A STUDY TO DETERMINE A SOUND, POSITIVE
DISCIPLINARY POLICY

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A STUDY TO DETERMINE A SOUND, POSITIVE
DISCIPLINARY POLICY

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CHAPTER I

INTRODUCTION

Statement of the Problem

This is a study to determine a sound, positive disciplinary policy for secondary schools. Modern educational philosophers advocate schools in which interaction is the psychological basis, and it is their belief that the school which proceeds in accordance with the educational principles propounded in connection with this method of education will be a well-disciplined school.\(^1\) It is evident, however, to anyone who cares to observe in any average school that is currently operating that disciplinary problems still occur. This would seem to indicate that if the modern philosophy is sound, mistakes are being made by present-day educators in applying the modern educational principles to the school situation.

Since perfection has not been reached in behavioral education, the investigator has undertaken this study with the hope that its findings may help those who come in contact with it to eliminate at least a part of their mistakes in dealing with high school disciplinary problems for, as

will be shown in a later portion of this work, the elimination of mistakes on the part of the educator will tend to eliminate misbehaviors on the part of the pupils.

**Purposes of the Study**

There are four major purposes involved in solving this problem.

1. To determine some of the major types of disciplinary problems.

2. To determine some of the causes of disciplinary problems.

3. To propose a sound administrative policy that will aid in producing constructive, democratic discipline.

4. To propose a sound policy to govern the action of administrators in dealing with special cases that have not responded to the constructive measures.

**Definitions**

Sound policy, for the purposes of this study, is defined as a flexible plan of action based upon a consideration of psychological, sociological and democratic criteria.

Positive policy in discipline is defined for this study as a plan of action that is interested primarily in the constructive type of discipline. It does, however, contain provisions for dealing with those problems which will confront the administrator in spite of the best efforts of all concerned.
Limitations of the Study

The limitations of this study are two fold.

1. This study is limited to a consideration of sound, positive disciplinary policy.
2. This study is further limited to disciplinary policy for secondary schools.

Sources of Data

The data for this study were taken from present-day knowledges in the fields of psychology, sociology, democracy, and from related studies in the field of discipline.

Procedures

This study is dealt with in five chapters, the first of which deals with an introduction to the study, a clarification of the problem, and an orientation of the study. It also gives an account of some studies related to this one.

The second chapter is used to set up some criteria for a sound positive disciplinary policy. In this chapter, some basic facts from the fields of psychology, sociology, and democracy are reported, and criteria for the policy based upon them are listed.

Chapter three has two purposes. It presents a list of major types of disciplinary problems and then presents some of the conditions that cause these problems to appear. This is done in order that the educator may be able to
recognize misbehaviors when they occur, and in order that he may understand the basic causes which bring on this behavior.

Chapter four presents the investigator's proposed disciplinary policy. This policy is arrived upon through an assimilation of the criteria presented in Chapter two, and the creation of points of sound, positive disciplinary policy based upon this assimilation. The points of policy presented in this chapter are designed in such a manner that their utilization will remove many of the mistakes now made by educators, and by doing this remove many of the causes for misbehaviors committed by the pupils.

Chapter five consists of a summary of the findings of this study. It also presents some recommendations for future studies that are needed in the field of school discipline.

Related Studies

Falk made a historical study in the field of educational discipline entitled, Corporal Punishment. This study dealt primarily with the social conditions of the United States through its history and the practices in corporal punishment that paralleled these conditions. Possibly the major conclusion of this study is that there is a definite trend in American schools away from the use of corporal punishment as an aid in the control of student behavior.²

²H. A. Falk, Corporal Punishment.
The study made by Falk differs in many ways from this study. Falk dealt with past practices in disciplinary action and limited the study to a consideration of corporal punishment, whereas this study deals with policies to be used in future school control and approached disciplinary actions from a positive point of view.

The National Society for the Study of Education conducted a study in 1942 titled, *The Psychology of Learning*. This work is made up of studies by leaders of the various fields of psychological theory and gives the implications of psychological principles for education. There were two major conclusions in this work. The first was that the field theory of psychology can be better applied to the school situation than the other theories, and the second was that the individual must be motivated to learn. This latter conclusion indicates that a knowledge of the psychology of motivation is of great importance to an educator.  

The preceding study differs from the study made by this investigator in that it deals with psychology and its implications for general education, whereas this study takes into consideration psychology, sociology, and democracy and applies criteria from them to disciplinary policy.

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Bonney, in his doctor's dissertation, made a study of Techniques of Appeal and of Social Control. He arrived at five major methods of appeal in gaining social controls. They are the appeals based upon the desire for security, the desire for new experiences, the desire for recognition, the desire for response, and the need for making the appeals clear and impressive.\(^4\)

The study of Bonney differs from this study in that he dealt with the sociological means of arriving at control of student behaviors, whereas this study takes into consideration psychology and democracy in addition to sociology.

The Education Policies Commission presented a study in 1941 entitled The Education of Free Men in American Democracy, which included a report concerning the disciplinary policies of a democratic system of education. The major conclusion of this study was that citizens of a democratic society should be brought into contact with democratic control in the schools rather than being subjected to a totalitarian system of control.\(^5\)

The study made by the Education Policies Commission differs from this study in that it did not give any particular

\(^4\)M. E. Bonney, Techniques of Appeal and of Social Control.

\(^5\)The Education of Free Men in American Democracy, National Education Association Publication.
emphasis to the psychological or sociological principles that might affect the disciplinary policy.

McCain in his study, "To Determine and Evaluate Practices That Are Used in Classroom Activity Involving the Correction or Prevention of Disciplinary Problems," arrived at the major conclusion that in so far as could be determined in his limited study that teachers were trying to place emphasis on preventative disciplinary actions. 6

The study of McCain differs from this study in that his study dealt with the determination and evaluation of current practices in disciplinary action, whereas this study is interested in setting up a new policy to govern the actions of educators concerning the disciplinary phase of education.

CHAPTER II
CRITERIA FOR A SOUND, POSITIVE
DISCIPLINARY POLICY

Criteria for Psychological Soundness

The purpose of this portion of the study is to present and validate criteria from psychology which will contribute to the soundness of a positive disciplinary policy.

Modern philosophy of education tends to treat disciplinary problems as problems which arise from undesirable behaviors and thus as something which can be rectified via the normal educational processes. Harris has the following to say in corroboration of this statement:

The increasing recognition of learning as behavior or of all behavior as learning precludes the possibility of separate theoretical treatment except as a matter of emphasis.¹

Williamson and Foley have the following statement in their philosophy:

Objectively speaking, misconduct is a deviate form of behavior which ought to be studied unemotionally with the minimum of social sanction and bias, as in the case of any other form of behavior.²

If this theory of learning is accepted, and there seems

¹P. E. Harris, Changing Conceptions of School Discipline, p. 328.
²E. G. Williamson and J. D. Foley, Counseling and Discipline, pp. 23-24.
to be ample valid information to warrent its acceptance, the
criteria from psychology which will be of value in the forma-
tion of sound policy concerning discipline must be those
psychological criteria which apply to educational policy
concerning the learning of behaviors.

The question now arises as to how learning is accom-
plished. Guthrie made a very concise statement that is
applicable at this point. He found that "We learn only
what we do."\textsuperscript{3} A few pages later in this same study, he
elaborates somewhat on this statement when he says, "A
student does not learn the contents of a lecture or a book
but rather what these cause him to do."\textsuperscript{4} These statements
indicate that the sound disciplinary policy must provide
the means whereby the students can actually live and do the
types of behaviors that are believed to be desirable.

Assuming now that the type of behavior that is desired
in the student has been decided upon, the next big question
is, "What information from psychology will determine the
policy to be used in getting the students to become doers of
these behaviors?" The answer to this question is found in
the psychology of motivation, for, as Ryans has found it to
be, motivation has to do with the directing and reinforcing
of learning.\textsuperscript{5}

\textsuperscript{3}The Psychology of Learning, The National Society for
\textsuperscript{4}Ibid., p. 55.
\textsuperscript{5}Ibid., p. 298.
The importance of motivation in the learning situation can be seen in the following statement of McConnell. He found that "The organism must be motivated to learn." 6 Ryans found the same to be true for he reported that "All behavior is dependent upon causation." 7

Wheeler and Perkins explain motivation as the process by which tensions are built up in the individual and serve as a driving force toward certain goals. 8 Ryans had the same thing in mind when he described motivation as being a process whereby the individual is activated toward some goal. 9 He gave a partial list of factors of motivation which may be utilized in activating students toward desirable goals. His list is as follows:

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The problem now becomes one of setting up criteria for the policy which are applicable to sound psychological motivation through the use of these factors.

6Ibid., p. 262.  
7Ibid., p. 291.  
10Ibid., p. 309.
Wheeler and Perkins give a summarization of psychological principles applicable to motivation as they have been arrived at through their studies in Gestalt Psychology.

