op. cit., p. 51.

<sup>18</sup> Pringle, op. cit., p. 294.



Extra work is one of the unfortunate complications often added to detention. The distaste which many children have for school and which many elders have for intellectual pursuits may well be caused by the association of extra work and punishments. Not only does this reverse the law of learning which states the value of satisfaction, but also it appears entirely illogical.<sup>19</sup>

It is particularly adapted to dealing with shortcomings rather than excesses. The pupil who is tardy with his work, or willfully does inferior work, should be trained to accept the penalty of extra tasks.<sup>20</sup>

Authoritative opinion seems to agree that the assignment of extra tasks, in general, is a pedagogical blunder, except in cases where the offense justifies their assignment as a natural consequence.

#### Ignoring

Ignoring is often recommended by theorists in the educational field, but the vast majority of practicing educators express, by way of conversation, the impracticability of this notion. Let us refer to Cutts and Moseley for authoritative opinion on the matter, which is a summary in itself:

Ignoring is one of the actions, if it can be called action, which theorists recommend highly, but it is hard to put into effect in a practical situation. ... Even theoretically, it would seem that a type of misbehavior which the teacher disapproves should generally not be ignored until after the reasons for disapproving it are well known to the child. Otherwise he may have no means of realizing that the behavior he is trying out is considered wrong, later action will seem inconsistent, and the particular behavior will be harder to correct because more firmly established.

We feel that though some occurrences are properly ignored, generally the steps in discipline which seem best by our criteria are, first, simple control, followed if necessary by an individual or group conference and then, if a penalty seems required, by some form of removal from the situation,

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<sup>19</sup> Cutts and Moseley, op. cit., p. 71.

<sup>20</sup> Smith, op. cit., p. 190.

by sending to the principal, or by deprivation. In special circumstances, rectification and reparation may be substituted as a penalty.<sup>21</sup>

### Rectification and Reparation

The doctrine of natural punishments, propounded by many prominent psychologists, has been the subject of ridicule in certain instances, such as, the mother who put her child's hand in the flame in order to teach it to fear and respect fire. However, most authorities adhere strongly to the idea of natural punishment when such is practicable and possible. Cutts and Moseley summarize as follows:

Rectification and reparation take the form of cleaning up after an accident, doing over correctly something that has been done wrong - for example, going back and walking downstairs when one has been caught running - or repairing or paying for damage. As these examples imply, the main use for rectification and reparation lies in the categories of accidents, undue activity, practical jokes, and property damage. Here they have great advantages and can be recommended as an alternative for removal or deprivation. They are the natural consequence of the occurrence, they can often be required immediately, and they are generally required of adults as well as children and therefore represent good training for life.<sup>22</sup>

### Lowered Grades

Authorities do not fail to call a spade a spade in soundly condemning grade changes due to disciplinary difficulties, as may be observed from the following representative quotations:

The giving of grades is a natural prerogative of the teacher, but, because he has full authority in the matter, there is always danger that he will abuse this authority. Unless advised against it, weak teachers are likely to suggest to their pupils that misconduct will endanger their passing the subject, and the emotionally disturbed teacher

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<sup>21</sup> Cutts and Moseley, op. cit., pp. 37, 38.

<sup>22</sup> Ibid., p. 53.

either consciously or unconsciously allows his feelings to influence his marks. The effect of this is always bad. In other words, all right-minded pupils want impersonal treatment in the determination of their scholarship records. They feel strongly that anything else is rank injustice which deserves their resentment.<sup>23</sup>

When the low mark is not an accurate gauge of the child's achievement, it has the additional disadvantages of making the child feel that he is unjustly treated and of misleading other teachers who may later use the records.<sup>24</sup>

### Threats and Warnings

As was seen by the report made earlier of the study by Cutts and Moseley, threats and warnings rate high in frequency of teachers' actions in disciplinary situations. Pringle and Douglas sum authoritative opinion as follows:

It would almost seem to be according to human nature for persons in authority, when confronted with cases of annoying conduct, to give direful warnings and make vociferous threats. A threat is a sign of weakness, a symbol of some lack of control either of self or of others. Pupils of high-school age are quick to sense such a situation and interpret an extreme threat as a signal of despair. There is a strange potency in the unexpected. The teacher who acts promptly and unexpectedly exercises a more wholesome restraining influence than the one who engages in frequent admonitions and menacing statements.<sup>25</sup>

A distinction may be made between threats and warnings. The "threat" is essentially a dare to do wrong under fear of serious penalty and is ordinarily a dangerous and foolish weapon, serving to challenge the offender and to widen the gap between him and the principle. It should be employed only when the penalty threatened will be certain, proportional to the offense, and of a serious nature. "Warnings" should be frequently given, not as a display of irritation or impatience, or as a challenge, but as a friendly or matter-of-fact picturing of what the continuance of the offense will lead to and of the penalty to which

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<sup>23</sup> Cutts and Moseley, op. cit., p. 73.

<sup>24</sup> Pringle, op. cit., p. 293.

<sup>25</sup> Ibid., p. 293.

the pupil renders himself liable. Pupils who apparently fail to see that serious penalties lie ahead of them are entitled to warnings, but these should rarely take the nature of threats.<sup>26</sup>

Here we see a difference made between threats and warnings. Threats are branded as a display of teacher weakness and a dare to do wrong, while warnings are labeled as objective reminders of the consequences of a line of action. More simply, warnings are good; threats are bad.

### Shaming and Sarcasm

Shaming and sarcasm as disciplinary techniques are unanimously condemned by the authors consulted in this study. The statements following are representative:

Shaming is a serious matter. Shaming, public or private, is not only a dangerous factor in behavior and mental health, but most generally ineffective in itself. It does not touch the cause of the difficulty and cannot be accepted by the child as a just and natural consequence of his behavior. On the contrary, shaming, like its agents ridicule and sarcasm, is very likely to stir resentment and provoke further difficulty.<sup>27</sup>

Sarcasm, once so common in the classroom, is a cowardly weapon for a teacher to use, since the pupil dare not use it too, however, capable he may be of doing so. It is also a dangerous weapon to carry about, since its use is so easily learned and soon becomes habitual. Sarcasm expresses scorn and implies superiority, both of which are psychologically unfit as instruments of wholesome stimulation or rebuke.<sup>28</sup>

### Forced Apology

Forced apology seems to be another method of action which is heartily condemned by the authorities. The reasons are explained in these

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<sup>26</sup> Douglas, op. cit., pp. 273, 274.

<sup>27</sup> Cutts and Moseley, op. cit., p. 75.

<sup>28</sup> Pringle, op. cit., p. 199.

quotations:

As an alternative to a more severe punishment, requiring pupils to make apologies even in private (and certainly in public) to a teacher or pupil against whom the offender has transgressed seems clearly an unwise procedure. Being forced to make an apology is more than likely to lead to hypocrisy, to the feeding of fires of resentment, antagonism, and vengeance, and to further complications growing out of the manner of the apology.<sup>29</sup>

#### Sending to the Principal

Due to the almost universal use of this procedure in America's secondary schools and the variance of opinion which seems to exist in the practicing profession concerning it, it is deemed proper that more space be conceded in this study to the statements of various authorities on the subject. As we proceed, we shall notice that authoritative opinion does not vary as greatly as does lay opinion, and, on the contrary, seems to strike a continuously reverberating theme:

The efficacy of this policy depends very obviously upon the attitude and the efficiency of the principal. Personally it is the writer's belief that a supervising principal can earn his salary in no better way than by giving them help and support in the disciplinary control of their pupils. He cannot afford to let them depend upon him exclusively, but he can demonstrate some wholesome lessons.<sup>30</sup>

All cases of clear and unjustifiable insubordination should be referred to the principal of the school as possibilities for suspension or expulsion. After all other methods have failed, chronic, major offenders should be required to come to some understanding with the principal as to what their future conduct will be. Sending pupils to the office, if practiced to any appreciable extent by a number of teachers, results in putting up to the principal more cases than he can investigate closely enough to warrant harsh measures, even in those cases which merit it. As a consequence he dismisses many of them with a perfunctory admonition, and the prospect of being sent to the office is no longer a

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<sup>29</sup> Douglas, op. cit., p. 275.

<sup>30</sup> Bagley, op. cit., pp. 209-210.

deterrent to potential mischief makers.<sup>31</sup>

Sending to the principal has the virtues and disadvantages of removal and also some virtues and disadvantages peculiar to itself. The extent to which it is used can be judged from the fact that it ranked second in the tabulation of teachers' actions reported by pupils. One difficulty is that principals are often too busy with other matters to allow them to do much more than scold a child or inflict an extra penalty, sometimes corporal punishment. Teachers also express the feeling that the teacher ought to be master of the situation herself and that it weakens her authority if she is constantly calling in the principal. This is a matter for the exercise of individual judgment. The principal who has, or can take, the time has an ideal opportunity to talk calmly with a child, to explore the causes of his trouble, to discover his interests, and to make helpful recommendations to both the teacher and the child.<sup>32</sup>

In many high schools it is a common practice for teachers to send troublesome pupils to the office with instructions either to report their conduct to the principal or to await a conference with the teacher. This is understood as a punishment. Its effectiveness as a disciplinary measure depends largely upon (1) the character and attitude of the principal, (2) the frequency with which this form of discipline is resorted to, and (3) the nature of the offense for which it is used. The psychology involved is both delicate and subtle. Pupils of high-school age naturally admire and respect the teacher who manages his own discipline. When the offense is of the nature of a personal affront, the teacher may well refuse to deal with the impertinent offender until there is substantial evidence of a change of attitude. In such cases, vigorous intervention may be necessary. Persistence in behavior that interferes with class work seems logically to demand the removal of the disturbing pupil. Doubtless the most important determining factors are the courage, skill, and resourcefulness of the teacher and principal.<sup>33</sup>

It seems evident, then, that the teacher should attempt to handle all the disciplinary problems which arise in his classroom providing they are not of a too serious nature. However, the principal should

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<sup>24</sup> 31 Douglas, op. cit., p. 281.

<sup>27</sup> 32 Cutts and Moseley, op. cit., p. 50.

33 Pringle, op. cit., pp. 305, 306.

be available at all times to give advice and aid in the handling of minor problems, and should assume full responsibility in cases where the offense is a challenge to the authority of the school or when the group welfare is in danger.

