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Trends in Educational Thinking Respecting Classroom Control as Revealed through Professional Periodicals 1960-1965

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1967

TRENDS IN EDUCATIONAL THINKING RESPECTING
CLASSROOM CONTROL AS REVEALED THROUGH
PROFESSIONAL PERIODICALS 1960-1965

A Thesis Submitted to the Graduate Faculty of
Western Kentucky University

in Partial Fulfillment of the Requirements

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Master of Arts

in Education

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CHAPTER I

INTRODUCTION AND HISTORICAL DEVELOPMENT

Introduction

Few educational developments have been exposed to as much controversy by educators, writers, statesmen, and philosophers as have the methods by which children in the classroom should be disciplined. According to a reference from Sheviakov's article "Discipline for Today's Children and Youth," the dominant and prevailing conception of discipline in the elementary school has been one of control and constructive self-direction of behavior.¹ However, because of diverse, uncontrollable factors and forces surrounding children's background and environment, personalities and intelligence, and an indefinite concept of the role discipline played in the learning situation, research on discipline has been difficult. Woodruff in the Encyclopedia of Educational Research has the following to say about implications of studies on discipline which have been conducted:

¹George V. Sheviakov, "Discipline for Today's Children and Youth," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: Macmillan Co., 1960), 439.

As a result [of these variables] the literature concerning discipline is predominantly descriptive and theoretical, with a great deal of fairly good advice. The few attempts at studies tend to concentrate on disciplinary procedures, with particular reference to what is being tried and how various parties feel about it. The advice which so freely appears seems to be derived largely from current concepts about child development and adjustment. In a sense, then, the literature contains inferences from psychological studies but no research in discipline itself.²

Purpose

Statement of the problem. The purpose of this study was to ascertain the disciplinary trends in educational practice as reported in professional journals comprising the period 1960-1965 and emphasizing, particularly, discipline of pupils in elementary schools. Educational movements of the past concerning discipline have directly influenced that phase of present-day education. By considering the historical background of the problem, current conceptions and practices could be more adequately interpreted.

Scope of the study. The procedure used in this study was to first briefly trace the historical development of discipline over a period of about four thousand years up to the time of the investigation.

²Asahel D. Woodruff, "Discipline," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: Macmillan Co., 1960), 382.

An effort was made to state the dominant attitudes toward control held by outstanding educators and those conceived through each influential educational movement. These were partially correlated with any social and religious factors which had a bearing on the rise of elementary education. Then those journals which contained articles appropriate to the proposed time span and directly relating to elementary school classroom discipline were studied. Each of the articles from the journals was read with the purpose of discovering its main emphasis. After all these materials had been considered, the principal thoughts were combined into three divisions, each of which constituted a trend in the thinking of the writers of the chosen population. These findings were then interpreted and suggestions for teacher improvement in handling disciplinary problems were made.

Source of data. The journals were selected on the basis of the six considered by a sampling of classroom teachers in public elementary and secondary schools to be the most helpful to them as teachers and included Instructor, NEA Journal, Grade Teacher, English Journal, Mathematics Teacher, and Reading Teacher.³

³Walter A. Graves, "National Survey of the Reading and Recreational Interests and Habits of American Public-School Teachers" (Unpublished Ph.D. Dissertation; New York: George Washington University, 1965).

Definitions

Discipline. There have been many concepts and definitions attached to the term "discipline." The one applied throughout this paper was teacher-directed behavior adapted to develop within an individual responsibility for his own actions in accordance with socially accepted conduct.

Journal. For the purposes of this paper a professional journal was thought of as a periodical publication primarily dedicated to informative viewpoints on current issues in education which were of direct interest to members of the profession.

Importance

The significance of the problem to this writer rested in the personal belief that discipline and learning went hand-in-hand, and that children should be disciplined before they were taught. This research was designed to neither support nor contradict that viewpoint but merely to glean further insight into the entire area of discipline and, particularly, the period selected for more careful appraisal. Since means of discipline had undergone radical changes through the years, there had been little consensus of opinion on the most effective methods of solving classroom problems.

Proposing a five-year study and imposing a limitation on information to six professional journals will give only a segment of more recent educational sentiment on control. However, because of the basis for selecting the materials written on the subject, the trends which unfolded had a definite place in educational practices of today and the future. Present-day teachers could use these trends as a guideline in evaluating their own methods of control and, at the same time, see what might constitute future tendencies.

Historical Trends

So that a more complete, overall picture of child discipline could be presented, it seemed feasible to begin the study by briefly tracing the historical development of discipline both before and during the rise of public elementary education. The ensuing investigation could then be projected in a more meaningful manner.

Extremism. The earliest approaches to the development of discipline were most severe. Perhaps the first account of disciplinary methods of controlling children's behavior was that recorded in 2050 B.C. At that time Hammurabi, the ancient king of Babylonia, ordered a child's fingers to be cut off if he dared

strike his father.⁴ That inhuman policy was supplanted in the fourth century B.C. by an entirely different concept regarding learning as noted by Plato:

A free mind ought to learn nothing as a slave. The lesson that is made to enter the mind by force will not remain there. Then use no violence toward children; the rather, cause them to learn while playing.⁵

Probably the most concisely expressed belief on discipline of the first century B.C. was posed by the Roman statesman Cicero when he stated, "Most commonly the authority of them that teach, hinders them that would learn."⁶

A shift in philosophy from that of previous years was evident throughout the Middle Ages from the fifth century A.D. to 1350 A.D. when the idea of restraint was dominant. It was assumed that the child was by nature bad, and that punishment was necessary to bring him to humility and repentance.⁷

Humanism. In the last half of the fifteenth century the Dutch scholar Erasmus indicated that the teacher who relied on corporal punishment was leaning

⁴Mary Scanlon Reynolds, "Who Should Discipline?" The Educational Forum, XX (May, 1956), 457.

⁵Pickens E. Harris, Changing Conceptions of School Discipline (New York: Macmillan Co., 1928), p. 15.

⁶Reynolds, op. cit., p. 457.

⁷Jesse B. Sears, Classroom Organization and Control (New York: Houghton Mifflin Co., 1928), p. 84.

on a broken reed. He was believed to have said, "Let the rod be used with due regard to self-respect in the manner of it."⁸

That feeling permeated the English practice of Lady Jane Grey's sixteenth century schoolmaster as she reported in the following statement:

One of the greatest benefits that ever God gave me is, that he sent me so sharp and severe parents, and so gentle a schoolmaster. For when I am in the presence either of father or mother; whether I speak, keep silence, sit, stand, or go, eat, drink, be merry, or sad, be sewing, playing, dancing, or doing anything else; I must do it as it were, in such weight, measure, and number, even so perfectly as God made the world; or else I am so sharply taunted, so cruelly threatened, yea presently sometimes with pinches, nips, and bobs, and other ways (which I will not name for the honor I bear them) so without measure misordered, that I think myself in hell, till time come that I must go to Mr. Elmer; who teacheth me so gently, so pleasantly, and with such fair allurements to learning, that I think all the while nothing while I am with him.⁹

Another English schoolmaster of the sixteenth century Roger Ascham believed in the division of pupil control as was common during the period of ancient civilizations. At that time mild, humane treatment and an absence of rewards seemed to characterize intellectual education, while arbitrary methods were used in producing

⁸Kenneth W. Hansen, High School Teaching (Englewood Cliffs, N.J.: Prentice-Hall, 1957), p. 374.