1. "The Law of Field Properties." The motivated act must be studied as a totality. Thus, properties which are often regarded as motives, namely the feelings and emotions are not processes which act upon behavior. It is convenient to think of feelings and emotions as field properties of energized response. In this sense they represent an increased amount of energy available for differentiation toward a goal. This means that the motivated act brings the individual to his goal more rapidly and with increased efficiency.

2. "The Law of Derived Properties." The value that a given feeling for emotional process will have is derived from the total organization of the behavior act in question. For this reason a motive that is efficacious in one instance will not be efficacious in another.

3. "The Law of Determined Action." Whether a given motive will be effective or not depends upon the total behavior pattern of the individual; or in other words, upon what the individual desires most of the time. To have its desired value, therefore, a particular motive must fit the trend of the individual's behavior at the time the motive is given. The motive must be applied in light of the individual's total personality, and in light of main goals or interests whose fulfillment may be in the distant future.

4. "The Law of Individuation." A motive is given in order to direct an individualization process. Again, therefore, since the individualization is a process of going from a whole to its part the motive must be relevant to the organization of the total behavior pattern.

5. "The Law of Field Genesis." Any modified act in an expanding and differentiating whole, any effort to split it up into parts and to induce the development of one part out of relation to the others is disorganization. A motive applied without understanding the individual as a whole, or the character of the motivated act as a whole, defeats its own purpose.
6. "The Law of Least Action." Motivation comes under a corollary of the law of least action, namely, "the law of increasing energy." To motivate means to bring the individual nearer to his goal where he possesses more available energy for the execution of his task. The goal can be brought nearer by increasing its attractiveness or by reducing the problem to be solved by the level of the individual's insight at the time.

7. "The Law of Maximum Work." Motivation increases the amount of energy available for work. It raises the maximum by altering the conditions under which the law operates. Furthermore, any effort to increase the efficiency of any part of a complex act must increase the efficiency of the act as a whole or else there is no effect at all.

8. "The Law of Configuration." The effect that one motive will have depends upon the effects that all other motives are having at the time, which means that the same motive that will be effective in one situation will be ineffective in another. Each situation, where motives are demanded, is a problem in itself to be solved only by studying it in its relation to its own total situation.  

Thus far the criteria which have been indicated from psychology are as follows:

1. The educator must view disciplinary problems as problems arising from undesirable behaviors.

2. The educator must provide learning experiences in which the desirable forms of behavior are lived by all the participants.

3. The educator must understand that all acts of learning come only after motivation has occurred.

4. The educator must see and understand the total motivating set and act in light of it.

\[\text{Wheeler and Perkins, op. cit., pp. 423-424.}\]
5. The educator must utilize feelings and emotions as sources of increased energy, but not as motivating factors.

6. The educator must realize that a motive that proves satisfactory at one time may not prove so at another time.

7. The educator must understand each individual and modify the motive in such a manner that it will fit the trend of the individual's behavior at the time it is applied.

8. The educator must see the individual as a whole and organize the motivation as a whole in such a way as to induce co-incident development of all the parts.

9. The educator must realize that the efficiency of the act as a whole must be increased or there will be no significant increase anywhere.

10. The educator should understand that motivation may be accomplished by bringing the goals closer and that this can be done by making the goals more attractive or by reducing the problem to the learner's level of insight.

11. The educator must understand that each problem must have individual attention since the effect of any one motive will be governed by the effect of all other motives in action at the time it is
given and any exact reproduction of motivating sets is unlikely.

12. All behavior problems should be studied on an unemotional basis.

The studies made by Hartmann divulge the following conclusions relative to motivation which gives some corroboration to conclusions already reached in this study and contribute additional valuable information.

1. That learning is best motivated by goals established or accepted by the learner as a result of his needs;

2. That motivation follows the principle of functional autonomy, i.e., any act, once begun, is carried forward by its own incompleteness and future reference to other emerging goals without constant reliance upon the original impulse;

3. That interest depends upon some congruency between the activity or stimulus and the existing personality organization of the learner, and that without this condition, instruction should not be attempted if it seeks to be efficient;

4. That pupil choice rests upon the fact that each human body is an independent energy system with its own special requirements and that such preference should dictate educational policy save where the organism itself or other organisms would clearly be damaged thereby.12

The following criteria can be drawn from the above:

1. The educator should take into consideration a fact that best motivation is obtained from goals set up and accepted by the individual as a result of his needs.

2. The educator should understand that until the goal is reached the very incompleteness of the act is a strong factor in motivation.

3. The educator should limit the choice and construction of goals by individuals to those goals which will not harm themselves or others.

Many psychologists have contended that intrinsic motivation was superior to extrinsic motivation. Studies reported by Ryans concluded, however, that there is no apparent superiority in either. Ryans in his own study concluded that most of the motives operating in the daily life of the individual are learned although they are now operating in the daily life of the individual as intrinsic motives. Ryans also concluded that meaningfulness can be utilized in motivation. He concluded further that meaningfulness is dependent upon related experiences, organization, and purpose.

Another important conclusion of Ryans has to do with the teacher himself. He found that pupils react in a desirable way to teachers who possess attitudes, traits, and abilities which the students like and respect, and that learning profits from such a condition. He also found that if the teacher is lacking in these, the pupils do not respect or like him. In this type situation little profitable learning can take place.

\[13\text{Ibid.}, \ pp. \ 297-303.\] \[14\text{Ibid.}, \ pp. \ 307-309.\] \[15\text{Ibid.}, \ p. \ 326.\]
The following criteria are derived from the preceding statements:

1. The educator must make the learning experiences meaningful by giving them organization and purpose as well as giving them association with other experiences.

2. The educator must conduct himself in such a way that he will gain the respect and approval of his students.

The adolescent period is a period during which many physical changes occur. Probably the most well-known and significant of these changes is a development of the sex glands. As these glands develop they produce new drives and tensions in the individual. The new drives and tensions thus created will alter the wants and needs of the individual. Thus they will become a part of the motivating set of the individual, and as such must be taken into consideration.\(^\text{16}\)

Closely following, and as a result of the development of the sex glands, the body begins to take on the secondary sex characteristics such as secondary hair and voice change in the male, and secondary hair and breast development in the female. The late appearance or lack of appearance of these characteristics often causes serious social

tensions to be built up in the adolescent.\textsuperscript{17} Acne often appears during this period, and is another source of tensions.

The criteria indicated by the preceding statements are as follows:

1. The educator must take the biological maturation into consideration as a factor in motivation.
2. The educator must make provision for the satisfaction of the social tensions created during the process of maturation.

During the period of adolescence the heart is not fully developed. It will have only somewhere between 85 per cent and 100 per cent of its full size.\textsuperscript{19} Since the heart has not reached full maturity, but is still in the process of maturing, it will be fatigued more easily.\textsuperscript{20} This fatigue may be brought on by muscular exertion or by the strains of mental activity.

Ryan found that after the individual has become fatigued the likelihood of his forgetting material that he would otherwise remember is increased.\textsuperscript{21} This would indicate that one criterion of a sound policy must be that the individual's store of energy must not be over-taxed.

\textsuperscript{17}Ibid., pp. 15-20. \textsuperscript{18}Ibid., p. 26.
\textsuperscript{19}V. T. Trusler, \textit{Fundamentals of Physical Education}, p. 64.
\textsuperscript{20}Ibid., p. 64.
\textsuperscript{21}The National Society for the Study of Education, \textit{op. cit.}, p. 207.
A summary of the psychological criteria of soundness is as follows:

1. The educator must view disciplinary problems as problems arising from undesirable behaviors.

2. The educator must provide learning experiences in which the desirable forms of behavior are lived by all.

3. The educator must understand that all acts of learning come only after motivation has occurred.

4. The educator must see and understand the total motivating set and act in light of it.

5. The educator must utilize feelings and emotion as sources of increased energy.

6. The educator must realize that a motive that proves satisfactory at one time may not prove so at another time.

7. The educator must understand each individual and modify the motive in such a manner that it will fit the trend of the individual's behavior at the time it is applied.

8. The educator must see the individual as a whole and organize the motivation as a whole in such a way as to induce co-incident development of all the parts.

9. The educator must realize that the efficiency of the act as a whole must be increased or there will be no significant increase anywhere.

10. The educator should understand that motivation may be accomplished by bringing the goals closer and that this
can be done by making the goals more attractive by reducing the problem to the learner's level of insight.

11. The educator must understand that each problem must have individual attention since the effect of any one motive will be governed by the effect of all other motives in action at the time it is given and any exact reproduction of motivating sets is unlikely.

12. All behavior problems should be studied on an unemotional basis.

13. The educator should take into consideration a fact that best motivation is obtained from goals set up and accepted by the individual as a result of his needs.

14. The educator should understand that until the goal is reached the very incompleteness of the act is a strong factor in motivation.