#### Dismissal From Class

To anyone familiar with the practices in our public schools this procedure is not a strange one. Many teachers pronounce it very effective while others pronounce it useless. As with other methods, the effectiveness of dismissal from class as a disciplinary measure depends upon the manner and frequency of its use. Cox and Langfitt give a synopsis as follows:

A teacher who does not wish to detract from the class activity by a personal direction of class attention to an individual pupil may request the pupil to leave the class and to report for a conference at a fixed time. The advantages of this procedure include immediate relief to the class from distraction, and it enables the teacher to use all the arts of a personal conference without the influence of the presence of his fellows upon the offender. Like all other punishments, this type must not be used repeatedly for any case or applied generally to all cases. It seems most justifiable when the usual look, nod, or mild admonition does not produce effective results.<sup>34</sup>

#### Conference

The mode of discipline now to be considered is often referred to as a serious talk and, as such, is strongly recommended by many as a substitute for punishment. This technique is particularly applicable in cases involving the whole attitude of the pupil rather than an individual isolated offense. However, serious discussion may be the natural aftermath of misconduct of the typical type among pupils. Although the

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<sup>34</sup> Cox and Langfitt, op. cit., p. 181



conference should, by all means, be private the effects soon may become social and act in a subtle manner in influencing school morale. The following authoritative statements verify its value and serve to outline and delineate its effective use:

Conducted properly, the conference may be so employed with individuals and occasionally with groups as to bring to those whose behavior has left much to be desired a perspective from which they may see the significance of their actions in true light, and to make clear and logical to them the reasons for asking that such undesirable and unfair behavior be eliminated. Individual conferences particularly may be employed to discover the real reasons for misbehavior which will prove very illuminating in guiding the prescription of remedial treatment.<sup>35</sup>

There is a difference between a talking to, and a conference, though children rarely recognize it. In a properly conducted conference, the child will have a chance to explain what he was doing and why, the teacher will make clear her reasons why he should not do just that, and the child will give some evidence that he understands and agrees.<sup>36</sup>

Perhaps the most effective procedure in all discipline cases when the offender has not become utterly calloused to pride, ideals, and ambition is the personal interview, in which the principal, or teacher, may present the difficulty as he understands it, point out the harm in the situation, and ask the pupil for his point of view and his suggestions for future action. Specifically, in the case of a resentful or sullen pupil, rapport should be established through contacts or conversation not related immediately to the disciplinary offense.<sup>37</sup>

The psychological effectiveness of class discussion, as well as the happiness and well-being of the individual pupil and his group, demands that cases of misconduct be dealt with outside the class period whenever possible. Since the typical adolescent does not respond best to much talking, detaining the pupil a moment after the class passes provides a simple and natural means of saying all that ought to be said in most cases. These brief face-to-face meetings of pupil and teacher have the advantage of being private. They are less formal and more timely than conferences by appointment. The pupil

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<sup>35</sup> Douglas, op. cit., p. 273.

<sup>36</sup> Cutts and Moseley, op. cit., p. 42.

<sup>37</sup> Cox and Langfitt, op. cit., p. 181.

has no time in which to plan a spurious defense or any opportunity to emotionalize his case.<sup>38</sup>

In conferences with all types of trouble-makers, it is neither good psychology nor good ethics to make threats or drastic statements. However, it must always be clearly implied that individual conduct cannot interfere with the welfare of the class. Pupils of high-school age are usually intelligent enough to appreciate the inevitable and conform to it when their membership in the class depends upon it.<sup>39</sup>

The principal who possesses a saving sense of humor will avoid the pronouncements of punishment for many potential cases of discipline. To be able to smile and yet express a clear disapproval of an act is frequently sufficient to cause the pupil to refrain from similar future actions. Such a sense of humor will prevent the magnifying of small disciplinary cases to serious proportions. Pupils especially are quick to recognize and appreciate this trait in the principal and many a minor classroom irritation for the teacher may be handled satisfactorily by the principal without fixing any punishment.<sup>40</sup>

#### Demerit Systems

Although the number of schools using demerit systems to base their whole disciplinary mechanism upon are probably few, the practice of demerit systems in extra-curricular activities is not uncommon. A demerit system usually consists of a procedure of awarding demerit points for unfavorable conduct until the point total reaches a certain critical figure at which time some form of punishment is evoked, such as extra work, a paddling, or expulsion. In an extra-curricular activity where participation is desired by the student such a system may function satisfactorily, but as a general form of school discipline it seems to be frowned upon, as may be observed from statements made by

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<sup>38</sup> Pringle, op. cit., p. 199.

<sup>39</sup> Ibid., p. 201.

<sup>40</sup> Cox and Langfitt, op. cit., p. 185.

### Bagley and Pringle:

An elaborate system of demerits, with direful accumulative results in the form of meaningless punishments and sometimes expulsion, seems to be a favorite device with many private and military schools. The inventors of these demerit systems are either aiming at mere outward control of conduct regardless of ultimate consequences, or they are assuming great wisdom in reducing spiritual values to a complete system of accounting. One of the evident weaknesses of this bookkeeping scheme is the remoteness and uncertainty of the audit. That is, the day of reckoning is too far from the offense, and thus there is a violation of one of the principles of effective punishment, namely, the association of misconduct with some form of pain or unpleasantness which is to act as a deterrent.<sup>41</sup>

Demerit marks, successive accumulations of which will lead to the infliction of other penalties varying in intensity have been employed with good results in some schools.

... The general defects of a demerits system in discipline are: (1) it imposes a laborous task of bookkeeping upon the teacher; (2) it fails to provide an immediate and unequivocal "sting" for offenses and lapses, and consequently fails of the chief function of the penalty, which is to associate with the offense a deterring feeling of unpleasantness; and (3) it makes for delay in the administration of justice.<sup>42</sup>

### Conference With Parents

The authorities tend to agree with the common opinion in the field that the best results in discipline must be of a cooperative nature between home and school. As a whole, they cast a sustaining vote to the notion that parental conferences concerning problem pupils is an invaluable procedure. However, they advise caution, as is observed in the following:

Conferring with parents will often prove a most successful means of solving disciplinary difficulties, and its efficacy should be tested by teachers much more frequently than is commonly the practice. The chief dangers to be avoided here are that the pupil himself may gain the idea that the teacher

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<sup>31</sup> 41 Pringle, op. cit., p. 300.

<sup>32</sup> 42 Bagley, op. cit., pp. 204, 206.

cannot "manage" him, and that a parent may be encouraged to deny the right of the teacher to administer punishment.<sup>43</sup>

The cooperation of the school and the home in handling cases of serious maladjustment is the most valuable procedure which can be adopted. It seems appropriate, however, to advise caution in reporting discipline cases to the home. Only the more serious cases should be handled in this manner. Parents may properly resent their attention to many of the routine disciplinary matters.<sup>44</sup>

### Corporal Punishment

To use or not to use corporal or physical punishment in the school is a subject of controversy among laymen, teachers, and in lay literature. As would naturally be expected, the opinions expressed in professional opinion do vary somewhat, but that variance is not nearly so great as thought.

Tradition has favored the use of corporal punishment from time immemorial. This may be seen by a glance at a collection of Biblical notes on the subject:

The fool despises the chastisement of his father, but he who receives stripes will be wise; chastise thy son while there is hope, but let not thy soul be moved to kill him; let one beat the profane, so the fool will become wise. Stripes for the profane, and a rod for the fool's back; the young man's strength is his praise; one must retain the wicked with hard punishment, and with sore stripes which one may feel; folly dwells in the heart of the child, but the rod of correction will drive it far from him. Open chastisement is better than secret love; the chastisements of a friend are well meant, but the kisses of a syncophant are dainty; rods and punishment give wisdom, but a boy given up to himself shames his own mother; chastise thy son so will he delight thee and will do good to thy soul; the whip makes stripes, but an evil tongue breaks bones and all; he who loves his child holds it continually under the rod, that he may thereafter experience joy in him; he who restrains his child will delight himself in him, and cannot be ashamed among his friends; he is weak

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<sup>43</sup> Ibid., p. 208.

<sup>44</sup> Ibid., p. 179.

toward his child who mourns his stripes and is terrified when he shakes; bow his neck while he is yet young, make blue his back while he is yet little, that he may not become stiff-necked and disobedient to thee. Cease not to chastise thy boy, for though thou strikest him with the rod thou wilt not kill him; thou beatest him with the rod, but thou preservest his soul from hell.<sup>45</sup>

As to the prevalence of corporal punishment in the schools, Falk reports the following statistics:

TABLE 2  
USE OF CORPORAL PUNISHMENT IN 135 CITIES  
OF THE UNITED STATES<sup>46</sup>

	No. of Yes	Cities No.	Reporting Total
Corporal punishment permitted	116	19	135
Whipping permitted	105	30	135
Corporal punishment forbidden	10	125	135

Falk also gives opinion statistics:

The majority of Rotary Club members are inclined to favor corporal punishment. ... The general concensus of opinion of the administrators is favorable to the retention of corporal punishment as a disciplinary measure. The teacher's authority is thought by a large majority to include at least the restricted use of corporal punishment. An equal proportion of the administrators considers the infliction of corporal punishment necessary in the handling of certain types of children.<sup>47</sup>

By the above we may see that corporal punishment is in widespread use. Below an attempt has been made to compile a series of statements representing authoritative opinion as to the psychological and philosophical justification of its use:

<sup>3</sup>45 Cox and Langfitt, op. cit., p. 177.

<sup>3</sup>46

H. A. Falk, Corporal Punishment, 1941

<sup>3</sup>47 Ibid., pp. 131-132.

Should read Bagley op cit p 178  
see also 26

From many angles corporal punishment is so objectionable to the aims, procedures, and spirit of modern education for adolescents, that it should almost never be used. Under our present social conditions it is obviously futile and impossible in the upper years of the senior high school. Even in junior high school it is the least defensible in nearly all cases of all possible types of punishment. Many high schools have regulations prohibiting corporal punishment. Before using corporal punishment, the principal should familiarize himself with the rules and regulations of the school system covering this type of punishment, the school laws of his state pertaining to the authority of the teachers, the traditions and attitude of the community, and last, but not least he should be firmly convinced that this seems to be the only promising procedure except permanent expulsion from school.

If the principal decides that he or a teacher should inflict corporal punishment, at least one adult witness should be provided and every care be taken to prevent making any marks on the body of the pupil which might later be used as an indication of cruel and excessive punishment or of the aggravation of any actual or potential physical weakness of the pupil. Corporal punishment is always a highly dangerous form of punishment unless the parent agrees to it in advance.<sup>48</sup>

Let us conclude, then, that the day of corporal punishment as an important agency in school discipline has passed never to return. And let us also conclude that its passing is not yet complete and cannot be complete until social customs and prejudices have been thoroughly adjusted to the new order and until effective methods of dealing with acute disciplinary difficulties have been discovered, standardized, and made effective by general recognition. The period through which we are passing is in every respect a transitional period. Here we must use old devices and agencies if necessary when the new methods and agencies fail, and pending the discovery of something better, it is the writer's opinion that the right of corporal punishment should be reserved by the people to the teachers and officers of the people's schools. Respect for law must be engendered, and those to whom the task is delegated must have requisite authority. But the authority should be safeguarded by careful restrictions; it should be exercised with extreme caution; and it should gradually come to operate entirely through vicarious channels — that is, it should be the possibility of such punishment, rather than its actual infliction that will fulfill the desired regulative function.<sup>49</sup>

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<sup>39</sup> 48 Cox and Langfitt, op. cit., p. 182.

<sup>40</sup> 49 Bagley, op. cit., 194.



In senior high schools corporal punishment has all but disappeared. In addition, with few exceptions it is not effective for older children, since it serves to antagonize not only the pupil punished but other pupils as well, to arouse the "martyr" attitude, and usually to arouse parents to fever heat. It is likely to be more effective in junior high schools, but it is equally undesirable from other points of view. Its chief value at any time is as a warning to other pupils.