⁹Harris, op. cit., p. 15.

moral conformity.¹⁰ Before the rise of mass education when the functions of acquisition and moral development were separately delegated to different teachers, it was quite generally believed among leaders that punishment was ineffective in promoting learning and should be exercised only in moral matters. Ascham insisted upon a clearer recognition of that separateness in the school methods of his own time and referred to the earlier methods as follows:

This discipline was well known and diligently used among the Greeks and old Romans; as doth appear in Aristophanes, Isocrates, and Plato, and also in the comedies of Plautus; where we see that children were under the rule of three persons, praecettore, pedagogo, parente. The schoolmaster taught him learning with all gentleness; the governor corrected his manners with all sharpness; the father held the stern of his whole obedience. And so he that used to teach did not use to beat.¹¹

From mid-eleventh century A.D. through the first half of the nineteenth century there were among the leaders of educational thought and practice many who, all along, had vigorously denounced severe means of promoting learning.¹² Among these were Anselm, Gerson, Vittorino de Feltre, Erasmus, Montaigne, Ratke, Comenius, St. Cyran, Locke, Hoole, Sir Richard Steele,

¹⁰Ibid., p. 14.

¹¹Ibid.

¹²Ibid., p. 15.

Rousseau, and Pestalozzi.¹³ The adherents to the Pestalozzian theory advocated humane and kindly discipline in which the teacher respected the individuality of the pupil and based his discipline upon love. Rousseau and his followers supported moral training not through precept, but by example. Therefore, discipline was maintained by natural consequences.

Authoritarianism. Again, before the rise of mass education, the manner of stimulating learning relative to the act of teaching and of forcing moral conformity was shown in part by the development of the office of "discipline-master," one who was employed not to teach, but to keep order and particularly to punish.¹⁴ At the onset of public education and during the first stages of its growth and development, the common view was that children should be controlled before they were taught. Therefore, the same person assumed the role of teacher and disciplinarian, and the main educational function was the exercising of external control. That practice persisted beyond the period of the establishment of the present system of public elementary education, as indicated in the following criticism by Horace Mann:

In all schools having any claim to respectability, imperfect lessons incur some unpleasant

¹³Ibid.

¹⁴Ibid., p. 16.

consequences. In some it is only a forfeiture of the teacher's approval; in some it is a record of failure; in some, after a fixed number of failures, it is corporal punishment, the infliction of which cancels the old score and opens the books for a new account.¹⁵

The unquestioned finality of the authoritative position of the teacher was indicated in the following: "The word of the teacher must be received and obeyed as law within his little realm."¹⁶

In order to effect control, varied, cruel systems of punishment were employed in colonial times. Each misbehaving child was treated quite rigorously and rigidly with little recognition of individual differences. The most generally used method was corporal punishment, and there was almost no effort to fit the severity of the pain to the deed or to discriminate between moral or intellectual capacities of children.¹⁷

Reynolds had the following to say about the idea:

The early colonial schoolmasters were selected on the basis of their seeing pupil education from the viewpoint of the religious leaders of the community. These leaders accepted the concept of original sin and firmly believed that when one of the pupils misbehaved it was not the child, really, but an evil spirit producing the misbehavior. They accepted the responsibility for driving out this evil spirit by all sorts of coercion,

¹⁵ Ibid., p. 18.

¹⁶ Ibid., p. 20.

¹⁷ Ibid., p. 18.

repression, and counter plotting to get the best of the evil spirit. They were alert for signs of these spirits and usually found them, punishing children for the slightest provocation. They withheld approval for commendable acts for compliments lead children to conceit, they believed. They prided themselves on their good discipline.¹⁸

In those colonial schools the ferrule, the cowskin, the rawhide, and the rod were highly respected. As if the punishments themselves were not harsh enough, they were administered publicly either by the teacher or with the assistance of another misbehaving pupil. Such practices as pupils being made to flog one another, to stand on sharp pegs, to sit on nothing, to stoop and hold a nail or peg in the floor; of boxing ears, thumping on the head, shutting children in dark rooms, forcing them to hold their arms in a horizontal position; and of the use of the dunce cap were most common.¹⁹

Instructionalism. Then at the beginning of the nineteenth century force and fear alone in relation to learning and moral growth were recognized as being inadequate. Therefore, more emphasis was given to the use of rewards and emulation as a stimulus to acquiring knowledge. Thomas Payson, in an address before Associated Instructors of Boston in 1816, summed up that tendency and proposed a plan for the future in this way:

¹⁸Reynolds, op. cit., p. 457.

¹⁹Sears, op. cit., p. 84.

It is neither very natural nor very easy for a child to respect and love those from whom he is in the habit of receiving the discipline of the rod. The idea of rewards, as well as of punishments, in any rational view is necessary to the right influence of human conduct....Let us then unite to devise some system of general school instruction and government in which rewards shall constitute a predominant feature.²⁰

During that same period the religious aspect or motive on which discipline in colonial schools had been based was still evident. The following extract showed that influence in the report of a commission of five appointed in 1811 by Governor Tompkins of New York to describe a plan for the establishment of a system of common schools:

To rescue man from that state of degradation to which he is doomed, unless redeemed by education; and to fit him for those high duties which his Creator has prepared for him.²¹

A bill embodying that report was passed by the legislature in 1812 and remained in force till 1840 as shown in the following:

The school remained religious in purpose, even though its control was beginning to pass from the church to the state.²²

In attempts to meet the demands for better control, Horace Mann in the 1830's helped to awaken a realization

²⁰Harris, op. cit., p. 20.

²¹Ibid., p. 30.

²²Ibid.

of possible change from the gross cruelties to children. Among some of his vividly expressed statements regarding corporal punishment was this:

Blows should never be inflicted on the head.... To whack a child over the head because he does not get his lesson is about as wise as it would be to rap a watch with a hammer because it does not keep good time. I have no doubt that the intellects of thousands of children have been impaired for life by the blows which some angry parent or teacher has inflicted upon the head.²³

His chief concern was with the moral effects of the methods of force and fear. In opposition to the general procedure of basing punishment on overt acts with a total and arbitrary disregard for children's intentions, he urged that the amount of punishment should be graduated by a regard for the motive from which the offense proceeded and not the consequence which may have been produced by it.²⁴ By mid-century, results of Mann's philosophy against punishment had been seen.

There are now [1845] at least ten to one of our teachers, as compared with the number in 1839, who keep school without corporal punishment. And in ninety-nine towns in every hundred in the state the flogging of girls, even where it exists at all, is an exceedingly rare event.²⁵

Paralleling that movement representative of Mann was an

²³Ibid., p. 52.

²⁴Ibid., p. 54.