15. The educator should limit the choice and construction of goals by individuals to those goals which will not harm themselves or others.

16. The educator must make the learning experiences meaningful by giving them organization and purpose as well as giving them association with other experiences.

17. The educator must conduct himself in such a way that he will gain the respect and approval of those he comes into contact with.

18. The educator must take the biological maturation into consideration as a factor in motivation.
19. The educator must make provision for the satisfaction of the social tensions created during the process of maturation.

20. The educator must not allow the learning experiences to over-tax the individual's source of energy.

Criteria for Sociological Soundness

The sociological principles involved in the setting up of disciplinary policy appear to fall into two sections. The first section, for the purposes of this study, contains the criteria involved in the evaluation of what constitutes an effective study group. The second section contains the principles of social psychology which the instructor must take cognizance of in guiding the learning activities of the group.

The effective study group.—Baxter and Cassidy published in 1943 what they had found to be the sound characteristics of an effective work group.

1. "There is a belongingness" in which all share. Persons within the group like to be together. Each is impelled to give his best without restraint, without question as to how it will be received and without undue introspection.

2. There is no reasons for one individual to mistrust another. Each individual has a unique worth to himself and to the group. Both he and all other members are aware of this value. Each member has found his relationship to a common purpose. The bond which unifies individuals is, therefore, to be found in the group purposes.
3. There is an acceptance of a social control by the group. There is willingness, without effort, on the part of the members to trust majority decision and majority action. Not always of an unanimous nature, judgement of the group will not alienate completely any individual. Since true group decisions emerge without force and without pressure, every contributing person will have a part in shaping these decisions. Each will abide by the control which all have been instrumental in establishing.

4. The group which is characterized by unity of purposes, commonly held values and member-accepted control will have afforded to its members opportunities for becoming acquainted with one another, with each person's mode of thinking, individual habits of action and needed satisfaction.\textsuperscript{22}

Bonney gives a set of characteristics of the group which correlates highly with that of Baxter and Cassidy.

People identify themselves with each other by doing things together, by working for the same ends, and by accepting and abiding by the same customs, practices, and ideals. The more they think, feel, and act together, the more common elements exist between them. They acquire a common background of habits, beliefs, and values. As a consequence of this identity of meanings between them, they come to trust each other. They carry on relationships with one another, with confidence because each feels that the others are abiding by the generally accepted group practices and values. Furthermore, those who have much in common are very susceptible to each other's influence. A high degree of suggestibility exists between them.\textsuperscript{23}

The criteria applicable to our study are given here:

1. An effective social group must be made up of people who like to be together; there should be a sense of belongingness.


\textsuperscript{23}M. E. Bonney, \textit{Techniques of Appeal and of Social Control}, p. 3.
2. An effective social group must be tolerant toward all individuals who are contained in the group.

3. Each individual should recognize his own worth to the group and that of all others.

4. An effective social group must have common purposes which will unify the participants.

5. An effective social group must accept without effort social control of the majority.

6. In an effective group, all should have an opportunity to take part in the shaping of decisions.

7. In an effective social group, the participants must have ample opportunity to become acquainted with one another.

8. An effective social group must be co-operative. Final action must come as a result of inter-action.

9. In an effective social group, participation must be voluntary.

10. In an effective social group, leadership must be a function of the group.

Techniques of social control based upon sociological principles. According to Jones, there are two basic types of social control.

1. Control exercised by one grouping over another grouping by force or the threat of force; and
2. Self-control or co-operating control of the group by itself in accordance with an accepted plan or system of ideals.  

The first of these two types is divided into 'repressive' and 'co-ordinate' social control. The repressive control aims at the disappearance of disapproved social acts. The co-ordinate control aims at a tolerance or minimum of conflict between opposing views.

Bonney has, in his study of techniques of social control, arrived at five major techniques. The first technique so concluded by Bonney is the "Technique of Appeal and Control Based on the Desire for Security." He has this to say in connection with this technique:

People desire to be safe from physical damages, discomforts, human enemies, failures, and social degradation, or from anything else which may become a source of harm and suffering.

That many have such a desire is easily validated. Reuter and Hart, along with many others who have made a study of the basis of our society, explain that one of the earliest reasons for the banding together of people was for mutual protection.

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24M. E. Jones, Basic Sociological Principles, p. 98.

25Ibid., p. 98.


27Ibid., p. 1.

The second technique arrived upon by Bonney is the "Technique of Appeal and Social Control Based Upon the Desire for New Experiences." Bonney validates this desire by citing Folson and Bogardus. Folson and Bogardus recognized this desire and described it as a desire for things not completely new, but of such a nature that they would continue the 'pre-existing' pattern.

Bogardus has this to say:

An unbroken series of either favorable or unfavorable experiences may result in ennui. On the other hand, if social stimuli present new challenges ... from time to time along the lines of a person's past successes, the result is expectancy and enthusiasm.

A third technique as proposed by Bonney is the "Techniques of Appeal and Social Control Based upon the Desire for Recognition." This desire is very approximate to that of social approval. Gurnee indicates that this desire is such that people endeavor to attract favorable attention to themselves and withdraw from disapproval.

The fourth technique concluded by Bonney is the "Techniques of Appeal and Social Control Based upon Desire for Response." The desire for response comes out of the

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29 Bonney, op. cit., p. 85. 30 Ibid., p. 85.


32 Bonney, op. cit., p. 207.

33 H. Gurnee, Elements of Social Psychology, p. 84.

34 Bonney, op. cit., p. 283.
gregariousness of humans. Gurnee refers to this desire as "another dominant human trait."\(^{35}\)

The fifth technique grouping of techniques as given by Bonney is the "Making Appeals Clear and Impressive." Clarity and impressiveness involve principles of psychology which have long been recognized. A person will not desire to try anything unless in some way he has been impressed with the profitableness of the effort. Also he will not attempt anything which he does not understand well enough to consider himself capable of some measure of success.\(^{36}\)

Summary of sociological principles of sound disciplinary policy.--1. An effective social group must be made up of people who like to be together; there should be a sense of belongingness.

2. An effective social group must be tolerant toward all the individuals who are contained in the group.

3. Each individual should recognize his own worth to the group and the worth of all the others.

4. An effective social group must have common purposes which will unify the participants.

5. An effective social group must accept without effort the social control of the majority.

6. In an effective group all should have an opportunity to take part in the shaping of decisions.

\(^{35}\)Ibid., pp. 80-81. \(^{36}\)Ibid., p. 311.
7. In an effective social group, the participants must have ample opportunity to become acquainted with one another.

8. An effective social group must be co-operative. Final action must come as a result of inter-action.

9. In an effective social, participation must be voluntary.

10. In an effective social group, leadership must be a function of the group.

11. A certain amount of group control can and should be gained through appeals to their desire for security.

12. A certain amount of social control can and should be gained through appeals to the group's desires for novel and exciting experiences.

13. A certain amount of social control can and should be gained through appeals to the individual's desires for group recognition and approval.

14. A certain degree of social control can and should be gained through appeals to the individual's desires for response.

15. A certain degree of control can and should be gained in the group situation if the appeals are made clearly and impressively.
Criteria for Democratic Soundness

The government of the United States is based upon provisions set forth in its Constitution. It is logical to say then that since most educators agree that desirable citizenship should be one of the aims of education, the policy governing the conduct of school children should meet the criteria of government set up by the Constitution. This line of thinking is borne out in a report published by the Education Policies Commission which reads:

The discipline of free men cannot be achieved by subjecting the young for a period of years to the regimen of a slave. Neither can it be achieved by allowing the young to follow their own impulses and take over the process of education. It can be achieved only by living for years according to the ways of democracy, by rendering an active devotion to the articles of the democratic faith by striving to make the values and purposes of democracy prevail in the world, by doing all these things under the guidance of the knowledge, insight, and understanding necessary for free men. That this involves a highly complex and difficult process of learning is obvious. It requires a school environment and school life organized deliberately to give boys and girls experience in democratic living a school environment and school life from which the obstacles to the achievement of democratic discipline are removed. Above all it requires the influence of a teacher who in his activities in both school and community practices the discipline of a free man.37

The preamble to the Constitution sets forth the reasons for having an organized governing body and in doing so sets forth a principle basic to democratic government. The preamble reads:

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37 National Education Association Policies Commission, Policies for Education in American Democracy.
We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America. 38

The principle of democracy indicated here is that a democratic form of government aims to:

1. Form a more perfect union of the people
2. Establish justice for all
3. Insure domestic tranquillity
4. Provide for the safety of the people from outside aggression
5. Promote the general welfare of its people
6. Secure the blessings of liberty for its people.