When corporal punishment is employed, there are certain precautions which should be carefully observed. The pupils should be carefully observed. The pupil should be proved guilty beyond any reasonable doubt. The charges against him must be serious and proportionate to the punishment. It should be invoked only after repeated failures of more acceptable methods. There should always be at least one adult witness.<sup>50</sup>

That day of barbarity is now past, but there still remains the question of "corporal punishment". Much benevolent sentiment has been voiced, sometimes a little hysterically, against its application in school under any circumstances; and its use has happily been greatly diminished if not practically abolished. Yet much that has been urged in favor of its complete abolition lacks the force of truth. To children, it is not unnatural or "servile". In some cases pain seems to be about the only motive available. But it should be used infrequently and only as a last resort.<sup>51</sup>

Thus, we see that although authorities are firmly aligned in not favoring general use of corporal punishment, they are also very much against its complete abolition. They believe that the right to use it should be retained, but that it should be administered only in the more serious cases and with great discrimination.

#### Suspension and Expulsion

Free public education for all American youth has become the watchword of democracy. Therefore, those vested with the authority to deny

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<sup>50</sup> Douglas, op. cit., p. 276.

<sup>51</sup> Salisbury, op. cit., p. 154.



this right to youth must use extreme caution in the exercise of their power. A glance through the following quoted statements reveals authorities in fair agreement concerning this form of disciplinary procedure:

Temporary suspension from all contact with the school is sometimes a useful corrective, though it involves a serious disadvantage in loss of time from studies. A headstrong or perverse youth, with an overweening sense of his importance, may sometimes be brought to his senses by a period of exclusion. It gives him time and occasion to reflect on his conduct and it focuses the attention of his parents, especially, on his insubordination.

If, however, this proves ineffectual, the more drastic remedy of expulsion, or permanent exclusion, may become necessary. The real criterion, on which the question of expulsion must turn, is this: Is his presence in the school a source of moral and physical contamination to the other pupils.<sup>52</sup>

These punishments should be reserved for the most serious offenses or the most chronic and incurable cases. So long as the pupil is not seriously corrupting his companions, dismissal from school should rarely occur. Throwing the erring pupil into a non-school environment, except in such cases as those in which the misbehavior grows directly out of a lack of interest in school, does not contribute to the solution of the problem from the standpoint of the development of the pupil or of the welfare of society as a whole; it merely transfers the problem from the school to a less favorable environment. Almost invariably expulsion from school should occur only after careful consideration of the case, after repeated attempts to appeal to the pupil, and after warning parents and consulting with them upon the occasion of at least one previous offense.

Suspension or probation may often be employed as a warning of impending expulsion, a means of calling attention to the seriousness of the offender's situation. Suspension may be employed to remove an apparently seriously objectionable boy or girl from school during investigation of his or her case.<sup>53</sup>

Either of these penalties is in such fundamental conflict with the idea of compulsory education that it should be

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<sup>52</sup> Salisbury, op. cit., p. 156.

<sup>53</sup> Douglas, op. cit., p. 276.

used only in cases of last resort. Temporary suspension disarranges school work to such an extent that almost its only legitimate use is to invoke the interest and aid of parents or guardians. Expulsion is capital punishment from the school standpoint, and where, as in a democracy, education is considered a matter of public safety, it has little more justification than capital punishment in the state. In tax-supported schools its use should be confined to capital offenses in which the student has shown himself unfit to associate with other young people. Continued troublesomeness may justify the transfer of a pupil to a special room, or school, but expulsion is a plain acknowledgment of failure in compulsory education. Hence it should be resorted to only after every other means has been tried and found unavailing.<sup>54</sup>

Suspension is the natural punishment for school offenses, — a loss of privilege which ought to have an effective sting. The difficulty lies in the fact that it does not always possess this virtue. In handling a critical situation, it is often necessary for the welfare of the majority to send pupils from school and to keep them from school until reasonable obedience, order, and industry are assured. Where the compulsory attendance laws are well enforced, the pupil of school age will either have to remain in school or be committed to a reformatory, and where the right kind of cooperation exists between the school authorities and the juvenile courts, it is often a simple matter to settle troublesome cases by the expedient of suspension, depending upon a wholesome fear of serious consequences to wheel the recalcitrant into line.<sup>55</sup>

Expulsion from school should be the last resort. It should be rather clear that the good of the school, in most cases, of the individual requires action. The principal usually does not have the final authority in such a case. Approval by the superintendent and school board is necessary. It seems reasonable that such a drastic step as the denial of educational opportunities to a pupil by the high school should not be made unless the welfare of the larger group is thereby assured and protected and that the public opinion of the local community will support the expulsion, when it becomes acquainted with the type of conduct in which the expelled pupil participated and the sympathetic efforts of the school officials to secure a reform within the pupil.<sup>56</sup>

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<sup>54</sup> Smith, op. cit., p. 191.

<sup>55</sup> Bagley, op. cit., 208.

<sup>56</sup> Cox and Langfitt, op. cit., 183.

Some children would themselves be much better off in institutions, and it is certainly unfair to a whole class to keep those who ought to be in institutions in regular grades.<sup>57</sup>

In summary, we might say that authoritative opinion recommends great care in the use of suspension and expulsion. These should be applied only to confirmed recalcitrants upon whom other measures have failed and upon those whose presence in the school is a degenerating influence upon other youth.

#### Summary of Authoritative Opinion on Disciplinary Procedures

1. The brief, dignified, unemotional admonition is a psychologically sound and effective method of handling mild forms of disorder.
2. The withdrawal of privileges is a sound disciplinary action when the privilege has a direct or indirect connection with the offense.
3. Detention after school is a sound disciplinary action when the offense is related, but authorities condemn its indiscriminate use.
4. Authorities agree that the assignment of extra tasks, in general, is a pedagogical blunder, except when they are employed as a natural consequence.
5. Ignoring a few minor offenses in certain circumstances is recommended, but authorities point out that it should not be a general practice for wrong conduct must be branded as wrong.
6. Rectification and reparation for misdeeds is considered in the light of natural consequences and are heartily recommended by authorities.
7. Lowered grades for disciplinary reasons are heartily condemned by authorities.
8. The threat, which is an emotional dare to do wrong under fear of dire consequences, is condemned.
9. The warning, a firm unemotional statement of the consequences of a line of behavior, is considered good and it is recommended that they frequently be given.

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<sup>57</sup> Cutts and Moseley, op. cit., p. 73.

10. Shaming and sarcasm are psychologically unsound disciplinary techniques.
11. Forced apology is a psychologically unsound disciplinary practice.
12. Sending a recalcitrant pupil to the principal is an action not to be indiscriminately employed. Minor offenses occurring in the classroom should be handled as much as possible by the teacher, and only chronic offenders and offenses of a reasonably important nature referred to the principal.
13. Dismissal from class is a suitable procedure when simple admonition does not accomplish the desired result. It is a procedure to be used generally to all cases, and it should be followed by a conference.
14. The conference is considered the cornerstone in erecting the structure of discipline under the modern theory.
15. Demerits are considered with disfavor by authorities.
16. Conference with parents of a recalcitrant is considered a wise action when the offense is of a serious nature, but this procedure must not be overused.
17. Most authorities believe that the right to use corporal punishment should be retained by the school, but that it should be administered only in the more serious cases and with great discrimination.
18. Temporary suspension of headstrong youth to focus his and his parents' attention on the seriousness of his conduct is considered a psychologically sound procedure for occasional use.
19. Expulsion should be applied only to confirmed recalcitrants upon whom other methods have failed and upon those whose presence is a degenerating influence upon other youths.
20. The following more indirect procedures are considered sound:
  - A. Changing student's schedule
  - B. Providing special help
  - C. General curriculum improvement
  - D. Adjustment of out-of-school life
  - E. Advised medical attention
  - F. Placement in different group
  - G. Changes in teaching method
  - H. Counseling teacher personality
  - I. Case investigation
  - J. Adjustment of physical conditions
  - K. Locating part-time employment
  - L. Giving special responsibilities
  - M. Improving school routine

- N. Providing energy outlets
- O. Appeal to pupil interests
- P. Improving work-time schedule

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## CHAPTER V

### TABULATED DATA ON DISCIPLINARY PRACTICES

#### IN OKLAHOMA HIGH SCHOOLS

In order to obtain information concerning the disciplinary practices in Oklahoma high schools the questionnaire shown in the Appendix was devised. It was sent in approximately equal numbers to Oklahoma high schools of three types--small, medium, and large. The high schools were arbitrarily classified as small if their teachers numbered fewer than 12, medium if their teachers numbered from 13 to 24, and large if they had 25 or more teachers.

Sixty-eight questionnaires were sent to principals of small high schools and 39 were returned for a percentage of return of 57 per cent. Sixty-one were sent to medium schools and 41 returned for 67 per cent. Large schools returned 39 of 54 for 72 per cent.

The results of this questionnaire are shown in table form in the remaining pages of this chapter. An interpretation of these results in relation to authoritative recommendations given in the previous chapters will follow in Chapter VI.

In Tables 3, 6, 9, and 12 a point value of 3, 2, 1, and 0 were assigned respectively to the replies often, sometimes, seldom, and never. The point averages for each technique were obtained by multiplying the number of replies in each column by the point value assigned to that column and dividing the total by the total number of replies to that technique. A point average approaching the figure 3.0 would be interpreted as meaning sometimes, a point average around 1.0 would be interpreted to mean seldom, and a point average approaching 0 would be

interpreted as meaning never.

In tables 4, 5, 7, 8, 10, 11, 13, and 14, the ranks of the various disciplinary actions are shown according to reported effectiveness and frequency of use in the different sizes of schools. Although the ranks were determined by the total point scores shown in the tables, the important consideration is the rank and not the total point score, which has little meaning in and of itself. The recipients of the questionnaire were asked to list the five methods which they considered the most important in terms of frequency, and to list the five methods which they considered the most effective. Point values of 3,  $2\frac{1}{2}$ , 2,  $1\frac{1}{2}$ , and 1 were assigned respectively to the ratings of 1, 2, 3, 4, and 5. The figures in the column of total points were obtained by multiplying the number of ratings given in each column by the point value assigned to that column and then adding.