²⁵Ibid., p. 59.

opposition to rewards and emulation in connection with study. The earlier practice of giving rewards had been contradicted because it caused the child to think more highly of himself than he should think. Therefore, they were to be granted for excellence rather than for an amount of knowledge gained in a given length of time.²⁶ Later opposition, however, recognized the undesirable social attitudes and other character and physical effects.²⁷ Referring to the moral influences of the practice, Mann said:

It tends to excite and foster a class of passions and feelings which are already quite too active, and are producing much unhappiness in the world. It is based on selfishness and makes a scholar put himself in direct comparison with his fellow.²⁸

And with reference to its bearings on the quality of study, as well as other moral effects, he said:

This motive power is incorporated into the system in which they [the teachers] work, and all they can do is to mitigate its evil, by their administration of it. Yet we believe it to be one of the causes of the average low character of the schools. Not only the reason and the philosophy of the thing, but actual experiment, in a vast number of cases, has demonstrated that the average standing of a school, even in an intellectual point of view, will be degraded by the use of emulation, that is, by mating the children against each other to study for a prize.

²⁶Ibid., p. 60.

²⁷Ibid.

²⁸Ibid., p. 61.

If one or a few children make greater progress under its sharp goadings, many will be discouraged and make less....²⁹

In the first half of the nineteenth century some effort had already been made to replace forced conformity by rational obedience. It had been generally assumed that children knew the right already and tended to do wrong from natural disobedience. Therefore, there had been some emphasis on "reason" being exercised both in the teacher's requirements and in the pupils' responses.

Consider your scholars as reasonable and intelligent beings....They may easily be brought to know that they are happier when they do right than when they do wrong. And when right and wrong are both placed distinctly before them, they will rarely call the wrong object the right, or the reverse. This appeal will usually exert a far better influence in leading the child to duty than any that can be effected by the infliction of stripes....Explain to them why you consider one thing right and another wrong, and they will understand you, and they will be governed more easily than by the whip or ferrule.³⁰

A slightly different basis of control was being urged by Mann, who regarded love as an essential factor in obedience.

Primary and essential is the idea that there is one sacred, all-pervading law, to which teacher and pupil alike are subject, the law of duty and affection....Self-government, self-control, a voluntary compliance with the laws

²⁹Ibid.

³⁰Ibid., p. 63.

of reason and duty have been justly considered as the highest point of excellence attainable by a human being. No one, however, can consciously obey the laws of reason and duty until he understands them. Hence the preliminary necessity of their being clearly explained.... The first step toward rational obedience is a knowledge of the rule to be obeyed, and of the reasons on which it is founded.... There is a great variety of duties to be performed in a classroom, as well as offenses to be avoided.... Go into detail of these duties... the advantages and pleasures of knowledge; the connections between present conduct and future respectability; the different emotions which arise in the mind after the performance of a good and of an evil action; and the inherent tendencies both of virtuous and of vicious habits to accelerate their course toward happiness or misery.³¹

At mid-century and in the next two decades, the newer conceptions and movements, such as those just mentioned, concerned only a small portion of existing teaching ideals and practice, for the more deeply rooted practices discussed earlier were still widely prevalent.³² Thus, a struggle between older attitudes toward methods of control and newer possibilities continued to dominate the scene. Many leaders and teachers held firmly to the force theory, and much of their practice was cruelly vindictive or punitive rather than reformatory or preventive.³³ The persistent use of force at that time was partially due to foreign influence, especially

³¹Ibid., p. 64.

³²Ibid., p. 72.

³³Ibid.

that of the Germans, where authoritarian conceptions and practices were common. Authority came to be regarded as an essence, a superior power of the teacher to control without resorting to the fear of pain or other undesirable consequences on the part of the child.³⁴ In addition, learning was stimulated through the continued employment of emulation and rewards. Another factor gaining prominence and public cognizance was the tendency of society to insist upon the privilege of a voice in matters relating to the more direct and personal methods involved in the teacher-pupil relationship. At the end of that period following the common school revival, the revulsion from extreme authoritarianism and restraint led to an unqualified abandonment on the part of many elementary teachers of corporal punishment as the correct alternative.³⁵

After that practice had lessened, Horace Mann's idea of a means of control through instructional procedure as a preventive device rather than as a positive control force was employed. He realized that method of learning and character formation were compatible and that the feeling of success during the recitation had an important bearing on self-confidence and other important traits.

³⁴Ibid., p. 75.

³⁵Ibid., p. 85.

During the two decades prior to 1890, taking the period as a whole, the following factors appeared in relation to control:

An effort to discover the social basis of moral control.

Theoretical beginnings of emphasis upon the active character of the child.

Recognition of the possibility of using instructional materials as a means of securing conformity and of producing "moral" habits.

Demand for a broader interpretation of school discipline.

Recognition that authoritative control failed to secure the needed civic virtues and thus to check the increase of crime.

Recognition of an increased efficacy of control based on less show of authority and an increased sympathy between teacher and pupil.

A tendency, by reaction to the harsh discipline of conformity, to emphasize freedom as mere physical unconstraint.³⁶

During the last decade of the past century relatively new movements in elementary education, which had bearings upon control, appeared. The first of those, which was both influential and important, was the effect of Froebel's doctrine of the kindergarten. Although the movement had begun earlier in the previous period discussed, it had only limited connection with control in the elementary school before the 1890's. Inevitable modification of attitude and practice relative to control was promised when the kindergarten became a part of the school, in view of the contrasted methods of

³⁶Ibid., p. 135.

discipline employed.³⁷ Some of the theoretical assumptions of Froebel and his American disciples which, they felt, should rule in all education, were "dignity of man," "the worth of the individual life," and the operation of the universe on the basis of a "spiritual principle."³⁸ In spite of Froebel's great emphasis upon spontaneity in developing a child as an individual, he viewed a rigid control of the child's activity as necessary, too. However, books, reports, and articles written between 1890 and 1900 and based on Froebel's teachings indicated a tendency to regard discipline, in the usual sense of obedience, order, and restrictions, as secondary in importance and of great danger to individuality.³⁹ Then with the spread of kindergarten practices, and in contrast with the Herbartian insistence upon "much obedience" and restraint, it was further contended that discipline was not needed at all.⁴⁰ In an effort to improve character through more scientific methods than any previously tried, Herbart's views were introduced by presenting carefully selected subject matter. In contrast with the kindergarten

³⁷Ibid., p. 140.

³⁸Ibid., p. 143.

³⁹Ibid., p. 150.

⁴⁰Ibid.

emphasis upon utilizing the native tendencies and present interests of children, the new conception would in the main deny the existence of original specific tendencies and propose to build disposition and self-control through properly presented ideas.⁴¹

Progressivism. It was not till the present century, however, that there was evolved a rational authoritarian conception of control which substituted assumed scientific conceptions of mind or child nature and social organization for the previously postulated religious forces and sanctions.⁴² That authoritarian view of control closely paralleled the moral education movement.

About that time John Dewey, a new educational leader and philosopher, appeared on the scene. He advocated disciplinary methods that would promote freedom and self-determination with less stern regimentation.⁴³ That began a controversy between Dewey's followers and the strict authoritarians. When teachers put into practice the freedom they thought he supported, chaos and confusion resulted from unbridled liberty which many educators interpreted his philosophy to mean.⁴⁴ In the classrooms of the 1920's the disciplinary pendulum made

⁴¹Ibid., p. 158.

⁴²Ibid., p. 163.

⁴³Reynolds, op. cit., p. 458.