Article I, Sections nine and ten, Article II, Section two, and Article III, Section two, bring out another principle of democratic control when they delegate certain powers to the several branches and levels of government and also set certain limitations upon them. The democratic principles demonstrated here are three-fold:

1. There are levels of power in a democracy.
2. There are, of necessity, certain limitations beyond which each branch, or level of government cannot go.
3. Any level or branch of the government has the right to disagree with the others and by going through orderly

38 United States Constitution, Preamble to the Constitution.
procedures appeal for reconsideration of the measures in question.

Article III, Section three, sets forth another important principle of democracy. It is that the government has the power to punish those who have been proved guilty of significant breaches of the law.

Article V indicates another principal characteristic of democratic government. This section states that democracy recognizes the dynamic condition of society and provides for the amendment of its supreme law when a significant majority of its citizens desire it. This principle is further emphasized by Article VII which requires a significant majority's ratification of the original law.

The first amendment to the constitution provides another principle significant to this study. It says:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people to assemble, and to petition the government for a redress of grievances.39

The principle set forth here is that all people have the rights reserved to them of freedom of religious faith, freedom of speech, freedom of press, freedom of peaceable assembly, and freedom to petition for redress of grievances.

39Constitution of the United States, Amendment to the Constitution, Article I.
Amendment number four presents another pertinent principle of democracy. This article reads:

The rights of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.40

The principle set forth by this article is that all people have the right of security for their persons, houses, papers and effects against search and seizure unwarranted according to prescribed policy.

Amendment number five presents still another pertinent principle of democracy which is that no person shall, "be deprived of life, liberty, or property, nor shall private property be taken for public use, without just compensation.41

Amendment number six produces a principle concerning the treatment of those accused of some significant violation of the law. The principle is that the accused person has the right to a speedy hearing during which witnesses in his behalf are to be heard as well as those of the accuser and that the guilt of innocence be decided by an impartial jury.

Amendment number thirteen indicates the democratic principle that no person is to be placed in involuntary servitude unless found guilty of law violation.

40U. S. Constitution, Amendment, Article IV.
41U. S. Constitution, Amendment, Article V.
Amendments fifteen and nineteen set forth a last principle of democracy which is pertinent to this study. It is that no citizen subject to the constitution shall be denied the right to vote because of race, color, previous condition of servitude, or sex.

In another study published by the Education Policies Commission, a set of findings termed the "Hallmarks of Democracy" were reported. They were:

1. Democratic education has as its central purpose the welfare of all the people.
2. Democratic education serves each individual with justice, seeking to provide equal educational opportunity regardless of intelligence, race, religion, social status, economic conditions, or vocational aims.
3. Democratic education respects the basic civic liberties in practice and clarify their meaning through study.
4. Democratic education is concerned for the main of those economic, political, and social conditions which are so necessary for the enjoyment of liberty.
5. Democratic education uses democratic methods in classroom, administration, and student activities.
6. Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education.
7. Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility.
8. Democracy teaches through experiences that every privilege entails a corresponding duty, every authority a responsibility, an accounting to the group which granted the privilege or authority.
9. Democratic education demonstrates that far-reaching changes of both policies and procedures can be carried out in orderly and peaceful fashion, when the decisions to make the changes have been reached by democratic means.
10. Democratic education liberates and uses the intelligence of all.
11. Democratic education equips citizens with the material of knowledge necessary for democratic efficiency.
12. Democratic education promotes loyalty to democracy by stressing positive understanding and appreciation and by summoning youth to serve in a great cause.42

Another rather well-known set of democratic principles is that of Spears. Although the wording used is different, many of the basic principles involved are the same as those found in the "Hallmarks of Democracy." Spear's list is as follows:

1. Exalts individual worth and calls for respect for personality.
   2. Grants the individual the right to free speech, free press, free worship, free discussion and criticism, and the right to think for himself; but asks him to examine with an open mind the facts before he speaks or acts.
   3. Asks the individual to assume the responsibility for his own action.
   4. Asks the individual to share decisions and to co-operate with others for the common good.
   5. Asks the individual to be tolerant of others, to respect their rights and opinions.
   6. Asks the individual to be aware of the society's problems, to be ready to act for the common good, and to be alert to the improvement of the common culture.
   7. Challenges the individual to improve conditions about him and to judge group action in the light of accepted social procedures.
   8. Respects proper leadership and holds out to each properly qualified citizen the right to emerge as a leader. Leadership is achieved rather than seized.
   9. Cautions the leader that his successful action, in either personal or governmental affairs, is dependent upon enlightened public opinion.
  10. Follows the will of the majority in determining the policy pertaining to the exercise of such rights as free speech, free press and free assemblage.

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12. Provides a republican government of three branches, whose checks and balances protect the state against the rule of the mob as well as the rule of the dictator.

13. Holds faith that the masses of the people can be intelligent.\textsuperscript{43}

The Education Policies Commission published a work in 1946 dealing with democratic principles in modern day education. They placed their principles in seven different categories. The first of these is called the "Article of Democratic Faith", and includes the following principles:

First, the human being is of surpassing worth.
Second, the earth and human culture belong to all men.
Third, men can and should rule themselves.
Fourth, the human mind can be trusted and should be set free.
Fifth, the method of peace is superior to that of war.
Sixth, racial, cultural, and political minorities should be tolerated, respected and valued.\textsuperscript{44}

The second group of democratic principles deals with the loyalties of free men:

The free man is loyal to:
First, to himself as a human being of dignity and worth.
Second, to the principle of human equality and brotherhood.
Third, to the process of untrammeled discussion, criticism, and group decision.
Fourth, to the ideal of honesty, fair-mindedness, and scientific spirit in a conduct of this process.
Fifth, to the ideal of respect for, and appreciation of, talent, training, character, and excellence in all fields of endeavor.

\textsuperscript{43}H. Spears, Secondary Education in American Life, pp. 366-367.

\textsuperscript{44}National Education Association Policies Commission, Policies for Education in American Democracy, pp. 103-104.
Sixth, to the obligation and the right to work. Seventh, to the supremacy of the common good. Eighth, to the obligation to be socially informed and intelligent.45

The third group of democratic principles deal with the obligation of a democratic person to have an understanding of existing patterns or bodies of social knowledges and gives the following list of these knowledges:

First, he has a knowledge of the nature of man in society. Second, he has a knowledge of a history of mankind. Third, he has the knowledge of the long struggle to liberate the human mind and civilize the human heart. Fourth, he has a knowledge of the nature of the present crisis. Fifth, he has a knowledge of the totalitarian movements. Sixth, he has a knowledge of the weaknesses of American democracy. Seventh, he has a knowledge of the resources, achievements, and promises of American democracy.46

The fourth grouping made by the Commission dealt with the "Broad Contours of Democratic Education," and gave the following list of contours:

First, democratic education is devoted to the realization of the democratic faith. Second, it is marked by integrity and honesty in all relations. Third, it is sensitive and responsive to the changing conditions of life. Fourth, it is independent of the passions and narrowly partisan struggles of the movement. Fifth, it is sensitive to the changing hopes, ideals, and problems of the people. Sixth, it is free from the domination of private persons and groups.47

The fifth grouping gave the following list of obligations of the government concerning education:

First, establish a special authority for the general conduct of the public school.
Second, provide generous and sustain financial support of the educational undertaking.
Third, insure the broad, thorough, and democratic education of the teacher.
Fourth, safeguard the integrity of the teacher.
Fifth, refuse deliberately to use its full power over the school.\(^{48}\)

The sixth category is a group of responsibilities of the democratic teacher:

First, to maintain a steadfast loyalty to the democratic faith.
Second, achieve and sustain high professional competence.
Third, participate actively and intelligently in shaping education policy.
Fourth, establish and maintain a condition of mutual trust, understanding, and sympathy with the people.\(^{49}\)

The seventh category concerns the obligation of the people of a democratic society relative to democratic education.

First, to achieve a more adequate understanding of the nature of democratic education.
Second, to guard public education against attacks.
Third, to establish and maintain a condition of mutual trust, understanding, and sympathy with the teacher.\(^{50}\)

De Huszar, in his study of democracy, did not make any conclusions which would add to the democratic criteria of a

\(^{48}\)Ibid., p. 146.  \(^{49}\)Ibid., p. 150.

\(^{50}\)Ibid., p. 153.
sound, positive disciplinary policy already arrived upon, but he made some conclusions which add emphasis to certain of the criteria. He found that our democracy must become less of a talk-democracy and more of a do-democracy or it would perish.

His reasoning in arriving at this conclusion progressed in this manner. First, he found that:

No society can exist long, which is unable to provide a continuity of feeling, a sense of direction. . . . Most people will desert a society from which unity has departed for an order which claims to restore unity.\textsuperscript{51}

Second, he examined the American democracy and found that it was characterized by much the same disintegration and "do-little" "talk-much" condition which characterized other free governments which later fell into totalitarianism.\textsuperscript{52} From this he arrived at the conclusion that "new methods of democratic, free, and co-operative living have to be worked out."\textsuperscript{53}

De Huszar proceeded to do this and concluded the following:

Do-democracy is a partial answer to some of the problems of our complex society. It is not a cure for all. But it will enable us;

To reduce the stress on the legal aspects of democracy; voting and parties.