TABLE 3

## FREQUENCY OF USE OF TECHNIQUES IN SMALL OKLAHOMA HIGH SCHOOLS

Method	Often	Some- times	Seldom	Never	Point Ave.
Point Value	(3)	(2)	(1)	(0)	
Admonishment.....	18	14	4	3	2.2
Withdrawal of privileges.....	7	26	5	1	2.1
Detention.....	7	16	12	4	1.7
Extra Work.....	12	13	12	2	1.6
Ignoring.....	4	8	15	12	1.1
Rectification and reparation...	6	17	13	3	1.7
Lowered grades.....	1	0	14	24	.4
Threats.....	2	4	17	16	.8
Warnings.....	12	22	4	1	2.2
Shaming and sarcasm.....	2	8	9	20	.8
Forced Apology.....	1	6	20	12	.9
Sending to Principal.....	11	20	7	1	2.1
Dismissal from class.....	2	16	17	4	1.4
Conference.....	30	7	2	0	2.7
Demerit system.....	2	3	9	25	.5
Conference with parents.....	5	24	9	1	1.6
Corporal punishment.....	0	16	20	3	1.3
Suspension.....	0	5	30	4	1.0
Expulsion.....	0	2	25	12	.7
Changing student's schedule....	1	17	16	5	1.4
Providing special help.....	9	24	6	0	2.1
General curriculum improvement.	2	22	15	0	1.7
Adjustment of out-of-school life	1	12	21	5	1.2
Advised medical attention.....	6	13	19	1	1.6
Placement in different group...	2	20	11	6	1.5
Changes in teaching method.....	5	22	12	0	1.8
Counseling teacher personality.	6	21	12	0	1.8
Case investigation.....	12	18	7	2	2.0
Adjustment of physical condition	7	17	13	2	1.7
Locating part-time employment..	1	9	19	10	1.0
Giving special responsibilities	11	22	6	0	2.1
Improving school routine.....	10	18	11	0	2.0
Providing energy outlets.....	22	16	1	0	2.5
Appeal to pupil interests.....	24	15	0	0	2.9
Improving work-time schedule...	13	17	8	1	2.1

TABLE 4  
METHODS RANKED IN ORDER OF FREQUENCY OF  
USE IN SMALL OKLAHOMA HIGH SCHOOLS

Rank and Method	Distribution of Ratings					Total	Total Points
	1 Point Value (3)	2 (2 $\frac{1}{2}$ )	3 (2)	4 (1 $\frac{1}{2}$ )	5 (1)		
1. Conference.....	13	5	6	5	0	29	73 $\frac{1}{2}$
2. Admonishment.....	8	4	1	0	1	14	41
3. Withdrawal of privileges	6	4	3	4	0	17	40
4. Appeal to pupil interests	3	2	3	3	3	14	27 $\frac{1}{2}$
5. Extra work.....	2	4	4	0	3	13	27
6. Providing energy outlets	0	2	1	4	5	12	18
7. Detention.....	2	1	3	0	0	6	14 $\frac{1}{2}$
8. Ignoring.....	1	3	2	0	0	6	14 $\frac{1}{2}$
9. Warnings.....	1	2	1	1	1	6	14 $\frac{1}{2}$
10. Conference with parents.	1	0	1	2	4	8	12
11. Providing special help..	0	2	1	2	1	6	11
12. Sending to principal....	0	2	1	2	1	6	11
13. Case investigation.....	1	1	0	1	2	5	9
14. Giving special responsi- bilities.....	0	0	2	2	2	6	9
15. Changes in teaching method.....	1	0	1	2	0	4	8
16. Corporal punishment.....	0	0	0	1	6	7	7 $\frac{1}{2}$
17. Counseling teacher personality.....	0	2	0	0	0	2	5
18. Improving school routine	0	0	1	2	0	3	5
19. Dismissal from class	0	0	1	1	1	3	4 $\frac{1}{2}$
20. Improving work-time schedule.....	0	0	1	1	1	3	4 $\frac{1}{2}$
21. Rectification and reparation.....	0	0	1	1	1	3	4 $\frac{1}{2}$
22. Demerit system.....	0	1	0	1	0	2	4
23. Forced apology.....	0	0	1	1	0	2	3 $\frac{1}{2}$
24. Lowered grades.....	0	1	0	0	0	1	2 $\frac{1}{2}$
25. Adjustment of physical conditions.....	0	0	0	1	1	2	2 $\frac{1}{2}$
26. Changing student's schedule.....	0	1	0	0	0	1	2 $\frac{1}{2}$
27. General curriculum improvement.....	0	0	0	0	1	1	1
28. Placement in different group.....	0	0	0	0	1	1	1
29. Shaming and sarcasm.....	0	0	0	0	1	1	1
30. Threats.....	0	0	0	0	1	1	1
31. Adjustment of out-of- school life.....	0	0	0	0	0	0	0
32. Advised medical attention	0	0	0	0	0	0	0
33. Expulsion.....	0	0	0	0	0	0	0
34. Locating part-time employment.....	0	0	0	0	0	0	0
35. Suspension.....	0	0	0	0	0	0	0

TABLE 5  
METHODS RANKED IN ORDER OF EFFECTIVENESS OF USE  
IN SMALL OKLAHOMA HIGH SCHOOLS

Rank and Method Point Value	Distributions of Ratings					Total	Total Points
	1 (3)	2 (2½)	3 (2)	4 (1½)	5 (1)		
1. Conference.....	11	11	4	1	0	27	70
2. Withdrawal of privi- leges	9	2	3	5	1	20	46½
3. Appeal to pupil interest	2	3	6	4	1	16	32½
4. Conference with parents	2	4	4	2	2	14	29
5. Extra work.....	1	3	2	3	3	12	22
6. Admonishment.....	5	1	2	0	0	8	21½
7. Providing energy outlets	1	2	0	4	4	11	18
8. Corporal punishment....	1	1	2	0	7	11	16½
9. Giving special responsibilities.....	0	1	2	3	3	9	14
10. Providing special help.	0	3	1	2	0	6	13
11. Detention.....	1	2	1	1	0	5	11½
12. Case investigation.....	1	1	1	0	0	3	7½
13. Dismissal from class...	0	0	1	3	1	5	7½
14. Ignoring.....	1	0	1	1	1	4	7½
15. Sending to principal...	1	0	0	1	3	5	7½
16. Changes in teaching method.....	0	0	2	2	0	4	7
17. Improving school routine	1	0	1	0	2	4	7
18. Warnings.....	0	2	0	1	0	3	8½
19. General curriculum improvement.....	0	1	0	1	1	3	5
20. Improving work-time schedule.....	0	0	1	1	1	3	4½
21. Rectification and reparation.....	0	0	1	0	2	3	4
22. Adjustment of physical conditions.....	0	0	1	1	0	2	3½
23. Expulsion.....	1	0	0	0	0	1	3
24. Lowered grades.....	0	1	0	0	0	1	2½
25. Changing student's schedule.....	0	0	1	0	0	1	2
26. Counseling teacher personality.....	0	0	0	0	2	2	2
27. Suspension.....	0	0	1	0	0	1	2
28. Demerit system.....	0	0	0	1	0	1	1½
29. Adjustment of out-of- school life.....	0	0	0	0	1	1	1
30. Placement in different group.....	0	0	0	0	1	1	1
31. Advised medical attention.....	0	0	0	0	0	0	0
32. Forced apology.....	0	0	0	0	0	0	0
33. Locating part-time employment.....	0	0	0	0	0	0	0
34. Shaming and sarcasm....	0	0	0	0	0	0	0
35. Threats.....	0	0	0	0	0	0	0

TABLE 6  
FREQUENCY OF USE OF TECHNIQUES IN MEDIUM OKLAHOMA HIGH SCHOOLS

Method	Often	Some- times	Seldom	Never	Point Ave.
Point Value	(3)	(2)	(1)	(0)	
Admonishment.....	20	16	4	1	2.4
Withdrawal of privileges.....	6	26	8	1	1.9
Detention.....	4	18	9	10	1.4
Extra work.....	4	19	15	3	1.6
Ignoring.....	1	11	17	12	1.0
Rectification and reparation.	7	26	7	1	2.0
Lowered grades.....	4	3	18	16	.9
Threats.....	1	5	15	20	.8
Warnings.....	11	24	6	0	2.1
Shaming and sarcasm.....	1	8	17	15	.9
Forced apology.....	0	6	14	21	.7
Sending to principal.....	9	29	3	0	2.1
Dismissal from class.....	0	12	25	4	1.2
Conference.....	30	9	2	0	2.7
Demerit system.....	2	6	5	28	.6
Conference with parents.....	10	26	4	1	2.1
Corporal punishment.....	2	15	17	7	1.3
Suspension.....	1	9	22	9	1.0
Expulsion.....	0	5	18	18	.7
Changing student's schedule..	1	19	15	6	1.4
Providing special help.....	6	30	5	0	1.0
General curriculum improve- ment.....	7	20	13	1	1.8
Adjustment of out-of- school life.....	1	24	12	4	1.5
Advised medical attention....	2	31	7	1	1.8
Placement in different group.	3	26	10	2	1.7
Changes in teaching method...	2	25	12	2	1.7
Counseling teacher personality	9	20	10	2	1.9
Case investigation.....	16	15	10	0	2.1
Adjustment of physical conditions.....	3	21	15	2	1.1
Locating part-time employment	3	24	10	4	1.1
Giving special responsi- bilities.....	6	30	5	0	2.0
Improving school routine.....	4	25	12	0	1.7
Providing energy outlets.....	17	21	2	1	1.3
Appeal to pupil interests....	21	18	2	0	2.5
Improving work-time schedule.	5	27	8	1	1.8

TABLE 7  
METHODS RANKED IN ORDER OF FREQUENCY OF USE  
IN MEDIUM OKLAHOMA HIGH SCHOOLS

Rank	Method	Point Value	Distribution of Ratings					Total	Total Points
			1	2	3	4	5		
			(3)	(2½)	(2)	(1½)	(1)		
1.	Conference.....		14	8	5	4	2	33	80
2.	Admonishment.....		8	2	2	3	0	15	37½
3.	Conference with parents.....		0	5	3	8	3	19	33½
4.	Withdrawal of privileges.....		1	3	6	2	2	14	27½
5.	Appeal to pupil interests....		5	0	0	2	8	15	26
6.	Detention.....		2	0	5	2	3	12	22
7.	Case investigation.....		0	3	4	2	0	9	18½
8.	Extra work.....		0	5	1	0	2	8	16½
9.	Corporal punishment.....		0	0	2	4	6	12	16
10.	Sending to principle.....		1	2	1	2	0	6	13
11.	Warnings.....		2	1	1	1	1	6	13
12.	Suspension.....		2	1	0	1	2	6	12
13.	Counseling teacher personality		0	4	0	0	0	4	10
14.	Dismissal from class.....		1	1	1	1	0	4	9
15.	Providing special help.....		1	0	3	0	0	4	9
16.	Giving special responsi- bilities.....		0	1	0	1	3	5	7
17.	Providing energy outlets.....		0	0	2	1	1	4	6½
18.	Adjustment of physical conditions.....		1	0	1	0	0	2	5
19.	Changing student's schedule..		0	1	0	1	1	3	5
20.	General curriculum improvement		0	0	2	0	1	3	5
21.	Ignoring.....		1	0	0	0	1	2	4
22.	Threats.....		0	1	0	1	0	2	4
23.	Placement in different group.		0	1	0	0	1	2	3½
24.	Lowered grades.....		1	0	0	0	0	1	3
25.	Improving work-time schedule		0	1	0	0	0	1	2½
26.	Improving school routine.....		0	0	0	1	0	1	1½
27.	Rectification and reparation.		0	0	0	1	0	1	1½
28.	Advised medical attention....		0	0	0	0	1	1	1
29.	Locating part-time employment		0	0	0	0	1	1	1
30.	Adjustment of out-of-school life.....		0	0	0	0	0	0	0
31.	Changes in teaching method...		0	0	0	0	0	0	0
32.	Demerit system.....		0	0	0	0	0	0	0
33.	Expulsion.....		0	0	0	0	0	0	0
34.	Forced apology.....		0	0	0	0	0	0	0
35.	Shaming and sarcasm.....		0	0	0	0	0	0	0