⁴⁴Ibid.

a brusque swing from the previously borne rigid controls as the Progressive Education Movement introduced another period with the following extreme characteristic:

In some schools the situation went so far that freedom became license to do as one pleased, and whimsical, completely unruly behavior prevailed, chaos was the normal state, and pandemonium reigned.⁴⁵

Dewey defined discipline in Democracy and Education this way:

Discipline means power at command; mastery of the resources available for carrying through the action undertaken. To know what one is to do and to move to do it promptly and by use of the requisite means is to be disciplined, whether we are thinking of an army or a mind. Discipline is positive. To cow the spirit, to subdue inclination, to compel obedience, to mortify the flesh, to make a subordinate perform an uncongenial task--these things are or are not disciplinary according as they do or do not tend to the development of power to recognize what one is about and to persistence in accomplishment.⁴⁶

Soon after that, however, teachers viewed Dewey's writing in a new light. They were aware of the fact that every aspect of the child came to school and was affected by what he experienced there; during this time some external control was necessary, depending on the child's stage in the development of the skills of

⁴⁵Gertrude Wildreth, "Teaching Children the Use of Freedom," Education LX (December, 1951), 212.

⁴⁶Ralph B. Winn, (ed.). John Dewey: Dictionary of Education. (New York: The Philosophical Library, 1959), p. 28.

self-control and self-direction.⁴⁷ If the child should fail, the teacher was understanding and would seek the cause in either the home or school situation. The underlying factor which might have been the basis for the child's misbehavior was sought out. The end result of discipline was important, and the punishments inflicted became more insignificant.

Because of that second insight into Dewey's theory, political leaders of our modern time conceived the idea that the kind of citizens needed by our country would evolve from the American experience and would not unexpectedly materialize. The following statement by Reynolds related more of their thinking:

If children don't experience democracy as they are growing to maturity, they will never know it when they reach maturity and thus democratic disciplines are urged today that would have been considered outlaw practices a generation ago.⁴⁸

That conception of discipline was closely aligned to the twentieth century innovations in education and the American culture as a whole. In fact, psychologists have presently maintained that education is a progressive reconstruction of experience.⁴⁹ One of

⁴⁷Reynolds, op. cit., p. 458.

⁴⁸Ibid.

⁴⁹Zella Grace Yates, "What Kind of Discipline Do You Believe In?" Grade Teacher, LXXI (February, 1954), 27.

the more important shifts in knowledge of disciplinary practices in about the first five decades of this century was from uniform demands on everyone to toleration of variations in behavior by individuals, and even to toleration of variations for a single individual when he was faced with fluctuating situations.⁵⁰ In addition to that, an overemphasis on permissiveness and in giving the individual unrestricted freedom of expression developed.

Summary

Methods of achieving control over children have evolved from a number of theories and conceptions originating 4000 years ago. Man has expounded on these techniques; but because of the consideration of numerous factors, reliable, comprehensive research has been limited in this area. This study was undertaken in order to interpret the disciplinary situation of 1960-1965. A brief tracing of the historical development of discipline revealing the diversity and significance of pertinent attitudes of previous years was considered necessary because of the bearing those ideas would have on the ensuing study.

⁵⁰Chester W. Harris (ed.), Encyclopedia of Educational Research (New York: Macmillan Co., 1960), p. 303.

After considering that maturation in methods of controlling children, a pattern or sequence of periods seemed to be established by them. The first block of time was the longest one and consisted of the most extreme means of disciplining children. In those early days merciless procedures, such as amputation of fingers, were employed to train the child both morally and educationally. That feeling primarily persisted up to the sixteenth century when more humane treatment in classroom control became evident. Severe means of promoting learning were denounced.

A contradictory manner proved useful for some schoolrooms, however, when the idea of a "discipline-master" was conceived. His only duty was to keep order and mete out punishment and not to teach. With that practice of external control the child was disciplined before he was taught. That determined a trend felt beyond the establishment of the present system of public elementary education. A child sometimes was punished for his so-called misbehavior when he was merely reacting as any normal child should. Therefore, repression of natural, innate actions was common.

At the time of the American Colonial Period bad behavior was blamed on an evil spirit which lived in the child. Those early schoolmasters were strong

authoritarians, and they used all manners of corporal punishment in ridding the child of that tempter.

A deliberate and radical change in disciplinary methods issued in the third major division at the beginning of the nineteenth century. A system of rewards and emulation, coupled with the religious aspect, was found as the best answer to controlling children in the classroom. Before 1850 that idea was overtaken by a warm, gentle, loving friendship between teacher and pupil as fostered by Horace Mann. Authoritarian teachers were resented by the people not because they believed their methods to be ineffective but because these leaders were suppressing or violating the true, natural inclinations of the child. Because of the affection displayed by both pupil and teacher, learning tended to become a more pleasurable experience.

The last half of the 1800's mainly saw a struggle between the older authoritarian attitudes and the investigation of newer possibilities such as public involvement in teacher-pupil relationship. Control through instructional procedure as a preventive device rather than as a means of positive control was used. In the last decade of the century Froebel's emphasis upon spontaneity in developing the child as an individual was influential in both the kindergarten and elementary school. His regard for discipline was that it should

take a backseat to the development of individuality and be no hindrance to it.

With the turn of the century a new theory of control was advocated by John Dewey. He stressed promotion of a child's freedom and self-determination with less authority exercised by the teacher. That led to an upheaval in the classrooms of the 1920's when a laissez-faire attitude was discharged, and children chose to do whatever they pleased. That culminated in the well-known Progressive Education Movement.

Finally, Dewey's writings were reexamined, and a realistic approach to child control emerged. The characteristic view of the period was that a child should be treated as a child and an individual rather than as an adult who could govern his own actions. Some cause for misbehavior was looked for in his experiences as he grew to maturity in a democratic culture. Up to the time of the proposed study that feeling was still being promoted. Professional journals were consulted over the five-year period to determine current trends in educational thinking on classroom control. Those findings were categorized, and recommendations in problem solving were set forth for teachers.

CHAPTER II

IDENTIFICATION OF TRENDS

Introduction

The primary objective of this study was to reveal the most frequently practiced methods of classroom discipline as seen by writers of articles appearing in periodical literature. The time span considered was 1960-65, and seventy-three articles from six journals pertaining to the subject were used. The periodicals were Instructor, NEA Journal, Grade Teacher, English Journal, Mathematics Teacher, and Reading Teacher. The three movements discovered were: Self-Control vs. External Control; Cause of Misbehavior vs. Symptom; and Student-Teacher Participation in Classroom Planning vs. Teacher-Dominated Classroom.

Trends Involved

Self-control vs. external control. The first trend disclosed was that of self-control as opposed to external control. Self-control was thought of as discipline which came from within the child. He knew how to behave or control his actions without being told by

some authority. The direct opposite of internal control was external control or that which came from the exertion of influence by an outsider. That type control usually had the connotation of the infliction of punishment if the child did not obey the teacher's request.

When external control had to be resorted to, it was evident that the child had not emerged from dependence on adults for direction and control to dependence on himself. He still had to be told the difference between right and wrong. The idea stressed was that each child should learn to control his actions, to take care of himself in an acceptable way in various group situations, to assume responsibilities, to use privileges desirably, and to become self-reliant. As Muuss wrote:

This approach [self-discipline] involves a genuine teaching process in which the student gains much learning, including an understanding of how his behavior affects others and how the behavior of others affects him. The teacher needs to help the child develop the inner resources which will eventually enable him to be self-disciplined and to satisfy his ego needs in an effective and socially acceptable manner.¹

Cause of misbehavior vs. symptom. The second noteworthy trend was that of seeking the cause of the child's misbehavior rather than punishing him for the resulting act. No two children will act in the same way.