\textsuperscript{52} \textit{Ibid.}, pp. 8-9.

\textsuperscript{53} \textit{Ibid.}, p. 11.
To reduce the formalism of our present democracy by stressing the importance of human relations rather than administrative procedures and parliamentary rules of order.

To transform hierarchical organizations into more democratic ones, and empty-shelled institutions into living organisms.

To reduce the abstractness of our present democratic thought by stressing the importance of thinking in terms of concrete situations.

To reduce the negativness of present-day democracy by making participation possible for a great number of people.

To solve many practical problems in various fields of human endeavor.

To release the energy of which man is capable.

To help to create adjustment of the individual by relating him to other persons. 54

In the following summary we find the criteria for a sound, positive disciplinary policy, as they have been arrived upon in the preceding pages of this study, have been collected in Table 1. The table has been arranged in a manner which facilitates the visualization of the criteria in terms of the four major sources used in this study.

The key for the three columns under each of the four major headings is as follows: a check mark in column one, under the major heading, indicates that the criterion opposite the check can be located in the findings of the above author. A check in the second column indicates that the criterion opposite the check is in opposition to the findings of the above author. A check in number three indicates that the above author had nothing to say concerning the criterion.

54 Ibid., pp. 130-131.
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<tr>
<td>1. The school disciplinary policy must be such that youth find themselves living under democratic conditions.</td>
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<td>2. The disciplinary policy must encourage faith of all concerned in the workability of democratic organization.</td>
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<td>3. All impediments to the functioning of the democratic processes must be eradicated if it is at all possible.</td>
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<td>4. Democratic policy recognizes the equality of rights of those who are subject to its jurisdiction.</td>
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<td>5. Democratic policy assumes certain degrees of responsibility for the promotion of the general welfare.</td>
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<td>6. Democratic policy establishes a system for promoting justice in the society.</td>
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<td>7. Democratic policy provides measures for the insurance of domestic tranquility.</td>
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<td>8. Democratic policy must make provisions for the security of the society.</td>
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<td>9. Democratic policy must insure the blessings of liberty for its society.</td>
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<td>10. Democratic policy recognizes the various levels of authority typical of a democratic system.</td>
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<td>11. Democratic policy must recognize the limitations placed upon the several levels of authority and abide by them.</td>
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<td>12. Democratic policy must make provisions for the appeals of decisions from lower to higher levels of authority.</td>
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<td>13. Democratic policy must recognize the responsibilities of the democratic authorities in the punishment of those found guilty of significant breaches of constituted law.</td>
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<td>14. Democratic policy must recognize that the student body has the right of vote in the approval of constituted law.</td>
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<td>15. Democratic policy must recognize the dynamic conditions of the school society, and make provisions for amending the constituted law through democratic procedures.</td>
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<td>16. Democratic policy recognizes that fact that it may never limit the right of society regarding its freedom of religion, speech, press, or assembly, save in those situations where serious damages of the welfare of the group might result.</td>
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<td>17. Democratic policy recognizes the right of the individual to feel secure from unreasonable searches of their persons and property.</td>
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<td>18. Democratic policy recognizes the necessity of orderly and systematized procedure in arriving at the guilt and punishment of offenders.</td>
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<td>19. Democratic policy realizes the needs of youth and strives to aid them in the satisfaction of them.</td>
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<td>20. Democratic policy recognizes the fact that emergency measures of an arbitrary nature must be taken under certain conditions and provides for them.</td>
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<td>21. Democratic policy must take into consideration the individual differences of the several members of its society and utilizes this knowledge in furthering the purposes of the society.</td>
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<td>22. Democratic policy places the responsibility for the individual's behavior upon the individual making the matter of behavior a system of self-discipline.</td>
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<td>23. The democratic administrator realizes that his successful action depends upon enlightened public opinion and provides for a system of public enlightenment.</td>
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<td>24. A democratic administrator must demonstrate a faith in the ability of the citizenry to govern themselves.</td>
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<td>25. A democratic administrator must encourage industriousness among the citizens as a right and obligation.</td>
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<td>26. A democratic administrator takes cognizance of the fact that democratic citizens should have a knowledge of the history of governmental systems and provides opportunity for gaining it.</td>
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<td>27. A democratic policy requires that minorities be recognized and heard, but does not condone domination by them.</td>
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<tr>
<td>28. A democratic policy requires that the powers that be seldom, if ever, make full use of their legal powers.</td>
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<td>24 4 14 14 14 19 9 15 11</td>
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The data given on the table are not validated by the number of times each item is checked. The tabulation is only for the purpose of securing a composite list of criteria.
CHAPTER III

DISCIPLINARY PROBLEMS AND
THEIR CAUSES

Introduction

This chapter has a two-fold purpose. The first part of it is to examine information in the field of education and decide what educators believe to be the major types of misbehaviors which occur in the school situation. The second part of the purpose is to examine studies and tests in the field of causation in misbehavior in order that conclusions regarding some of the causes behind misbehavior may be found.

The educator must know what form misbehaviors are likely to take in order that he may be able to recognize them. A knowledge of the causes of misbehaviors is necessary to the educator if he is to anticipate misbehaviors and be able to take positive and constructive measures concerning it. Likewise, a knowledge of types of misbehaviors and their causes is necessary to the investigator, for he must anticipate these misbehaviors and analyze their causes if he is to form a sound, positive disciplinary policy.

Types of Misbehavior

Some information regarding that which educators recognize as being the major types of misbehavior problems can be
gotten from an examination of some of the misbehavior rating scales that they have constructed. Haggerty, Olson, and Wickman copyrighted a behavior rating test in 1930. It gives the following list of behaviors that are considered to be undesirable:

1. Disinterest in school work
2. Cheating
3. Unnecessary tardiness
4. Lying
5. Defiance of discipline
6. Marked over-activity
7. Unpopular with children
8. Temper outburst
9. Bullying
10. Speech difficulties
11. Imaginative lying
12. Sex offenses
13. Stealing
14. Truancy
15. Obscene notes, talk, or pictures

The Los Angeles Elementary Principals Club designed a behavior check list which gives the following list of major misbehaviors:

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1. Silliness
2. Disobedience
3. Frequent asking for help
4. Stealing
5. Crabbing
6. Cheating
7. Impertinence
8. Quarrelsomeness
9. Wasting time
10. Untruthfulness
11. Disturbing others with unnecessary noise

Causation of Disciplinary Problems

It has been noted in an earlier chapter that all behavior is learned, and that the individual must be motivated to learn. This would indicate that there is a definite cause behind all misbehaviors. The problem at this stage becomes, then, one of determining what causes disciplinary problems to arise. If the educator is brought to a realization of the causes behind misbehavior, and will replace these factors with factors which encourage good behavior, it is reasonable to assume that problems of misbehavior will disappear or at least be minimized.

Behavior Check List, Los Angeles Elementary Principals Club.
The Education Policies Commission published a study in 1941 in which it came to the following conclusions concerning democratic discipline.

The achievement of democratic discipline in the young requires the correction of these deficiencies which are altogether too widely present in American life and character.\(^3\)

This Commission presented a list of eight deficiencies. The following statement gives the deficiencies and a summarization of pertinent facts brought out concerning each.

"The first deficiency to be corrected is a profound misunderstanding concerning the nature and imperatives of Democracy."\(^4\) The erroneous belief is that personal privileges are automatically guaranteed in a democracy and disciplinary measures are an infraction of individual rights.\(^5\)

"The second deficiency to be corrected is ignorance on the part of the individual of social realities."\(^6\) The citizens of the democratic society are not educated to the point where they can foresee imminent disaster in a continuance of certain action and realize that definite action and sacrifice must be made to stop the undesirable activities.\(^7\)

"The third deficiency to be corrected is lethargy and indifference regarding the general welfare."\(^8\) The persons

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\(^3\) National Education Association Policies Commission, The Education of Free Men in American Democracy, p. 81.

\(^4\) Ibid., p. 81.  

\(^5\) Ibid., pp. 81-82.  

\(^6\) Ibid., p. 82.  

\(^7\) Ibid., p. 82.  