TABLE 8  
METHODS RANKED IN ORDER OF EFFECTIVENESS OF USE  
IN MEDIUM OKLAHOMA HIGH SCHOOLS

Rank	Method	Point Value	Distribution of Ratings					Total	Total Points
			1 (3)	2 (2½)	3 (2)	4 (1½)	5 (1)		
1.	Conference.....	17	4	2	3	2	28	71½	
2.	Conference with parents.....	3	7	1	6	2	19	39½	
3.	Withdrawal of privileges	2	3	3	5	1	14	31	
4.	Appeal to pupil interests....	3	2	3	4	2	14	28	
5.	Admonishment.....	4	1	0	3	4	12	23	
6.	Detention.....	0	4	3	3	0	10	20½	
7.	Corporal punishment.....	0	0	5	1	6	12	17½	
8.	Counseling teacher personality	0	4	3	0	0	7	16	
9.	Case investigation.....	0	3	4	1	0	8	15	
10.	Providing energy outlets.....	2	1	1	2	1	7	14½	
11.	Extra work.....	1	2	2	0	2	7	14	
12.	Suspension.....	2	0	1	1	3	7	12½	
13.	Providing special help.....	2	1	1	0	1	5	11½	
14.	Warnings.....	1	0	3	0	0	4	9	
15.	General curriculum improvement	1	0	1	1	2	5	8½	
16.	Giving special responsi- bilities.....	0	0	0	2	5	7	8	
17.	Changing student's schedule..	0	1	0	2	1	4	6½	
18.	Improving school routine.....	0	1	0	1	1	3	5	
19.	Changes in teaching method...	0	0	2	0	0	2	4	
20.	Dismissal from class.....	0	1	0	1	0	2	4	
21.	Expulsion.....	1	0	0	0	1	2	4	
22.	Sending to principal.....	0	1	0	1	0	2	4	
23.	Ignoring.....	0	1	0	0	1	2	3½	
24.	Threats.....	0	0	1	1	0	2	3½	
25.	Adjustment of physical conditions.....	0	0	1	0	1	2	3	
26.	Lowered grades.....	1	0	0	0	0	1	3	
27.	Improving work-time schedule.	0	1	0	0	0	1	2½	
28.	Placement in different group.	0	1	0	0	0	1	2½	
29.	Rectification and reparation.	0	0	1	0	0	1	2	
30.	Shaming and sarcasm.....	0	0	1	0	0	1	2	
31.	Advised medical attention....	0	0	0	0	1	1	1	
32.	Locating part-time employment	0	0	0	0	1	1	1	
33.	Adjustment of out-of-school life.....	0	0	0	0	0	0	0	
34.	Demerit system.....	0	0	0	0	0	0	0	
35.	Forced apology.....	0	0	0	0	0	0	0	

TABLE 9  
 FREQUENCY OF USE OF TECHNIQUES IN LARGE OKLAHOMA HIGH SCHOOLS

Method	Often	Some- times	Seldom	Never	Point Ave.
Point Value	(3)	(2)	(1)	(0)	
Admonishment.....	23	13	3	0	2.4
Withdrawal of privileges.....	12	19	7	1	1.2
Detention.....	10	12	7	10	1.6
Extra work.....	3	17	10	9	1.4
Ignoring.....	3	11	16	9	1.2
Rectification and reparation...	5	26	5	3	1.4
Lowered grades.....	1	7	15	16	.8
Threats.....	1	8	12	18	.8
Warnings.....	13	17	7	2	2.0
Shaming and sarcasm.....	0	2	13	24	.4
Forced apology.....	0	5	18	16	.7
Sending to principal.....	8	21	7	3	1.9
Dismissal from class.....	1	17	19	2	1.4
Conference.....	35	3	1	0	2.9
Demerit system.....	5	3	6	25	.7
Conference with parents.....	14	24	1	0	2.3
Corporal punishment.....	2	5	11	21	1.0
Suspension.....	1	20	15	3	1.5
Expulsion.....	0	10	18	11	1.0
Changing student's schedule....	3	25	9	2	1.7
Providing special help.....	13	24	2	0	2.3
General curriculum improvement.	8	24	7	0	2.0
Adjustment of out-of-school life.....	9	17	13	0	1.9
Advised medical attention.....	6	27	5	1	2.0
Placement in different group...	3	26	6	4	1.7
Changes in teaching method.....	5	22	11	1	1.7
Counseling teacher personality.	8	25	6	0	2.0
Case investigation.....	18	16	4	1	2.3
Adjustment of physical conditions.....	9	20	10	0	2.0
Locating part-time employment..	10	22	7	0	2.1
Giving special responsibilities	9	26	4	0	2.1
Improving school routine.....	11	23	5	0	2.1
Providing energy outlets.....	16	20	3	0	2.3
Appeal to pupil interests.....	28	10	1	0	2.7
Improving work-time schedule...	14	22	3	0	2.3



TABLE 10  
METHODS RANKED IN ORDER OF FREQUENCY OF USE  
IN LARGE OKLAHOMA HIGH SCHOOLS

Rank	Method	Distribution of Ratings					Total	Points
		1	2	3	4	5		
	Point Value	(3)	(2 $\frac{1}{2}$ )	(2)	(1 $\frac{1}{2}$ )	(1)		
1.	Conference.....	26	4	2	2	1	35	96
2.	Conference with parents.....	2	9	6	8	0	25	52 $\frac{1}{2}$
3.	Appeal to pupil interests.....	2	5	2	5	4	18	34
4.	Admonishment.....	4	2	4	0	4	14	30
5.	Providing special help.....	0	0	4	4	5	13	19
6.	Case investigation.....	1	3	1	3	0	8	17
7.	Withdrawal of privileges.....	1	4	0	1	2	8	16 $\frac{1}{2}$
8.	Changing student's schedule.....	0	2	1	2	2	7	12
9.	Detention.....	2	3	3	1	0	9	11 $\frac{1}{2}$
10.	Extra work.....	0	2	2	1	1	6	11 $\frac{1}{2}$
11.	Sending to principal.....	0	1	1	3	1	6	10
12.	Counseling teacher personality..	0	1	2	0	2	5	8 $\frac{1}{2}$
13.	General curriculum improvement..	1	0	0	2	2	5	8
14.	Suspension.....	0	0	4	0	0	4	8
15.	Providing energy outlets.....	0	0	1	2	2	5	7
16.	Warnings.....	0	1	2	0	0	3	6 $\frac{1}{2}$
17.	Demerit system.....	0	2	0	0	0	2	5
18.	Placement in different group....	0	0	1	0	3	4	5
19.	Rectification and reparation....	0	0	2	0	0	2	4
20.	Locating part-time employment...	0	0	1	0	1	2	3
21.	Adjustment of out-of-school life.....	0	0	0	1	1	2	2 $\frac{1}{2}$
22.	Corporal punishment.....	0	0	0	1	1	2	2 $\frac{1}{2}$
23.	Expulsion.....	0	0	0	0	2	2	2
24.	Giving special responsibilities.	0	0	0	1	0	1	1 $\frac{1}{2}$
25.	Changes in teaching method.....	0	0	0	0	1	1	1
26.	Dismissal from class.....	0	0	0	0	1	1	1
27.	Improving school routine.....	0	0	0	0	1	1	1
28.	Improving work-time schedule....	0	0	0	0	1	1	1
29.	Adjustment of physical conditions	0	0	0	0	0	0	0
30.	Advised medical attention.....	0	0	0	0	0	0	0
31.	Forced Apology.....	0	0	0	0	0	0	0
32.	Ignoring.....	0	0	0	0	0	0	0
33.	Lowered grades.....	0	0	0	0	0	0	0
34.	Threats.....	0	0	0	0	0	0	0
35.	Shaming and sarcasm.....	0	0	0	0	0	0	0

TABLE 11  
METHODS RANKED IN ORDER OF EFFECTIVENESS OF USE  
IN LARGE OKLAHOMA HIGH SCHOOLS

Rank	Method	Point Value	Distribution of Ratings					Total	Total Points
			1 (3)	2 (2)	3 (2)	4 (1)	5 (1)		
1.	Conference.....	19	10	2	2	0	33	89	
2.	Conference with parents.....	4	4	8	9	0	25	51 <sup>1</sup> / <sub>2</sub>	
3.	Appeal to pupil interests....	1	6	3	7	2	19	36 <sup>1</sup> / <sub>2</sub>	
4.	Admonishment.....	6	1	1	0	3	11	25 <sup>1</sup> / <sub>2</sub>	
5.	Withdrawal of privileges.....	2	4	2	1	1	10	22 <sup>1</sup> / <sub>2</sub>	
6.	Providing special help.....	0	0	6	3	5	14	21 <sup>1</sup> / <sub>2</sub>	
7.	Detention.....	2	2	2	1	2	9	18 <sup>1</sup> / <sub>2</sub>	
8.	Case investigation.....	1	2	2	1	1	7	14 <sup>1</sup> / <sub>2</sub>	
9.	Changing student's schedule..	0	2	1	3	0	6	11 <sup>1</sup> / <sub>2</sub>	
10.	Providing energy outlets.....	0	1	2	2	2	7	11 <sup>1</sup> / <sub>2</sub>	
11.	General curriculum improvement	1	0	0	2	3	6	9	
12.	Corporal punishment.....	1	0	1	1	1	4	7 <sup>1</sup> / <sub>2</sub>	
13.	Counseling teacher personality	0	1	1	0	3	5	7 <sup>1</sup> / <sub>2</sub>	
14.	Suspension.....	0	1	1	0	3	5	7 <sup>1</sup> / <sub>2</sub>	
15.	Sending to principal.....	0	1	1	1	1	4	7 <sup>1</sup> / <sub>2</sub>	
16.	Placement in different group.	1	0	0	1	2	4	6 <sup>1</sup> / <sub>2</sub>	
17.	Demerit system.....	0	1	1	1	0	3	6	
18.	Warnings.....	0	1	1	1	0	3	6	
19.	Extra work.....	0	1	1	0	1	3	5 <sup>1</sup> / <sub>2</sub>	
20.	Giving special responsi- bilities.....	1	0	0	1	0	2	4 <sup>1</sup> / <sub>2</sub>	
21.	Locating part-time employ- ment.....	0	0	2	0	0	2	4	
22.	Expulsion.....	0	0	1	0	1	2	3	
23.	Lowered grades.....	0	0	0	1	1	2	2 <sup>1</sup> / <sub>2</sub>	
24.	Threats.....	0	1	0	0	0	1	2 <sup>1</sup> / <sub>2</sub>	
25.	Improving work-time schedule.	0	0	0	0	2	2	2	
26.	Rectification and reparation.	0	0	0	1	0	1	1 <sup>1</sup> / <sub>2</sub>	
27.	Adjustment of out-of-school life.....	0	0	0	0	1	1	1	
28.	Advised medical attention....	0	0	0	0	1	1	1	
29.	Changes in teaching method...	0	0	0	0	1	1	1	
30.	Dismissal from class.....	0	0	0	0	1	1	1	
31.	Adjustment of physical condition.....	0	0	0	0	0	0	0	
32.	Ignoring.....	0	0	0	0	0	0	0	
33.	Improving school routine.....	0	0	0	0	0	0	0	
34.	Forced apology.....	0	0	0	0	0	0	0	
35.	Shaming and sarcasm.....	0	0	0	0	0	0	0	