¹Rolf E. Muuss, "First Aid for Discipline Problems," NEA Journal, LII (September, 1963), 10.

When one misbehaved it would be important for the teacher to understand the reason for such conduct. A main consideration in that form of disciplining was that no method of discipline was equally effective with all children. What might work well with one pupil might be highly ineffective with another. In addition to individual differences, there were age, sex, and social class differences.²

Muuss stated the following:

A few stern words may be all that is needed to end Sally's giggling spell. With Peter, who is less sensitive to social control, a few words do not help at all, but make the giggling even worse, necessitating a more severe method of control a few minutes later. On the other hand, the same stern words directed to oversensitive, shy Karen will not only quiet her giggling, but bring about trembling, tears, and unhappiness for the rest of the day.³

Because of the personal differences of children, it was the teacher's obligation to those individuals to look at the whole situation and locate the cause of the infringement. It was the consensus of opinion among the group of writers that there was a basic reason for a child's unfavorable actions which had to be sought out before any punishment could be inflicted. The punishment should then be commensurate with the actual cause of misbehavior rather than the end result or the

²Ibid., p. 11.

³Ibid., p. 10.

overt act, which had usually been the point for attack.

An example of the importance of pinpointing an underlying cause of misbehavior in relation to a child's learning ability and his total personality was illustrated in this way:

Many reading disabilities have been found in emotionally disturbed children who needed therapy for their special difficulties. In one such case, the principal found that a non-reader had given up because of the work load at home, the high standards set by his elderly parents, and the rigorous requirements of his strict classroom teacher. As a result of conferences between teacher and parents, both home and school reduced their demands and made a special effort to praise instead of criticize. These steps, coupled with a short period of remedial instruction, brought the boy around to normal reading skill for his age and grade.⁴

Weidig contributed the following to this point in writing:

Whether aggressive, complaisant, mischievous, indifferent, light-hearted, lovable, calculating, or subservient, each class is an entity to be reckoned with. Just like people, so our classes can be molded closer to our liking. My point is that we must devote time and effort to discovering the nature of the group.⁵

Student-teacher participation in classroom planning vs. teacher-dominated classroom. The last trend was the one in which the other two ideas were either

⁴Frank W. Hubbard, "Millions of Children," NEA Journal, LII (March, 1963), 54.

⁵Phyllis D. Weidig, "Class Personalities," Instructor, LXXI (March, 1962), 15.

encompassed or were outgrowths, particularly, for the instigation of self-discipline. That was the one in which the students and teacher planned together the classroom activities and routine in preference to the initiation of classroom procedure entirely by the instructor.

An interesting illustration of that was the so-called fascinating journey along a magical "yellow brick road" in which the teacher lured her students by playing on their interests, thereby releasing their various talents.⁶ That experience was related in this way:

The philosophy signified by following the yellow brick road is that learning isn't difficult in small steps and that each little success makes the goals more attainable. It is not as individual travelers but as a group of friends that pupils must take to the yellow brick road. The teacher needs to present opportunities for them to become acquainted. He may do this by providing a social period of ten or fifteen minutes a week. This getting-acquainted period can provide a positive and effective approach to successful discipline. Young people wield a tremendous influence over each other, and class approval or criticism plays a major role in constructing or destroying desired behavior.⁷

The cooperation of pupils in planning activities could be used in practically every aspect of the life

⁶Ruth Arnew, "Discipline? Follow the Yellow Brick Road," NEA Journal, LIII (October, 1964), 52.

⁷Ibid., p. 53.

of the school, including matters pertaining to citizenship in the school, the curriculum, social activities, and classroom procedure. For example, in utilizing the unit method of teaching, pupils could participate in setting up objectives, selecting topics for study, choosing materials, making decisions involving study methods, selecting the manner of presenting their findings, and evaluating the success of their various activities in connection with the project.

The leadership of the teacher would be essential in guiding those activities into desirable channels but not dictating to the pupils. Through that method of instruction pupils would have the opportunity to assume responsibility for their own acts, a step toward self-discipline.

Summary

After articles from professional periodical literature were read, three primary trends in educational thinking on classroom discipline were disclosed. The first of those was that of the teacher utilizing means of developing self-discipline in the pupils instead of his exercising external control over them. He skillfully involved his students in learning situations and activities in which they had to assess their own behavior patterns. When they did that, they were growing

in understanding of how they should conduct themselves without being told or made to conform to his desires. If a student had not realized his own responsibility in disciplining himself, he would be reminded of the importance of proper behavior by the teacher's issuance of a form of external control.

In seeking the cause of misbehavior instead of punishing the child for the end result of his action, the teacher was actually discovering the true nature of the student. Whatever the reason for his poor conduct a responsible person should locate and, thereby, try to remedy it. That could have particular effect on a child's overall learning ability.

Teacher-pupil planning in the classroom was especially recognized because of its contribution to the development of a more purposeful, freer classroom atmosphere. The teacher knew his students' interests and abilities and could involve them in devising a comprehensive curriculum and learning situation that would be more beneficial to them than his maintaining a strict, pre-planned program in which everything undertaken would be dictated. That type classroom organization would promote eventual self-discipline.

CHAPTER III

THE STUDY

Introduction

The main reason this study was undertaken was to learn the manner in which some writers responded to the general subject of discipline, particularly the most frequently exercised methods of controlling children in the elementary classroom. When designated periodicals containing articles relating to the proposed topic and covering the chosen time span were consulted, three ideas from them were formulated.

Explication of Trends

Differentiations in the self-control and external control theory. One of the three trends revealed in the sampling of literature relevant to the study was that of self-control as opposed to external control. It was felt by the writers that discipline appertained to either one or the other of those two types. Self-control or self-discipline came from within the individual as he inherently knew how to automatically respond to any given situation proposed by the teacher or a higher

authority. The student's teacher had guided him toward that self-motivated act, and he was his own disciplinarian in whatever situation might arise. He was able to fulfill the teacher's wishes and instructions by assuming responsibility on his own. On the other hand, external control or external discipline was of the authoritarian type. Some form of deterrent might be used by the teacher in securing compliance with desired actions or established rules. Most often fear of some kind of penalty loomed in the background or was held over the child, and he was, literally, afraid not to comply. That tool of punishment utilized by the teacher insured him of the child's complete obedience. He would succumb to authority and fear to avoid such methods of punishment as embarrassment and ridicule, segregation, some form of corporal punishment, or any other means that might befall him. It was felt, however, that the threat of the use of, as well as the application of, such measures only caused the child to comply physically to the teacher's dictates. He performed just enough to get by without being penalized, and his actual mental attitude toward having committed the misdemeanor remained relatively unchanged.

Embarrassment and ridicule was one such form of regrettable punishment frowned upon by the chosen writers to which teachers sometimes resorted in dealing

with classroom problems. The latter's contention seemed to be that the child's behavior would change if he were embarrassed, or threatened with embarrassment, before a group. It was disclosed, however, in opposing articles that although that action might temporarily halt the undesirable action of the pupil, the student resented a teacher who used that means and caused future problems for him.