\(^8\) Ibid., p. 82.
who are enjoying peace and comfort all too often resent the intrusion of harsh realities into their lives. They refuse to accept their duties and responsibilities to society.\(^9\)

"A fourth and closely related deficiency to be corrected is an inordinate devotion to individual success."\(^{10}\) Common interests have been neglected and the respectability of civil service brought to naught by corruption in political circles and by selfish devotion to individual success. Currently success is measured by personal fortune.\(^{11}\)

"A fifth deficiency to be corrected is susceptibility to the arts of democracy."\(^{12}\) Ambitious politicians will attempt to mislead the citizens by praising their vices and errors in order that they may remain in power. An uneducated public can be often led into disaster by such practices.\(^{13}\)

"A sixth deficiency to be corrected is the absence among people of common loyalties."\(^{14}\) If the racial, national, religion, and class differences are aggravated by demagogues, the basic principles of democracy are violated, and the basis of democratic discipline disintegrate.\(^{15}\)

"A seventh deficiency to be corrected is the weakness of democratic convictions and loyalties."\(^{16}\) The youth of the

\(^{9}\)Ibid., pp. 82-83.  \(^{10}\)Ibid., p. 83.  \(^{11}\)Ibid., pp. 83-84.  
\(^{12}\)Ibid., p. 84.  \(^{13}\)Ibid., pp. 84-85.  \(^{14}\)Ibid., p. 85.  
\(^{15}\)Ibid., p. 85.  \(^{16}\)Ibid., p. 85.
democracy have been led to believe that a democracy is characterized by corrupt exploitation, confusion and hypocrisy. They can see that the articles of democratic faith are being violated, and this situation weakens their convictions concerning the democracy.17

"An eighth deficiency to be corrected is a pervasive heritage from the past of undemocratic practices and dispositions."18 Desire for power by some, worship of power by the masses, and the willingness of the people to give up political rights so that order may be gained make the development of a perfect democratic discipline impossible.19

The National Society for the Study of Education made a study of juvenile delinquency in 1948, which attacks the problem of school discipline in a slightly different manner. They made six general conclusions regarding conditions which contribute to the increase of juvenile delinquency. The following statements give the wide general areas contributing to the rise of juvenile delinquency problems, and summarizes the more specific causes which encourage misbehavior among school citizens.

The first area to be considered is that of family relationships as a source of motivation toward juvenile delinquency. It was found that either lack of parental love or an excess of parental love can bring about undesirable

17 Ibid., pp. 85-86.  18 Ibid., p. 86.  19 Ibid., pp. 86-87.
motivation, the first because it encourages the child to turn to less desirable sources of love and affection, and the second because it may cause the child to fail to mature properly as a result of over-indulgence and over-protection. A second category in which the family often fails is that of home control. Unreasonable, harsh, or inconsistent control lead to excessive frustrations and thus to rebellion. Lack of sufficient parental control also leads to the development of undesirable behaviors. Bad examples in social behavior also contribute to misconduct in the children. Lack of parental interest in the training of the child's ethical and religious character also leaves the door open for the development of bad behaviors.\textsuperscript{20}

Second in the general area where the society found conditions contributing to delinquency, was the school life of the child. It was found that here many of the same mistakes are made that are made in the home through unfairness, partiality, and impatience. A failure to satisfy the needs of the youth to feel adequate and acceptable to his peers also contributes to delinquency through the development of inferiority feelings. Other factors contributing to delinquency through feelings of inferiority are physical defects, low mentality, untactful questions of teachers, and poverty, either real or fancied.\textsuperscript{21}

\textsuperscript{21}Ibid., pp. 35-39.
The third category found to be a source of delinquency conditions has to do with the period of adolescence. The society concluded that the rapid growth and development during adolescence in connection with special bio-chemical processes created restlessness and a desire for new and exciting experiences. Social pressures often turn these feelings into undesirable behaviors. The society also found that improper training in connection with sex problems might lead to delinquency, including many misconducts, such as stealing. Social pressures among the younger set also lead to sex misconduct.22

The fourth area concerned as a source of conditions leading to delinquency is that of inter-conflicts. The society concluded that the suppression of an emotionally colored set of ideas into the subconscious realms served as a source of motivation toward misconduct. When the above conditions occur the individuals often substitute one type of misbehavior for another type with which he or she associates it.23

The fifth area in which the National Society for the Study of Education found conditions which might encourage delinquency was the area of personality deviations. They found that the personality known as psychopathic causes the most difficulties in the school. This group includes those deviates who are such as a result of heredity, insidious

22 Ibid., pp. 39-40. 23 Ibid., pp. 41-42.
disease of the brain, or brain injury. These deviates show up as egocentric or unstable personalities.24

The sixth area from which motivation toward juvenile delinquency may come is the environment exclusive of human relationships. The National Society for the Study of Education found that there were too many ungovernable factors in the environment to make statistical studies accurate. They concluded, however, that time spent around dance halls, bowling alleys, and pool rooms were lost time and as such detrimental in that they took time from the child which could have been spent more wisely. They also concluded that these places served as havens for the truant child and as places where young people would meet many undesirable persons.25

If the premise is accepted that school disciplinary problem causation is closely associated with the causation of juvenile delinquency problems in the society, studies made in the field of juvenile delinquency can contribute valuable information as to the causes of disciplinary problems. Tappan found that over-rigid parental restraint, over-protection and over-restriction, inconsistency, and perfectionism damaged the ego of the individual and inhibit him to such an extent that the individual releases his drives partially through misconduct. Other causes for juvenile delinquency are the feeling of unwantedness, lack of love, and neglect resulting

24Ibid., pp. 42-43.  
25Ibid., pp. 43-45.
in ruthless exploitations, over-aggressiveness, cruelty and unfriendliness.  

Another cause found was lack of maturity, which resulted in manic-depressive and paranoid conditions. Again another psychological factor was that of the frustration of normal drives and needs of the youth.

Biological causation was found to be in the form of hereditary limitations, endocrine unbalances, bodily defects, and brain injury.

The sources of sociological causation were broken and unsatisfactory homes, poverty and unemployment, improper use of leisure, and poor choice of associates.

Summary

The major types of disciplinary problems appear to fall into five categories. The following list makes these divisions and summarizes the types of misbehaviors an educator may expect to encounter:

1. Dishonesty
   A. Cheating
   B. Lying
   C. Stealing

2. Anti-social activities
   A. Bullying
   E. Defiance

---

27 Ibid., pp. 105-106. 28 Ibid., pp. 121-125. 29 Ibid., p. 132.
C. Crabbing
D. Unnecessary disturbance
E. Quarrelsomeness
F. Impertinence

3. Lack of control
   A. Temper outbursts
   B. Silliness
   C. Over-activeness

4. Sex offenses
   A. Clandestine acts
   B. Obscene notes
   C. Obscene talk
   D. Obscene pictures

5. Lack of interest in work
   A. Truancy
   B. Unnecessary tardiness
   C. Laziness

The causes contributing to the occurrence of disciplinary problems appear to result primarily from lack of proper educational experiences in certain areas. Secondary causes appear to stem from the physical qualities inherent in the individual and in his environment.

The training deficiencies are given in the following list:

1. The utilization of improper methods and procedures
2. Misunderstanding or lack of understanding of the nature and imperatives of a democratic society
3. Ignorance of social realities
4. Lethargy and indifference regarding the general welfare
5. Over emphasis placed upon individual success
6. Over susceptibility to the arts of demagogy
7. Lack of development of common loyalties
8. Lack of development of strong democratic convictions
9. Lack of the elimination of un-democratic practices and dispositions
10. Too much of the material utilized is not fitted to the students' wants and needs
11. Lack of development of proper parental relationships
12. Lack of training concerning the consideration of individual differences

The causes which stem from the physical heritage, both personal and environmental are found in the following list.

1. Mental abnormalities due to disease, brain injury, or inheritance
2. Physical abnormalities due to injury or inheritance
3. Poverty stricken homes and communities
4. Undesirable business establishments which can be utilized as meeting places for unsavory personages
5. Lack of proper facilities for the carrying out of the educational process
CHAPTER IV

A SOUND, POSITIVE DISCIPLINARY POLICY FOR SECONDARY SCHOOLS

Introduction

The purpose of this chapter is to present a sound, positive disciplinary policy for secondary schools based upon an assimilation of the psychological, sociological, and democratic criteria of soundness as they have been presented in the second chapter. This policy is presented with the belief that if it is followed the number of disciplinary problems arising in the secondary schools will be minimized, and that those which do arise will be dealt with effectively and constructively.

The investigator visualizes a definite break between the criteria for sound action and the courses of action taken in a sound program. It is realized, however, that there must be a continuity in the progression from criteria to actions. The policy stage, as the investigator visualizes it, is the fluid, intermediate stage through which the criteria must pass in their transition from their original form to the stage where they become actions.