TABLE 12  
 FREQUENCY OF USE OF TECHNIQUES IN OKLAHOMA HIGH SCHOOLS

Method	Often	Some- times	Seldom	Never	Point Ave.
Point Value	(3)	(2)	(1)	(0)	
Admonishment.....	61	43	11	4	2.4
Withdrawal of privileges.....	25	71	20	3	2.0
Detention.....	21	46	28	24	1.5
Extra work.....	19	49	37	14	1.6
Ignoring.....	8	30	48	33	1.1
Rectification and reparation.	18	69	25	7	1.8
Lowered grades.....	6	10	47	56	.7
Threats.....	4	17	44	54	.8
Warnings.....	36	63	17	3	2.1
Shaming and sarcasm.....	3	18	39	59	.7
Forced apology.....	1	17	52	49	.7
Sending to principal.....	28	70	17	4	2.0
Dismissal from class.....	3	45	61	10	1.3
Conference.....	95	19	5	0	2.8
Demerit system.....	9	12	20	78	.8
Conference with parents.....	29	74	14	2	2.1
Corporal punishment.....	4	36	48	31	1.1
Suspension.....	2	34	67	16	1.2
Expulsion.....	0	17	61	41	.8
Changing student's schedule..	5	61	40	13	1.5
Providing special help.....	28	78	13	0	2.1
General curriculum improve- ment.....	17	66	35	1	1.8
Adjustment of out-of- school life.....	11	53	46	9	1.6
Advised medical attention....	14	71	31	3	1.8
Placement in different group.	8	72	27	12	1.6
Changes in teaching method...	12	69	35	3	1.8
Counseling teacher personality	23	66	28	2	1.9
Case investigation.....	46	49	21	3	2.1
Adjustment of physical conditions.....	19	58	38	2	1.8
Locating part-time employment	14	55	36	14	1.6
Giving special responsi- bilities.....	26	78	15	0	2.1
Improving school routine.....	25	66	28	0	2.0
Providing energy outlets.....	55	57	6	1	2.4
Appeal to pupil interests....	73	43	3	0	2.6
Improving work-time schedule.	32	66	19	2	2.1

TABLE 13  
METHODS RANKED IN ORDER OF FREQUENCY OF USE  
IN OKLAHOMA HIGH SCHOOLS

Rank	Method	Distribution of Ratings					Total	Total Points
		1	2	3	4	5		
	Point value	(3)	(2 $\frac{1}{2}$ )	(2)	(1 $\frac{1}{2}$ )	(1)		
1.	Conference.....	53	17	13	11	3	97	247
2.	Admonishment.....	20	8	7	3	5	43	103 $\frac{1}{2}$
3.	Conference with parents.....	3	14	10	18	7	52	98
4.	Appeal to pupil interests.....	10	7	5	10	15	47	87 $\frac{1}{2}$
5.	Withdrawal of privileges.....	8	11	9	7	4	39	84
6.	Detention.....	6	4	11	3	3	27	57 $\frac{1}{2}$
7.	Extra work.....	2	11	7	1	6	27	55
8.	Case investigation.....	2	7	5	6	2	22	44 $\frac{1}{2}$
9.	Providing special help.....	1	2	8	6	6	23	38
10.	Sending to principal.....	1	5	3	7	2	18	37
11.	Warnings.....	3	4	4	2	2	15	32
12.	Providing energy outlets.....	0	2	4	7	8	21	31 $\frac{1}{2}$
13.	Corporal punishment.....	0	0	2	6	13	21	26
14.	Counseling teacher personality.	0	7	2	0	2	11	23 $\frac{1}{2}$
15.	Suspension.....	2	1	4	1	2	10	20
16.	Changing student's schedule....	0	4	1	3	3	11	19 $\frac{1}{2}$
17.	Ignoring.....	2	3	2	0	1	8	18 $\frac{1}{2}$
18.	Giving special responsibilities	0	1	2	4	5	12	17 $\frac{1}{2}$
19.	Dismissal from class.....	1	1	2	2	2	8	14 $\frac{1}{2}$
20.	General curriculum improvement.	1	0	2	2	4	9	14
21.	Placement in different group...	0	1	1	0	5	7	11 $\frac{1}{2}$
22.	Changes in teaching method.....	1	0	1	2	1	5	11
23.	Rectification and reparation...	0	0	3	2	1	6	10
24.	Demerit system.....	0	3	0	1	0	4	9
25.	Improving work-time schedule...	0	1	1	1	2	5	8
26.	Adjustment of physical conditions.....	1	0	1	1	1	4	7 $\frac{1}{2}$
27.	Improving school routine.....	0	0	1	3	1	5	7 $\frac{1}{2}$
28.	Lowered grades.....	1	1	0	0	0	2	5 $\frac{1}{2}$
29.	Threats.....	0	1	0	1	1	3	5
30.	Locating part-time employment..	0	0	1	0	2	3	4
31.	Forced apology.....	0	0	1	1	0	2	3 $\frac{1}{2}$
32.	Adjustment of out-of-school life.....	0	0	0	1	1	2	2 $\frac{1}{2}$
33.	Expulsion.....	0	0	0	0	2	2	2
34.	Advised medical attention.....	0	0	0	0	1	1	1
35.	Shaming and sarcasm.....	0	0	0	0	1	1	1

TABLE 14  
METHODS RANKED IN ORDER OF EFFECTIVENESS OF USE  
IN OKLAHOMA HIGH SCHOOLS

Rank	Method	Distribution of Ratings					Total	Total Points
		1	2	3	4	5		
	Point Value	(3)	(2½)	(2)	(1½)	(1)		
1.	Conference.....	47	25	8	6	2	88	230½
2.	Conference with parents.....	9	15	13	17	4	58	120
3.	Appeal to pupil interests.....	6	11	12	15	5	49	97
4.	Withdrawal of privileges.....	13	9	8	11	3	44	97
5.	Admonishment.....	15	3	3	3	7	31	70
6.	Detention.....	3	8	6	5	2	24	50½
7.	Providing energy outlets.....	3	4	3	8	7	25	44
8.	Corporal punishment.....	2	1	8	2	14	27	43½
9.	Extra work.....	2	6	5	3	6	22	41½
10.	Providing special help.....	2	4	8	5	6	25	41½
11.	Case investigation.....	2	6	7	2	1	18	39
12.	Giving special responsibilities..	1	1	2	6	8	18	26½
13.	Counseling teacher personality..	0	5	4	0	5	14	25½
14.	General curriculum improvement..	2	1	1	4	6	14	22½
15.	Suspension.....	2	1	3	1	6	13	22
16.	Warnings.....	1	3	4	2	0	10	21½
17.	Changing student's schedule.....	0	3	2	5	1	11	20
18.	Sending to principal.....	1	2	1	3	4	11	19
19.	Dismissal from class.....	0	1	1	4	2	8	12½
20.	Changes in teaching method.....	0	0	4	2	1	7	12
21.	Improving school routine.....	1	1	1	1	3	7	12
22.	Ignoring.....	1	1	1	1	2	6	11
23.	Expulsion.....	2	0	1	0	2	5	10
24.	Placement in different group....	1	1	0	1	3	6	10
25.	Improving work-time schedule....	0	1	1	1	3	6	9
26.	Lowered grades.....	1	1	0	1	1	4	8
27.	Demerit system.....	0	1	1	2	0	4	7½
28.	Rectification and reparation....	0	0	2	1	2	5	7½
29.	Adjustment of physical conditions.....	0	0	2	1	1	4	6½
30.	Threats.....	0	1	1	1	0	3	6
31.	Locating part-time employment...	0	0	2	0	1	3	5
32.	Adjustment of out-of-school life.....	0	0	0	0	2	2	2
33.	Advised medical attention.....	0	0	0	0	2	2	2
34.	Shaming and sarcasm.....	0	0	1	0	0	1	2
35.	Forced apology.....	0	0	0	0	0	0	0

## CHAPTER VI

### A COMPARISON OF THE PRACTICES OF OKLAHOMA SCHOOLS WITH AUTHORITATIVE OPINION

The first part of this work was assigned to the classified analysis of authoritative opinion on discipline in the secondary school. At the end of Chapter IV was given a summary of authoritative opinion on disciplinary procedures. Chapter V shows tabulated data on the disciplinary practices in Oklahoma schools obtained by a questionnaire designed for that purpose. This chapter will be a detailed comparison of the two, which is the goal designated to be accomplished in this study.

#### Admonishment

Authoritative opinion states that the brief, dignified, unemotional admonition is a sound and effective method of handling mild forms of disorder, and as such should be frequently given.

According to Table 3 admonishment has a point average of 2.2, in small high schools. Table 4 shows that it is ranked second in frequency of use in small high schools, and Table 5 shows that principals of small high schools consider it sixth in effectiveness. By this we can see that practice in small high schools agrees with authoritative opinion concerning admonition as a disciplinary method.

In medium high schools, admonition has a point average of 2.4 in frequency, is ranked second by principals on frequency of use, and is ranked fifth in effectiveness, as shown by Table 6, 7, and 8. Thus, practice in medium schools seems to agree with authoritative opinion.

Tables 9, 10, and 11 show that in large schools admonition has a 2.4 average in frequency, a rank of fourth in frequency of use, and a

rank of fourth in effectiveness. Practice of admonishment in large schools, then, agrees with authoritative opinion.

Since practice in small, medium, and large Oklahoma high schools all seem to agree with the recommendations of educational literature in the practice of admonition, then, of course, the composite picture must show the same. A glance at Tables 12, 13, and 14 will show that this is the case.

#### Withdrawal of Privileges

Authoritative opinion states that the withdrawal of privileges is a sound disciplinary action when the offense has a direct or an indirect connection with the offense.

A glance at Tables 3, 4, and 5 shows that in small high schools withdrawal of privileges receives a point score on frequency of 2.1, a rank of third in frequency of use, and a rank of second in effectiveness. It is doubted that the offense has a connection with a privilege often enough to justify a rank of third in frequency of use; so, on this account, we must say that practice in small schools seems to fall a trifle short of the standard set by authorities.

By Tables 6, 7, and 8 it is seen that in medium high schools withdrawal of privileges has a point average of 1.9 in frequency, a rank of fourth in frequency of use, and a rank of third in effectiveness. Practice in medium schools comes slightly closer than in small schools, but still perhaps a trifle short of the standards of authorities.

Tables 9, 10, and 11 give withdrawal of privileges a point score in frequency of 1.2, a rank in frequency of seventh, and a rank in effectiveness of fifth. To this writer, this seems to put practice in large schools in full agreement with ideas of authorities.



The composite picture of Oklahoma high schools shown in Tables 12, 13 and 14 gives a point average of 2.0 in frequency, a rank of fifth in frequency, and a rank of fourth in effectiveness, which puts Oklahoma schools in general in fair agreement with authorities on withdrawal of privileges, with agreement varying directly with the sizes of the school.

#### Detention

Authorities state that detention after school is a sound disciplinary action when the offense is related, but its indiscriminate use is condemned.

Tables 3, 4, and 5 indicate that detention in small schools receives a point score in frequency of 1.7, a rank of seventh in frequency of use, and a rank of eleventh in effectiveness. This seems to indicate that detention is not overused in small high schools.

In medium high schools, shown in Tables 6, 7, and 8, detention receives a point score of 1.4 in frequency, a rank of sixth in frequency, and a rank of sixth in effectiveness. Detention, then, is considered more important by medium high schools than small ones, and there may be a tendency to overuse it.

In large high schools, shown in Tables 9, 10, and 11, detention has a point score on frequency of 1.6, a frequency rank of ninth, and an effectiveness rank of seventh. Detention does not seem to be overused in large high schools.