Another means of teacher exerting power over the pupil was the use of segregation of the misbehaving child. The reasoning behind that action was the belief that the period of isolation would give him an opportunity to think over his misdeed and also show him that his behavior was not acceptable to his teacher or his peers. Also, arranging for a child to be by himself for a time solved the immediate situation for the teacher and gave him time to delve deeper into the trouble. Recommended ways of allowing that to occur were sending the child on an errand or asking him to stand in the hall or somewhere away from the class. Those who looked with disfavor on the idea said that segregation, such as putting the misbehaving child in the hall, was a waste of time. Many times that child only wanted a break from the class routine.

The controversial question of use, disuse, and misuse of corporal punishment as a means of external

control was viewed from a number of angles. One article confirmed the permissibility of its use with the following stipulation:

First, the spanking should be given with the obligations and implications of "in loco parentis." Second, the spanking ministered should be brought about only by a serious breach of moral or ethical conduct and not because the teacher is angry. We work each day toward the ultimate of "self-discipline." Until such time as the ultimate is realized, we must help children gain this insight through rules, patience, and understanding.¹

In a related article against the issue the following was advanced:

Spanking a child in the classroom solves nothing. It hasn't found the cause of the misbehavior; and the cure has only created more and deeper problems. The timid child develops new fears. The loud and boastful becomes more so. The taunters and teasers have a new victim. The tattlers have a new subject. The teacher has shown her inadequacy in handling the problem any other way.²

In a Teacher-Opinion Poll conducted in 1961 by the National Education Association Research Division a scientifically selected sample of the nation's classroom teachers was asked this question: "Do you favor the judicious use of corporal punishment as a disciplinary

¹Ralph E. Tate, "On Using Physical Punishment in the Classroom," Instructor, LXIX (January, 1960), 6.

²June Esmond, "On Using Physical Punishment in the Classroom," Instructor, LXIX (January, 1960), 6.

measure in elementary schools?"³ Of the respondents, more than two in three elementary school teachers favored the use of corporal punishment in elementary schools.⁴

Only one other reference upheld coercion as a means of controlling a child, and it was written from the standpoint of the schools in England. The matter of discipline was praised by some, condemned by others, passively accepted by a third group, but used by the majority of schools there.⁵ However, one viewpoint seemed to stand out: that the key question was not whether corporal punishment was right in principle or successful in application, but how, or when, and in what circumstances it should be used.⁶

Approximately one out of two of the articles concerning corporal punishment disapproved of its application. It was generally agreed that when teachers used force alone they were effective only 50% of the time.⁷

³"Corporal Punishment," NEA Journal, L (May, 1961), 13.

⁴Ibid.

⁵Dr. Arthur A. Eisenstadt, "Spare the Rod and Spoil/ Save the Child?" Grade Teacher, LXXVIII (February, 1961), 80.

⁶Ibid.

⁷Dr. Keith Osborn, "Discipline," Grade Teacher, LXXX (September, 1962), 167.

Kounin and Gump studied the effect of discipline on the other children in the class who witnessed the deviant's behavior and noted that roughness did not lead to increased conformance--instead rough techniques were followed by an increase in behavior disruption--severe techniques merely upset him.⁸ The most concisely expressed opposition to corporal punishment hinged on one another's opinion of its effect on self-discipline. Spinning upheld that corporal punishment was only a short-range disciplinary measure which was seldom an effective deterrent.⁹ The indignity of it, even more than the pain, stirs resentment that erects a barrier against persuasions that could lead a child toward acceptance of responsibility for his own conduct.¹⁰

Several other articles respecting external control suggested the use of disciplining through encouragement. One author stated her opinion favoring its practice in this way:

...each child needs encouragement like a plant needs water. Without it, his growth is stunted and his potential is snapped.... Once parents and teachers learn to accept the yardstick of encouragement as basic for all their educational efforts, they will

⁸Ibid.

⁹James M. Spinning, "Corporal Punishment?" NEA Journal, LII (September, 1963), 19.

¹⁰Ibid.

drop many of their customary responses to the child's misbehavior...¹¹

Encouragement and commendation were also needed when behavior in a situation showed improvement over previous actions.

The articles relating to discipline through external control were opposed by those supporting self-discipline or self-control. Pointed out was the fact that good teachers and administrators did not think of discipline as a behind-the-woodshed technique. It was more a matter of an understanding and a personal concern for the child and the fulfillment of his abilities and aspirations in society. The word discipline did not fit with any great exactness the idea of classroom control considered most desirable by writers who opposed external control. Discipline applied more to control of the less mature actions of a child and concerned the child who had not yet grown in ability to do much reasoning. The connotation usually carried with it was restraint or inhibition in handling the child's behavior.

Self-control seemed to develop in an orderly sequence with each stage building on the previous one, thereby, resulting in a cumulative effect. A person

¹¹Helen Wardeberg, "Don't Expect Too Much of Yourself," Grade Teacher, LXXXII (October, 1964), #1.

did not automatically become more fully self-functioning; the process was gradually learned. If a young child did not know the meaning of restraining words and did not learn to heed them early in his life, he would always be in trouble. It was with young children who had yet to develop self-control that direct authoritative control of behavior through punishments and/or rewards was indicated. Their behavior marked self-centeredness and little or no concern for others. Discipline, as implied there, was a prerequisite to self-control. After the child learned authoritative control, he progressed to social control in the development of his behavior pattern. It was there that the demands of his classmates had to be met and considered and their needs realized. Through skillful teaching he learned, without ever being conscious of it, the restraining influence of his group and of society. At that time he lost some of his individuality and became more group-minded and socially controlled. At that stage of development, the elementary school child identified with his peers, and his behavior was highly influenced by the expectations of them. Learning to relate effectively to one's peer group was an integral part of the subsequent learning of self-direction.

The finality of the overall development was self-control. It came to the child who had learned discipline

of authority early in life. His environment had permitted him to look at his own behavior and modify his actions in terms of meaningful goals. He had learned to be alert to directional signals that determined his actions and to adjust to outside demands.

The general trend of the majority of the articles relating to self-control and external control favored the former. To elicit dynamic control from within rather than to impose static restraints from without took time and patience. Self-discipline in school could grow only in a climate that was basically friendly and rooted in mutual respect and confidence.

True mastery of oneself was not encouraged by too much permissiveness, for a laissez-faire type attitude was likely to produce a confused and disorganized person. On the other hand, a system that confined the child tended to produce a seemingly mechanically operated individual. The authoritarian type of control had been replaced by a type of control emphasizing the building of good citizens and self-responsibility through many democratically controlled activities. Some of these might include classroom and school housekeeping, caring for plants or classroom pets, and handling routine matters such as collecting milk money or checking library books. They might learn more self-discipline if they had the opportunity to share in arranging seating and

even evaluating the results of their work. The task would not have to be great in order for a child to grow in self-dependency and self-discipline.

Because it required more of both students and teachers, self-discipline contributed far more to their growth as individuals and the development of their true dignity and worth.