The policy may be obtained in certain cases by utilizing only single criterion from each of the three fields. In
other cases, it may be necessary to utilize more than one criterion from one or more of the fields in arriving at a policy. In other cases, the use of criteria from only one or two of the fields may be necessary in arriving at a policy. The following is a pictorial representation of what is meant in the preceding statements:

Psychological Criterion
Sociological Criterion Policy
Democratic Criterion

Psychological Criterion
Psychological Criterion Policy Action
Sociological Criterion
Democratic Criterion
Democratic Criterion

Sociological Criterion
Sociological Criterion Policy
Democratic Criterion
Factors in a Sound, Positive Disciplinary Policy

The criteria for sound policy and the policy indicated by these criteria are set up in accordance with the illustration given on the preceding page. Since some of the criteria point only indirectly to the policy they are associated with, the investigator has concluded each of the following sections with a discussion which demonstrates the reasoning processes utilized in arriving at that particular point of policy.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Characteristics of Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school disciplinary policy must be such that the youth find themselves living under democratic conditions.</td>
<td></td>
</tr>
<tr>
<td>2. Democratic policy must recognize the limitations placed upon the several levels of authority and abide by them.</td>
<td></td>
</tr>
<tr>
<td>3. Democratic policy assumes a certain degree of responsibility for the promotion of the general welfare.</td>
<td></td>
</tr>
<tr>
<td>4. A certain degree of control can and should be gained in</td>
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</tr>
</tbody>
</table>
the group situation if the appeals are made clearly and impressively.

5. The educator must see and understand the total motivating set and act in light of it.

6. The educator must realize that a motive that proves satisfactory at one time may not prove so at another time.

The policy of deliberateness is necessitated by the complexity of the process of education. Common sense indicates that the more simple the problem to be dealt with becomes, the less complex becomes the thinking necessary for arrival at a satisfactory conclusion. The reverse of this is also true. The more complex the situation becomes, the more complex the thought processes required before satisfactory conclusions can be reached.

The extreme complexity of the thought processes involved in arriving at sound conclusions in even the most simple problem which may come up in conducting a positive disciplinary program, can be seen by examining a few of the criteria for soundness which must be met. First of all, the action taken must be democratic in nature because the pupils must
find themselves living under democratic conditions in the school situation if they are expected to develop into suitable citizens for a democratic society. This implies that the educator must stay within the limits of his authority; must recognize that he is dealing with a dynamic society; and that this problem will be slightly different from any problem with which he has previously dealt. It also indicates that he must gain the approval of his actions by a majority of the society with which he is interacting, except in cases of extreme emergency. Also, he must assume a reasonable measure of responsibility for the promotion of the group's general welfare. These are not all of the criteria for sound policy which the educator must meet if he is to be democratic sound, but they tend to demonstrate the complexity of his problem.

When the criteria from psychology and sociology are brought into association with those which indicate that he must make all of his appeals to the group clear and impressive; must consider the motivating set as a whole and design new motives which will overbalance this set in a favorable direction; and must design new combinations of motives for each new problem, the complexity of the thought processes necessary for obtaining sound results can be seen even more clearly.

This line of reasoning has brought the investigator to the conclusion that the educator who desires to guide his
students through the use of sound, positive measures must be very deliberate in arriving at answers to the disciplinary problems which confront him. The vast amount of details to be considered in even the most simple disciplinary problems tend to make snap judgments something less than sound.

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>1. The educator must view disciplinary problems as problems arising from undesirable behavior.</td>
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<tr>
<td>2. The educator should limit the choice and construction of goals by individuals to those goals which will not harm themselves or others.</td>
<td></td>
</tr>
<tr>
<td>3. (Democratic policy establishes a system for promoting justice in the society.)</td>
<td></td>
</tr>
<tr>
<td>4. A certain degree of control can and should be gained in the group situation if the appeals are made clearly and impressively.</td>
<td></td>
</tr>
<tr>
<td>5. A certain amount of group control can and should be gained through appeals to their desire for security.</td>
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</tbody>
</table>
Some hint was given in the preceding passages of the wide scope of factors that must be taken into consideration before the educator can arrive at sound conclusions concerning behavioral education. As it was noted, the criteria given there to be met were only a partial list of the ones that have to be considered if the conclusions reached are to be sound. These statements indicate that the educator must be orderly in conducting his thought processes, for a haphazard method of thinking could not be successful in assimilating this wide range of consideration.

There are many other conditions which occur in the educational process which demand that orderliness be a part of the educator's overall policy concerning positive disciplinary actions. The criteria for soundness demand that the conditions which necessitate disciplinary action be viewed simply as undesirable forms of behavior. Therefore, a sound positive disciplinary program becomes an integrated part of the educational process since education itself is a process of the behavior modification. The criteria of soundness also demand that the learning experiences must have organization. This again indicates that educators must incorporate orderliness as a part of their policy.

It can be seen from the democratic criteria of soundness that there must be system in the actions taken by the educator in the promotion of justice in his society. The
sociological criterion which indicates that the control may be gained by making the appeals to the students more clear and impressive demonstrates further that orderliness is necessary in an educator's action, for common sense shows that orderliness in the presentation of material is an aid in making that material more clearly understood and more impressive. Yet another criterion from sociology which demands orderliness in school activities is that which indicates that social control may be obtained through appeals to the group's desire for security. This is true since orderliness in the progression activities tends to induce a feeling of security into the group which a confused progression of the activities tends to induce feelings of insecurity of instability.

The preceding passages indicate that orderliness is a necessary point in the policy of the educator when he is concerned with positive disciplinary activities. He must be systematic in his thinking and teaching habits, for this will aid him in doing his own work and also serve as a point of motivation toward similar characteristics among his pupils.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Characteristics of Policy</th>
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</thead>
<tbody>
<tr>
<td>1. An effective social group must have common purposes which will unify the participants.</td>
<td></td>
</tr>
</tbody>
</table>
2. An effective social group should accept without effort the social control of the majority.

3. In an effective social group all must have an opportunity to take part in the shaping of decisions.

4. In an effective social group the participants must have ample opportunity to become acquainted with one another.

5. An effective social group must be co-operative. Final action must come as a result of inter-action.

6. Democratic policy places the responsibility for the individual’s behavior upon the individual making the matter of behavior a system of self-discipline.

7. A democratic administrator must encourage industriousness among the citizens as a right and obligation.
It was noted in the preceding section that the carrying out of a sound, positive disciplinary program is a matter for education. The system of mass education makes it necessary for education to be carried out as a group process. Logically, then, the class must be conducted in line with sound sociological criteria. Here are a few sociological criteria which give some of the necessary characteristics of an effective social group. An effective social group will be unified by common purposes; will be controlled by the desires of the majority; will give all its members a chance to participate in the shaping of decisions; will give its members ample opportunity to know each other; and is co-operative, with action resulting from inter-action. All of the criteria given here indicate that the members of an effective social group must work together. In other words they must be co-operative.

In certain democratic criteria we find further emphasis given to the necessity for co-operation in the social group. One of these criteria places the responsibility for behavior upon the individual members. This indicates that all the members are going to have to co-operate, at least to the extent of utilizing self-control, if the social group is to accomplish anything. Another of the democratic criteria indicates that industriousness is a right and obligation of all members of the democratic society. This would seem to
indicate that the effectiveness of the society depends to a certain extent upon the contributions made by each of the several members of the society. Since the educator holds the position of leader in the social group, these conclusions reached here apply to him as well as to the students.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Characteristics of Policy</th>
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<tbody>
<tr>
<td>1. The educator must realize that the efficiency of the act as a whole must be increased or there will be no significant increase anywhere.</td>
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<tr>
<td>2. Democratic policy recognizes the fact that emergency measures of an arbitrary nature must be taken under certain conditions and provides for them.</td>
<td></td>
</tr>
<tr>
<td>3. The educator must provide learning experiences in which the desirable forms of behavior are lived by all the participants.</td>
<td></td>
</tr>
<tr>
<td>4. Democratic policy assumes a certain degree of responsibility for the promotion of the general welfare.</td>
<td>Discriminating</td>
</tr>
</tbody>
</table>
5. Democratic policy recognizes

the various levels of authority

typical of a democratic society.

Because of the teacher's unique position as a guide for
the learning activities, he must make some decisions for the
group because of the necessity for efficiency, others as a
result of emergency situations which may arise, and still
others in the interest of the general welfare. Logically,
since experience has shown that educators have made many
mistakes in choosing learning activities for their pupils,
the educator who desires to improve the disciplinary program
for his school must take more care in the choice of activi-
ties which he will allow his pupils to participate in. This
indicates that the educator must be discriminating in the
choice of activities to be incorporated into the learning
situation. Thus discrimination becomes another important
point in the educator's sound, positive disciplinary policy.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Democratic policy recognizes the fact that emergency measures of an arbitrary nature must be taken under certain conditions and provides for them.</td>
<td></td>
</tr>
</tbody>
</table>

2. The disciplinary policy must encourage faith of all concerned in the workability of democratic organization.

3. The educator must understand that all acts of learning come only after motivation has occurred.

4. A certain amount of group control can and should be gained through appeals to their desire for security.

5. A certain amount of social control can and should be gained through appeals to the group's desires for novel and exciting experiences.

6. A certain amount of social control can and should be gained through appeals to the individual's desires for group recognition and approval.

7. A certain degree of social control can and should be gained through the appeals to the individual's desires for response.
8. A certain degree of control can and should be gained in the group situation by making appeals clear and impressive.