The composite picture of Oklahoma high schools, shown in Tables 12, 13, and 14, gives detention a frequency score of 1.5, a frequency rank of sixth, and an effectiveness rank of sixth. It seems that, as a whole, Oklahoma schools do not greatly overuse detention. Small high schools seem least likely to overuse it, and medium high schools seem most likely

to overuse it.

### Extra Work

Authorities agree that the assignment of extra tasks, in general, is a pedagogical blunder. They are justified only when they are employed as a natural consequence, which is frequently not the case.

Tables 3, 4, and 5 show that extra work has a frequency score of 1.6, a frequency rank of fifth, and an effectiveness rank of fifth in small high schools. Extra work seems to be over-employed.

Tables 6, 7, and 8 show that extra work has a frequency score of 1.6, a frequency rank of eighth, and an effectiveness rank of eleventh in medium high schools. Medium schools reach closer to conformity with the authorities on this than do small high schools.

Tables 9, 10, and 11 show that extra work has a frequency score of 1.4, a frequency rank of tenth, and an effectiveness rank of nineteenth in large high schools. Large high schools seem to come close to conformity with authoritative opinion.

The composite figures on extra work for all Oklahoma high schools show a frequency score of 1.6, a frequency rank of seventh, and an effectiveness rank of ninth. It seems that, in general, Oklahoma schools have a tendency to overuse the assignment of extra tasks as a disciplinary measure with the degree of conformity to authoritative standards varying directly with the size of school.

### Ignoring

Authorities admit that ignoring in a few cases is wise, but it should not become a general practice.

In small high schools, ignoring scores a 1.1 on frequency, is given

a frequency rank of eighth, and an effectiveness rank of fourteenth. Principals of small high schools perhaps ignore too often.

In medium high schools, ignoring scores a 1.0 on frequency, is given a frequency rank of twenty-first, and an effectiveness rank of twenty-third. This conforms with the opinion of authorities.

In large high schools, ignoring scores a 1.2 on frequency, thirty-second in frequency, and thirty-second in effectiveness. This is perhaps a too infrequent use of ignoring, but close to conformity.

As a whole, Oklahoma high schools give ignoring a point average of 1.1, a frequency rank of seventeenth, and an effectiveness rank of twenty-second. As a whole, Oklahoma schools show conformity with authorities, but with small schools somewhat lagging.

#### Rectification and Reparation

Rectification and reparation for misdeeds is considered in the light of natural consequences and are heartily recommended by authorities for use as often as feasible.

Small high schools give this technique a point score of 1.7 on frequency, a frequency rank of twenty-first, and an effectiveness rank of twenty-first. These two low rankings indicate that practice in small high schools is far from agreement with theory.

Medium high schools score this method a 2.0 on frequency but give in a rank of twenty-seventh in frequency of use, and a rank of twenty-ninth in effectiveness. They, too, are far from conformity with authoritative opinion.

Large high schools score it a 1.4 on frequency, rank it nineteenth in frequency, and rank it twenty-sixth in effectiveness. Large high schools are far from conformity with authoritative opinion.

Thus, all types of Oklahoma schools are similarly distant in practice of rectification and reparation from the opinions of authorities.

### Lowered Grades

Authorities heartily condemn lowered grades for disciplinary reasons.

In small high schools, lowered grades as a technique receive a point score of .4 on frequency, and a rank of twenty-fourth in both frequency and effectiveness of use. Practice in small schools agrees with authoritative opinion.

Medium schools give lowered grades a point score of .9 in frequency, a rank of twenty-fourth in frequency, and a rank of twenty-sixth in effectiveness. Practice in medium schools agrees with authoritative opinion.

Large high schools give lowered grades a point score of .8 on frequency, a rank of thirty-third in frequency, and a rank of twenty-third in effectiveness. Large high schools agree in practice with the ideas of authorities.

Oklahoma high schools of all types seem to conform in practice with authoritative opinion on the use of lowered grades as a disciplinary technique.

### Threats

The threat, which is an emotional dare to do wrong under fear of dire consequences, is condemned by authorities.

All Oklahoma high schools seem to conform very well in practice with the above statement. The point scores on threats in frequency for the small, medium, and large high schools respectively are .8, .8, and .8. The ranks on frequency of use, respectively, are thirtieth, twenty-second, and thirty-fourth. The ranks on effectiveness of use respectively are

thirty-fifth, twenty-fourth, and twenty-fourth.

### Warnings

The warning, a firm unemotional statement of the consequences of a line of behavior, is considered good, and authorities recommend that it be frequently given.

Principals of small high schools give warnings a point average of 2.2 on frequency, a rank of ninth on frequency of use, and a rank of eighteenth in effectiveness. This indicates a fair degree of conformity with authorities.

Medium schools give warnings a point score of 2.1 on frequency, a rank of eleventh in frequency, and a rank of fourteenth in effectiveness. This indicates a fair degree of conformity with authorities.

Disciplinary officers in large high schools score warnings a 2.0 frequency, rank them sixteenth in frequency, and rank them eighteenth in effectiveness. This indicates a somewhat lesser degree of conformity with authorities.

As a whole, Oklahoma high schools conform fairly well in practice with educational theory concerning the use of warnings as a disciplinary technique with the degree of conformity varying inversely with the size of the school.

### Shaming and Sarcasm

Authorities regard shaming and sarcasm as psychologically unsound disciplinary techniques.

All Oklahoma high schools seem to conform very well in practice with the above statement. The point scores on shaming and sarcasm in frequency for the small, medium, and large high schools respectively

are .8, .9, and .4. The ranks on frequency of use respectively are twenty-ninth, thirty-fifth, and thirty-fifth. The ranks on effectiveness of use respectively are thirty-fourth, thirtieth, and thirty-fifth.

#### Forced Apology

Forced apology is regarded by authorities as a psychologically unsound disciplinary practice.

All Oklahoma high schools seem to conform very well in practice with the above authoritative statement. The point scores on forced apology in frequency for the small, medium, and large high schools respectively are .9, .7, and .9. The ranks on frequency of use respectively are twenty-third, thirty-fourth, and thirty-first. The ranks on effectiveness of use respectively are thirty-second, thirty-fifth, and thirty-fourth. Small high schools exhibit a slightly smaller degree of conformity than do the other two types.

#### Sending to Principal

Sending a recalcitrant pupil to the principal is an action not to be indiscriminately employed. Minor offenses occurring in the classroom should be handled as much as possible by the teacher, and only chronic offenders and offenses of a reasonably important nature referred to the principal.

Tables 3, 4, and 5 show that in small high schools this method receives a point average of 2.1 on frequency, a rank of twelfth in frequency of use, and a rank of fifteenth in effectiveness. This seems to denote that sending to the principal is not greatly overused in small high schools.

Tables 6, 7, and 8 show that in medium high schools this method

receives a point average of 2.1, a rank of tenth in frequency of use, and a rank of twenty-second in effectiveness. Sending to the principal does not seem to be greatly overused in medium schools.

Tables 9, 10, and 11 show that in large high schools sending to the principal receives a point score on frequency of 1.9, a rank of eleventh on frequency of use, and a rank of fifteenth on effectiveness. Again, it does not seem that this technique is overused.

In general, then, Oklahoma high schools do not seem to greatly overuse the technique of sending the recalcitrant to the principal. There seems to be no distinction as to degree of conformity among the different size schools.

#### Dismissal From Class

Dismissal from class is a suitable procedure when simple admonition does not accomplish the desired result. It is not a procedure to be used generally in all cases or continually with the same case.

Principals of small high schools give this method a point average of 1.4, a rank of nineteenth in frequency, and a rank of thirteenth in effectiveness. This seems to conform to authoritative opinion.

Principals of medium high schools give dismissal from class a point score of 1.2, a frequency rank of fourteenth, and an effectiveness rank of twentieth. This, too, seems to conform.

Principals and disciplinary officers of large high schools give this method a point average of 1.4 on frequency, a rank of twenty-sixth in frequency, and a rank of thirtieth in effectiveness. Large high schools do not seem to take advantage of the method as authorities think they should.

In general, then, we must say that Oklahoma high schools conform



only fairly well in practice of dismissal from class with authoritative opinion. Large high schools are not taking proper advantage of the procedure.

#### Conference

The conference is considered the cornerstone in erecting the structure of discipline under the modern theory.

Of the whole-hearted agreement of practice with theory of all Oklahoma high schools on the desirability of full use of this method there can be little doubt. The point averages on frequency for small, medium, and large high schools respectively are 2.7, 2.7, and 2.9. The ranks on frequency of use are all first. The ranks on effectiveness of use are all first. The conference is a uniformly popular technique.

#### Demerit Systems

The demerit system is considered with disfavor by authorities on grounds that it involves a great deal of bookkeeping, has no real effect upon the recipient until the critical score is approached, and must revert to some other method in the end for its effectiveness.

Oklahoma schools of all types do not seem to care much for the demerit system, and, therefore, conform to authoritative opinion. The frequency scores for small, medium, and large high schools respectively are .5, .6, and .7. The frequency ranks respectively are twenty-second, thirty-second, and twenty-sixth. The effectiveness ranks respectively are twenty-eighth, thirty-fourth, and thirtieth.

#### Conference With Parents

Conference with parents of a recalcitrant is considered a wise action when the offense is of a serious nature, but this procedure must not be

overused.

Principals of small high schools give this technique a point average of 1.6 on frequency, a rank of tenth in frequency of use, and a rank of fourth in effectiveness. The high rank in effectiveness shows its importance and the lower rank in frequency shows that it is not overused. Small high schools conform very well with authoritative opinion.

Principals of medium high schools give conferences with parents a point average of 2.1, a frequency rank of third, and an effectiveness rank of second. The high frequency rank shows that probably this technique may be somewhat overused.

Large high schools give a point score on frequency of 2.3, a frequency rank of second, and an effectiveness rank of second. It seems that large schools, too, somewhat overuse this technique.

Oklahoma high schools, in general, then, seem to somewhat overuse the technique of conference with parents with only small high schools approaching conformity with authoritative opinion concerning the frequency which it should be employed.

#### Corporal Punishment

Most authorities believe that the right to use corporal punishment should be retained by the school, but that it should be administered only in the more serious cases and with great discrimination. According to authorities, it should very seldom be necessary to resort to corporal punishment.

Small high schools give a frequency score on corporal punishment of 1.3, a frequency rank of sixteenth, and an effectiveness rank of eighth. These statistics seem to show that most high schools place less emphasis on corporal punishment than many think, although it does

seem to be overused to a certain degree.

Medium high schools give a frequency score of 1.3, a frequency rank of ninth, and an effectiveness rank of seventh. Oddly enough, these figures seem to show that principals of medium high schools overuse corporal punishment to a greater degree than do those of small high schools.

In large high schools corporal punishment receives a point average of 1.0, a frequency rank of twenty-second, and an effectiveness rank of twelfth. Large high schools, then, seem to conform to authoritative opinion.

In general, we must say that Oklahoma high schools are lagging behind the latest authoritative opinion in their practice of corporal punishment. Although large schools seem to conform, small ones are somewhat lagging, and medium schools lag still further.

#### Suspension

Temporary suspension of a headstrong youth to focus his and his parents' attention on the seriousness of his conduct is considered a psychologically sound procedure for occasional use.

Small high schools rate suspension a point average of 1.0, a frequency rank of thirty-fifth, and an effectiveness rank of twenty-seventh. These statistics show that small high schools do not take proper advantage of the technique of suspension.