Viewpoints on the cause of misbehavior and the symptom of misbehavior idea. The second of the three significant trends in classroom discipline in which the shift of attention was from attack on the behavior itself to a search for underlying causes of behavior had some interesting effects. First, it was a consistently recognized fact that children differed and that their needs varied. Knowledge of each individual child was important. Misbehavior had long been recognized as a symptom of basic underlying conditions often requiring careful observation of the child and his environment. Back of continuous misbehavior often were attitudes, tensions, and values which were results of the child's family and community life. The misbehavior in itself was usually less important than the fact that its cause might seriously impair the child's ability to learn. Kounin and Gump found that when the teacher helped the child see the nature of the wrongdoing and provided the child with alternate, acceptable avenues of behavior,

his tendency to conform to the teacher's desires increased, and he was, at the same time, guided toward self-discipline.¹²

In the following Corsini effectively stated that teachers needed to treat the roots of misconduct instead of symptoms:

Before any teacher, experienced or not, can handle misbehavior effectively, he must know its cause. He can find the cause only by observing the child in all phases of school life. Every child needs the status gained through feeling socially accepted and secure. The child who is prevented from achieving recognition through constructive contributions seeks proof of his acceptance through socially disapproved methods. Such youngsters need intensive guidance in finding socially acceptable and more enduring ways of achieving status. The wise teacher, dealing with a child striving for attention, will endeavor to create situations in which the child can receive recognition and attention for useful rather than useless behavior.¹³

Sometimes discipline, as such, was not the immediate target of attack in controlling the classroom. Rather, an improved curriculum was the focal point. At any one time any child might be bad because he was bored.¹⁴

When the number of behavior problems was related

¹²Osborn, op. cit., p. 167.

¹³R. J. Corsini and D. D. Howard, "Critical Incident," NEA Journal, LIII (September, 1964), 34.

¹⁴Dr. James L. Hymes, Jr., "Good Discipline," Grade Teacher, LXXXI (February, 1964), 76.

to class size, an enrollment of twenty-five to thirty was indicated as the fulcrum or balance point.¹⁵ An increase in class size of forty or more only doubled the trouble makers. In answer to a question on how well-behaved these classes were, the fact that there was a significant relationship between class size and class behavior was confirmed.¹⁶ Poor working conditions, such as overcrowded classrooms and poor heating or ventilating systems, could often be the indirect cause of disciplinary problems. Misbehavior in many instances arose from differences in standards and values between a child and his teacher. When students persistently talked back to the teacher or attempted to irritate by other means, such as refusing to follow directions or do any school-work at all, the cause might have been the teacher's attitude toward the children or his manner of talking to them and dealing with them. So that instruction would not be sacrificed under such circumstances both the student and teacher were required to make adjustments and reevaluate themselves.

In many cases the initial impulse of a teacher responding to a disciplinary situation within his own classroom was one of anger, resentment, and often

¹⁵Frank W. Hubbard, "Millions of Children," NEA Journal, LII (March, 1963), 53.

¹⁶Ibid.

personal hurt. That reaction only defeated the teacher's efforts to maintain a good learning situation. Discipline problems should be dealt with objectively and firmly, but without rejecting the misbehaving child as a person. The teacher needed to look at the whole situation and try to locate the cause of the trouble. For the maintenance of a consistently good climate for learning, the teacher's attitude toward the children should be a positive one. He should attempt to understand the child's side of the situation and the factors that might affect his misbehavior.

Perspectives of the student-teacher classroom planning trend. According to Edwards, the following outcomes were seen in pupil-teacher planning:

Better self-control may be established in a planning situation. Pupils tend to be less bored; they feel they are more a part of the assignment; and they will learn not only content, but desirable group-process. Interest having been stimulated, the learners exert more effort and cover more ground. Granted that "volume" is not the whole measure, we know there is a positive relationship between motivation and learning.¹⁷

The last trend to be discussed dominated the other two in that it influenced or controlled the application of either internal or external discipline. The general idea of it was that opportunity should be provided for

¹⁷Dr. Phyllis O. Edwards, "Pupil-Teacher Planning Is for You," Grade Teacher, LXXX (May, 1963), 15.

students and teachers to participate in developing rules, regulations, and standards of conduct. Undoubtedly, most teachers, it was conjectured, endeavored to create an atmosphere in their classrooms in which a great deal of responsibility for a good learning situation fell upon the students. Through carefully planned classroom curriculum each child would know what was expected of him. For instance, recognition of the importance of getting each pupil busy the first thing in the morning, rather than waiting until the entire group was ready, might solve some of the disciplinary problems in certain classrooms. Emphasis would be placed upon providing opportunity for those ready to work to do so. An opportunity for self-discipline to be practiced would be shown here, for although a few of the students might have had to be prompted to doing their work, the majority should have been self-starters. Bortz summarized the idea this way:

The best kind of discipline is achieved when children are deeply absorbed in their work. In a sense, the task imposes the discipline. Children act up when they are bored; stay busy when they see sense in what they are doing. The never-a-wasted moment idea is important in a well-disciplined classroom. Children of all ages will sense an atmosphere of industry. From the opening of school promote the idea that learning in the room

is going to be exciting. Plan with children and have the plans always before the group.¹⁸

One common approach for a teacher to follow in maintaining classroom atmosphere conducive to work was to develop rules and a law-abiding spirit. The rules for classroom behavior, if properly made, not only gave children an opportunity to increase their understanding of some of the laws of society, but they also helped to build respect and obedience for them.¹⁹

Another insight into teacher-pupil planning was the following:

Clearly established boundaries for acceptable behavior that will give some "elbow room" within which children can function are most conducive to an effective learning climate and for the development of a sense of responsibility. Boundaries for behavior are related to the situation at hand and are most useful as guide lines and most acceptable when they are cooperatively developed and clearly understood by those for whom they are established.²⁰

The following paragraphs pinpointed the important role the teacher played in jointly planning classroom regulations and activities with her students, thereby guiding them toward self-discipline:

¹⁸Daisy Bortz and Anne Woppeck, "Operating a Free but Disciplined Classroom," NEA Journal, LX (October, 1962), 21.

¹⁹Dr. Roma Gans, "Good Classroom Discipline," Grade Teacher, LXXIII (September, 1965), 71.

²⁰Robert Kindred, "Limits Are Important," Grade Teacher, LXXVIII (June, 1961), 89.

The teacher's philosophy will be an outstanding factor in determining the classroom atmosphere. The teacher who puts a high premium on child development places a strong emphasis upon individuality and the development of personality of each individual within the group. He does not attempt to use mass-production methods or treat children as if they were on a factory assembly line.

He assumes the role of a democratic leader in the classroom. He respects the children's judgment, ideas, and suggestions; but at the same time he guides them in ways of better thinking and acting. He encourages them to participate in teaching activities and to assume greater responsibility for their own behavior.

When the teacher guides the growth of learners in a social framework, each child becomes aware of his group membership. Cooperation takes precedence over competition as the pupil works for the welfare of his group. The opportunity to make plans, and to make those plans in the light of the desire and opinion of others, brings about changes for the better in both the individual and his peers.²¹

Summary

The intention of this study was to discover any trends in disciplinary procedures in the elementary school classroom during the years 1960-1965 by using articles from six professional journals of that period. After each article pertaining to the subject had been read and its main emphasis discerned, three trends were disclosed.