Medium high schools give suspension a point average on frequency of 1.0, a frequency rank of twelfth, and an effectiveness rank of twelfth. Medium schools seem to take optimum advantage of this technique.

In large high schools suspension receives a point average on frequency of 1.5, a frequency rank of fourteenth, and an effectiveness rank

of fourteenth. Large schools, then, take good advantage of the technique.

In general, Oklahoma schools take proper advantage of suspension as a disciplinary technique with only small schools seeming hardly to use it at all.

### Expulsion

Authorities state that expulsion should be applied only to confirmed recalcitrants upon whom other methods have failed and upon those whose presence is a degenerating influence upon other youth.

Small high schools give expulsion a point score of .7 on frequency, a frequency rank of thirty-third, and an effectiveness rank of twenty-third. Small schools probably do not use this technique quite as often as authorities would recommend.

Medium high schools give expulsion a frequency score average of .7, a frequency rank of thirty-third, and an effectiveness rank of twenty-first. Medium schools do not use this technique as often as authorities would recommend.

Large high schools give expulsion a point score of 1.0 on frequency, a rank of twenty-third in frequency, and an effectiveness rank of twenty-first. Large high schools seem to take proper advantage of the technique.

Of the different types of Oklahoma high schools, only the large ones seem to take proper advantage of expulsion. From examination of other statistics recorded earlier in this chapter, it would seem that larger schools seem to lean heavier upon suspension and expulsion in dealing with the serious offender while, evidently, the smaller schools rely on the paddle and keep the student in school.

## Recommended Indirect Procedures

### Changing Student's Schedule

Principals of small high schools give this method a 1.4 point average on frequency, a rank of twenty-sixth in frequency, and a rank of twenty-fifth in effectiveness. It seems that small high schools do not take full advantage of this method, possibly because their curriculum is so limited.

Medium high school principals give it a 1.4 rating on frequency, a rank of nineteenth in frequency, and a rank of seventeenth in effectiveness. Medium high schools seem to use it more as they should.

In large high schools this technique receives a point average on frequency of 1.7, a rank of eighth in frequency, and a rank of ninth in effectiveness. Large schools seem to exploit this technique to the fullest.

In summary, only the large Oklahoma schools seem to take full advantage of changing the student's schedule as a disciplinary technique. The degree of use varies directly with the size of the school.

### Providing Special Help

Small high schools give this method a frequency score of 2.1, a frequency rank of eleventh, and an effectiveness rank of tenth. They seem to realize its importance and practice it.

Medium schools give providing special help a frequency point average of 1.0, a frequency rank of fifteenth, and an effectiveness rank of thirteenth. It seems that medium schools do not take quite the personal interest in the student as does the small high school.

Large high schools give it a frequency point average of 2.3, a frequency rank of fifth, and an effectiveness rank of sixth. Of all

the sizes, then, it seems that only the large high schools take full advantage of this technique, followed by the small.

#### General Curriculum Improvement

The use of this technique varies directly with the size of the school. The frequency and effectiveness ranks of the small, medium, and large high schools respectively are twenty-seventh and nineteenth, twentieth and fifteenth, and thirteenth and eleventh. Only the large high schools seem to take full advantage of curriculum planning to prevent disciplinary problems.

#### Adjustment of Out-of-School Life

Small and medium high schools stand equally low on the use of this technique. The frequency and effectiveness ranks respectively are thirty-first and twenty-ninth, and thirtieth and thirty-third. Large high schools are somewhat better with a frequency rank of twenty-first and an effectiveness rank of twenty-seventh. In general, then, Oklahoma high schools do not consider the pupil's out-of-school life an important factor in discipline.

#### Advised Medical Attention

This technique is not one for frequent use necessarily, but it is important when needed. No Oklahoma schools show a frequent use of it with all the rankings being in the last seven in both frequency and importance. It is doubted that Oklahoma schools practice this technique to the extent that they should, but as was said before, it is not a technique for frequent use in a disciplinary situation.

### Placement in Different Group

As the size of the school increases, the practice of this disciplinary technique increases. The frequency and effectiveness rankings for small, medium, and large high schools are, respectively, twenty-eighth and thirtieth, twenty-third and twenty-eighth, and eighteenth and sixteenth. Only the large high schools seem able to take full advantage of placing the recalcitrant in a different social group.

### Changes in Teaching Method

Small high schools seem to lead the field in use of this technique. The frequency and effectiveness rankings for small, medium, and large high schools respectively are fifteenth and sixteenth, thirty-first and nineteenth, and twenty-fifth and twenty-ninth.

### Counseling Teacher Personality

Small schools trail in the use of this technique with a frequency rank of seventeenth and an effectiveness rank of twenty-sixth. Medium and large schools seem to use it as they should with frequency ranks of thirteenth and twelfth respectively, and effectiveness ranks of eighth and thirteenth.

### Case Investigation

All Oklahoma high schools seem to conform fairly well in the use of this technique. The statistics in Chapter V show that the conformity comes progressively closer to authoritative opinion as the size of the school increases. It is believed, however, that in many disciplinary cases the principal of the smaller high schools already knows the facts of the case and needs make no formal investigation. The frequency and effectiveness ranks for small, medium, and large schools respectively are



thirteenth and twelfth, seventh and ninth, and sixth and eighth.

#### Adjustment of Physical Conditions

Authorities have not expected this technique to be frequently used, but recommend that it be kept in mind and used when applicable. Oklahoma schools do not indicate that it is one of the frequent use for them, but seem to realize its importance by not giving it an extremely low rank. There is not a great deal of difference in the rankings of the three types of schools, although small schools give it slightly better ranks. Tables 13 and 14 show a general frequency rank of twenty-sixth and an effectiveness rank of twenty-ninth.

#### Locating Part-Time Employment

This technique is not necessarily one for frequent use, but in certain cases it is invaluable and has no substitute. Both medium and small high schools seem to show some neglect of it by giving it frequency ranks of twenty-ninth and thirty-fourth respectively and effectiveness ranks of thirty-second and thirty-third respectively. Large high schools seem to take good account of it with ranks of twenty and twenty-one respectively.

#### Giving Special Responsibilities

The use of this technique seems to vary inversely with the size of the school according to our statistics. Its frequency and effectiveness ranks for small, medium, and large high schools respectively are fourteen and ninth, sixteenth and sixteenth, and twenty-fourth and twentieth. Only the small school seems to take proper advantage of this technique.

### Improving School Routine

All three types of Oklahoma schools seem to take proper note of this method of preventing disciplinary problems. The frequency and effectiveness ranks for small, medium, and large respectively are eighteenth and seventeenth, twenty-sixth and eighteenth, and twenty-seventh and thirty-third. Large high schools fall slightly behind the two smaller types.

### Providing Energy Outlets

Authorities recommend this as a method of preventing disciplinary outbreaks. Small schools seem to take fuller advantage of it than any other with a frequency rank of sixth and an effectiveness rank of seventh. The frequency ranks for medium and large high schools respectively are seventeenth and fifteenth, and the effectiveness ranks are both tenth. It seems that Oklahoma schools, in general, are not all work and no play, but make liberal use of energy outlets.

### Appeal to Pupil Interests

This procedure, highly recommended by authorities in disciplinary situations, seems to receive equally high regard by Oklahoma high schools of all three types. The frequency and effectiveness ranks for small, medium, and large high schools respectively are fourth and third, fifth and fourth, and third and third.

### Improving Work-Time Schedule

Again, here is a method that is not necessarily one to be used very frequently, but important in certain instances. Small high schools principals give it a slightly higher rank than the others with a frequency and effectiveness ranks of twentieth. Medium schools give it ranks of

twenty-fifth and twenty-seventh respectively, and large high schools give ranks of twenty-eighth and twenty-fifth. Although these rankings are not high, it is believed that they are of appropriate strength to be in conformity with authoritative opinion of this technique.

#### Summary

As a whole, it may be said that disciplinary practice in Oklahoma schools compares favorably with authoritative opinion. Some of the procedures that Oklahoma schools are in excellent agreement in practice with theory are admonishment, lowered grades, threats, shaming and sarcasm, forced apology, sending to principal, conference, demerit systems, case investigation, adjustment of physical conditions, improving school routine, providing energy outlets, appeal to pupil interests, and improving the work-time schedule. Oklahoma high schools are in fair agreement with authorities concerning the use of withdrawal of privileges, detention, ignoring, warnings, dismissal from class, suspension, expulsion, advised medical attention, changes in teaching method; and Oklahoma high schools do not quite measure up to the standards of authorities concerning the practice of extra work assignments, recitification and reparation, conference with parents, corporal punishment, changing student's schedule, providing special help, general curriculum improvement, adjustment of out-of-school life, placement in different group, and locating part-time employment.

Generally, the larger high schools reported closer agreement with authorities in their practices than the smaller ones. This was especially true of the more indirect or preventive approaches to discipline through curriculum and guidance.

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## APPENDIX

Questionnaire on Disciplinary Practices  
of Oklahoma High Schools

Part I. Please place a check upon the appropriate line to the right of each of the disciplinary techniques listed below indicating thereby the frequency of use of that technique by persons in charge of discipline in your school.

Method	Often	Sometimes	Seldom	Never
Admonishment.....	_____	_____	_____	_____
Withdrawal of privileges.....	_____	_____	_____	_____
Detention.....	_____	_____	_____	_____
Extra work.....	_____	_____	_____	_____
Ignoring.....	_____	_____	_____	_____
Rectification and reparation.....	_____	_____	_____	_____
Lowered grades.....	_____	_____	_____	_____
Threats.....	_____	_____	_____	_____
Warnings.....	_____	_____	_____	_____
Shaming and sarcasm.....	_____	_____	_____	_____
Forced apology.....	_____	_____	_____	_____
Sending to principal.....	_____	_____	_____	_____
Dismissal from class.....	_____	_____	_____	_____
Conference.....	_____	_____	_____	_____
Demerit system.....	_____	_____	_____	_____
Conference with parents.....	_____	_____	_____	_____
Corporal punishment.....	_____	_____	_____	_____
Suspension.....	_____	_____	_____	_____
Expulsion.....	_____	_____	_____	_____
Changing student's schedule.....	_____	_____	_____	_____
Providing special help.....	_____	_____	_____	_____
General curriculum improvement.....	_____	_____	_____	_____
Adjustment of out-of-school life...	_____	_____	_____	_____
Advised medical attention.....	_____	_____	_____	_____
Placement in different group.....	_____	_____	_____	_____
Changes in teaching method.....	_____	_____	_____	_____
Counseling teacher personality.....	_____	_____	_____	_____
Case investigation.....	_____	_____	_____	_____
Adjustment of physical condition...	_____	_____	_____	_____
Locating part-time employment.....	_____	_____	_____	_____
Giving special responsibilities....	_____	_____	_____	_____
Improving school routine.....	_____	_____	_____	_____
Providing energy outlets.....	_____	_____	_____	_____
Appeal to pupil interests.....	_____	_____	_____	_____
Improving work-time schedule.....	_____	_____	_____	_____

Part II. List in order the five most important procedures that you use in terms of frequency.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Part III. List in order the five procedures that you consider generally most effective.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Comments:



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NAME OF AUTHOR: Edwin E. Vineyard

THESIS ADVISER: Eli C. Foster

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NAME OF TYPIST: Raymond Denny