The first of these was the practice of self-control

²¹Elinor Tripato Massoglia, "How Children Learn and Live Together," NEA Journal, LI (March, 1962), 61.

by the pupil as opposed to the exercising of external control by the teacher or any other higher authority. Self-control was the discipline a child had within himself, so that he innately knew how to respond to any situation which might arise. He did not have to depend on someone else to guide him in his action or to reprimand him if his response was not suitable to that imposed by his society and his environment. Responsibility for himself was all his own. External control conveyed an authoritarian type of discipline in which a child relied on his teacher for insurance of his correct behavior. His conduct was wholly subjugated by him. To effect the behavior pattern considered desirable by the teacher such deterrents as embarrassment and ridicule, segregation, and corporal punishment were tried. However, it was the general opinion of the writers that these punishments only brought about momentary change in behavior and that problems would continue to arise if the teachers relied entirely on them alone.

The most frequently discussed means of external control was that of corporal punishment. Although the content of several of the articles seemed to strongly favor initiation of some form of corporal punishment, the actual number of articles defending its use were outnumbered by those opposing it. Recommended conditions

For its use were affixed by those who approved of the practice, and they agreed that the ultimate outgrowth of the infliction of punishment should be the development of self-discipline.

It was believed by those against its practice that spanking, for example, solved nothing. It might be an answer to the pending situation, but no attention was being given to one that might develop in the future. The cause had not been found. Too, it appeared that the teacher had resorted to that punishment because he was evidently incapable of handling the difficulty in any other way.

Self-discipline was viewed as the ultimate goal of discipline itself. That was achieved by the child who could successfully meet and cope with the demands of his world by himself. He had grown from self-centeredness and authoritarian control to societal control and the restraining influence of his peer group and, finally, to control of himself with respect to the demands of others. He had been guided and trained to be alert to signs that determined his actions and was then adept at managing them. It was agreed that the development of the process of self-disciplining required time and patience, but it contributed more to the overall growth of the individual than did that of external control.

The second trend in classroom discipline which was disclosed was that of searching for underlying causes of misbehavior instead of attacking the act itself. Each child was an entity, and each was different. Therefore, each one had basic needs and reacted to any given situation in a unique manner. The reason behind his action could possibly be traced to his home, family, or community life and background. A teacher should have insight into the real nature of the child so that he could guide him into socially accepted avenues of behavior and those that would be meaningful to him. Sometimes the cause of misbehavior might be associated with overcrowded classrooms, poor heating and ventilating systems, an uninteresting curriculum, or differences in teacher-pupil values and attitudes. In any case, the teacher should look at the whole situation, seek to locate the cause of the trouble, and devise an acceptable method of correction.

The final trend seemed to overlap or undergird the previous ones. The idea contained in it was that both the teacher and students should participate in planning classroom activities pertaining to rules and standards of conduct to be carried out in their room. When everyone concerned knew what behavior was expected of him, an atmosphere more conducive to work should

result. Pupil-teacher planning could be the key to effective rapport between teacher and class.

CHAPTER IV

FINDINGS AND CONCLUSIONS

There have been a number of singular and correlated ideas as to the manner in which a child should be controlled. They have been in an almost constant state of changing and shifting since man began recording disciplinary history. However, because of uncontrollable variables research in the area has been held to a minimum.

Discipline was probably first identified in the nineteenth century B.C. by cruel, inhumane treatment toward the misbehaving child. The punishment was so severe that bodily injury was an ordinary practice. That applied to both moral and educational instruction. However, the end of the fifteenth century saw the people becoming aware of the need for more rational means of disciplining and of the mitigation of the well-known coercion.

It was seen in a second period that that feeling could not be a lasting one in many cases, though, for a "discipline-master" was sometimes employed to do nothing but remain in the classroom to see that no impropriety existed. His role as teacher was almost

nil. A child's inborn actions might even be subjected to suppression. It was the belief that the child had to be disciplined before he was taught and that proper decorum where the child was involved was of foremost importance. That trend was carried over into more recent educational disciplinary philosophy.

When colonizing was on the rise in this country, a different aspect was placed on reason for misbehavior and that was the evil spirit which dwelled in the child. It was the one which was responsible for the child's misconduct and not the child himself. To shed the child of that tormenter some form of corporal punishment was employed by the empowering teacher.

A third period which followed frowned upon that manner of disciplining and proceeded to establish a theory of rewards and praise as the system of control. That philosophy extended into the early and mid 1800's when the love therapy between teacher and pupil was advanced. Authoritarians came to be looked upon with disfavor. A rivalry between the latter group and those seeking more individual development of the child continued to the end of the nineteenth century. After the turn of the century that culminated in the furtherance of the student's own freedom and a decline of teacher authority. That, in turn, led to a laissez-faire attitude in the 1920's and the eventual Progressive Education Movement.

The immediate view of the fourth period which existed prior to the main study was that a child should be treated as a child and not be expected to conduct himself as an adult who was responsible for his own actions. Also, the idea that there could be an underlying cause for any misbehavior was examined.

The heart of this research centered on finding the up-to-date trends in elementary school discipline characteristic of the 1960-1965 period. After reading the articles and identifying the primary thought in each, three well-defined categories unfolded. These were: Self-Control vs. External Control; Cause of Misbehavior vs. Symptom; and Student-Teacher Participation in Classroom Planning vs. Teacher-Dominated Classroom.

A much discussed trend was that of training the child in ways of self-control instead of maintaining discipline through the exercising of external control by some more-qualified person. If a child developed self-discipline, he had an inborn quality in which he could react spontaneously to any circumstance without relying on someone else for advice as to proper response. Through successive steps a child grew to self-discipline. It had to be learned, and he had to overcome self-centeredness and authoritarian control and cope with the requirements of his society in order to reach that ultimate goal of education. He had to realize that

his behavior affected others, and the behavior of others affected him.

The frequent practice of control from an outsider connoted several ideas. A child was forced into obedience primarily through fear of punishment, such as embarrassment, ridicule, or a form of corporal punishment issued by the controller. The difference between correct and incorrect behavior patterns had not fully been recognized by the child and had not become an integral part of him. It was through such methods as employment of force in which the teacher felt he could best both control the child for that particular time and also start the child on the road to growth in self-discipline. As an aid in developing that concept, activities in which the child explained why he had acted as he did were utilized. In that way he had to observe the total situation and take inventory of his conduct.

A second trend suggested that in some instances of misbehavior there could be an unknown cause or reason which affected a child's deportment. That underlying cause should be sought out by his teacher or a responsible person. His misconduct could stem from an influential factor in his home, school, or community environment and background. Through carefully planned guidance, the teacher should be able to locate the cause and

skillfully arrange means of alleviation or correction of the problem. Once that factor was removed favorable behavior should ensue.

That final trend which was found projected the idea that the students in the classrooms should have a vital role in framing the life of their classrooms. Each student should be responsible for aiding in making the rules, organizing course of study, and designing classroom activities with the direction of the teacher. When he emphasized this free thinking and individuality, the instructor provided the example that illustrated the respecting of others' judgment, ideas, and suggestions. The students were unaware of the fact that he was guiding them toward self-discipline and at the same time establishing rapport which was conducive to learning.

Of the three trends which were reported, the one in which self-discipline was practiced was viewed as most beneficial to the total development of the child. The other methods of discipline revealed all occupied their important places in the field. As for its intrinsic worth in education, self-discipline was the zenith.

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