In the preceding paragraphs, it was shown that the educator must make some decisions over and above those arrived at through the process of voting. Common sense reasoning makes it obvious that unless purposeful actions are taken upon the decisions made by the educator, the decisions are useless. Thus the problem now becomes one of finding a sound point of policy to be used in getting the pupils to accept these arbitrary decisions. It is indicated in the democratic criteria that the policy used must not destroy the faith of the pupils in the workability of democratic organization. (This means that under normal conditions the educator must not force his decisions upon the rest of the group, but must motivate the group in such a way that they will accept his decisions as their own. He must not alienate the group.)

Democratic motivation is entirely possible. The sociological criteria give five types of appeals which the educator can make to the social group which will not violate the criteria of democracy. These are appeals to the groups desire for security, desire for novel and exciting experiences, desire for group recognition and approval, desire for response and by making the appeals clear and impressive.
The statements made thus far in this section have shown that the educator can, in many cases, get the group to accept his decisions as their own and thus get their co-operation without the use of forceful measures. This manner of conduct is commonly known as using diplomacy. This brings out the conclusion that the educator must include diplomacy as a point in his sound, positive disciplinary policy. He will not do or say things which will destroy the efficiency and effectiveness of the disciplinary program by alienating the group.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Characteristics of Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Democratic policy recognizes and respects the individual's work and trustworthiness.</td>
<td></td>
</tr>
<tr>
<td>2. A certain amount of group control can and should be gained through appeals to their desire for security.</td>
<td></td>
</tr>
<tr>
<td>3. The educator must provide learning experiences in which the desirable forms of behavior are lived by all the participants.</td>
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</tr>
</tbody>
</table>

It was noted in the introduction to this chapter that the educator must do nothing that might motivate his pupils to make mistakes in behavior. It is indicated in the
democratic criteria of soundness that the worth and trustworthiness of the society's members must be respected. If the educator is to retain the respect that he inherited when he joined democratic society, he must not do anything which would destroy it. Dishonesty on the part of the educator would certainly go a long way toward destroying this respect. There are other criteria for sound policy which make it important that dishonesty be omitted from the educator's actions. The criteria from sociology make it plain that pupils have a definite desire for security. Because of the nature of the educational process and the unique position of the teacher in this process, dishonesty on the part of the teacher would certainly not aid in the satisfactions of this desire. Since one of the objectives of education is to meet the needs and wants of the pupil, it must be concluded that dishonesty must be eliminated from the educator's actions.

The criteria considered here, and the reasoning followed here, indicate that the educator must include honesty as a part of his sound, positive disciplinary policy.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Characteristics of Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The educator must view disciplinary problems as problems arising from undesirable behaviors.</td>
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</tbody>
</table>
2. The educator must see the individual as a whole and organize the motivation as a whole in such a way as to induce co-incident development of all the parts.

3. All behavior should be studied on an unemotional basis.

Deliberateness and orderliness have been validated as being parts of a sound, positive disciplinary policy. Neither of these parts of the policy could be carried out successfully if the emotions were allowed to enter the process. In light of these statements, it is logical to conclude that the educator must treat disciplinary problems objectively. This conclusion is strengthened by the criteria from psychology which indicate that the educator must look upon disciplinary problems as problems arising from undesirable behaviors, and that all behavior problems should be studied on an unemotional basis.

One democratic criterion indicates that a sound system of control must be just and fair. Emotionalism certainly cannot be allowed to come into the system of control that is to be just and fair, because it tends to destroy orderliness. Again it must be concluded that behavior problems must be studied unemotionally.
One of the criteria from sociology indicates that the members of a society desire security. The educator will certainly not be contributing as he should to this security if he starts playing favorites or goes into temper tantrums in the classroom.

The preceding passages indicate that objectiveness must be incorporated into the sound, positive disciplinary policy of the educator.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Characteristics of Policy</th>
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</thead>
<tbody>
<tr>
<td>1. The educator must understand each individual and modify the motive in such a manner that it will fit the trend of the individual's behavior at the time it is applied.</td>
<td></td>
</tr>
<tr>
<td>2. An effective social group is tolerant toward all the individuals who are contained in the group.</td>
<td></td>
</tr>
<tr>
<td>3. Democratic policy recognizes the equality of rights of those who are subject to its jurisdiction.</td>
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</tbody>
</table>

One of the criteria from psychology indicates that the educator must understand each individual, and modify his actions in the educational situation to fit the needs of
the individual. One of the democratic criteria of soundness indicates that the educator must respect the equality of rights of the people. If these two criteria are combined with the criteria from sociology which say that an effective social group is characterized by tolerance, the conclusion that understanding tolerance is an important part of a sound, positive disciplinary policy presents itself. This conclusion is further strengthened by a criterion from democracy which indicates that minorities must be recognized although they are not to be allowed to dominate the group.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Characteristics of Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The educator should take into consideration a fact that best motivation is obtained from goals set up and accepted by the individual as a result of his needs.</td>
<td>Purposeful</td>
</tr>
<tr>
<td>2. An effective social group will have common purposes which will unify the participants.</td>
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</tbody>
</table>

One of the psychological criteria makes it clear that the learning experience must have purpose if it is to be meaningful to the learner. One of the sociological criteria indicates that if a social group is to be effective it must
have common purposes. Since the educator is a part of this society, it can be concluded that he must be purposeful in his actions for, as it has been pointed out previously, the educator's actions will have a strong motivating influence upon the group.

<table>
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<th>Criteria</th>
<th>Characteristics of Policy</th>
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<tbody>
<tr>
<td>1. An effective social group must accept without effort the social control of the majority.</td>
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<tr>
<td>2. An effective social group should be made up of people who like to be together; there should be a sense of belongingness.</td>
<td></td>
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<tr>
<td>3. In an effective social group there must be co-operation. Final action must come as a result of inter-action.</td>
<td></td>
</tr>
<tr>
<td>4. The disciplinary policy must encourage faith of all concerned in the workability of democratic organization.</td>
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</tr>
</tbody>
</table>
5. The educator must utilize feelings and emotion as sources of increased energy.

Sociological criteria indicate that the members of an effective social group will accept the decisions and control of the majority without effort; that the group is made up of individuals who have a sense of belongingness; and that the participation characteristic of an effective social group is voluntary. These things make it evident that loyalty to the group is a necessary characteristic of the educator as a part of the educational society. From the democratic criteria it is found that the educator must have faith in the workability of democratic organization. Since people are loyal only to those things in which they have faith, it is again indicated that loyalty is a characteristic of a good educator. From psychology comes a criterion that the educator must utilize feelings and emotions as sources of increased energy. Loyalties serve as basis for feelings and emotions; therefore, it is again indicated that loyalty to the group and its activities must be taken in as a part of the educator's sound, positive disciplinary policy.

<table>
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<tr>
<th>Criteria</th>
<th>Characteristics of Policy</th>
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</thead>
<tbody>
<tr>
<td>1. The educator must conduct himself in such a way that he will</td>
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</tbody>
</table>
gain the respect and approval of those he comes into contact with.

2. Democratic policy recognizes the right of the individual to feel secure from unreasonable searches of their persons and property. // Fair

3. Democratic policy establishes a system for promoting justice in the society.

The educator must gain the respect and approval of those with whom he comes into contact. He can certainly not gain their complete respect if he does not treat them fairly. Therefore, it appears that fairness must be a characteristic of a good educator. This conclusion is further strengthened by the criterion from democracy which indicates that a sound, positive disciplinary policy is just.

<table>
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<tbody>
<tr>
<td>1. The educator must realize that a motive that proves satisfactory at one time may not prove so at another time.</td>
<td></td>
</tr>
<tr>
<td>2. The educator must understand each individual and modify the</td>
<td>Thorough</td>
</tr>
</tbody>
</table>
motive in such a manner that it will fit the trend of the individual's behavior at the time it is applied.

3. The educator must see and understand the total motivating set and act in light of it.

Previous passages of this study have indicated that the educator must be discriminating and fair in his actions as they concern disciplinary problems. Logically, if he is going to fulfill this part of his policy, he must be thorough in his examination of the motivating set which is responsible for the action he is preparing to deal with. The criteria from psychology indicate that no motivating set will ever re-appear in its original form. These same criteria indicate that motivating sets must be modified to fit each individual at the time he is motivated. This means that in both the correction of behaviors which have already occurred and in the motivating of new behaviors the educator will have to make a complete examination of the situation before he acts and plan his actions in light of his findings if he is to expect any measure of success. After a consideration of these statements, the investigator concluded that the educator must be thorough in his examination of problems.
<table>
<thead>
<tr>
<th>Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. An effective social group should be made up of people who like to be together. There is a sense of belongingness.</td>
<td>Friendly</td>
</tr>
<tr>
<td>2. An effective social group must have ample opportunity to become acquainted with each other.</td>
<td></td>
</tr>
<tr>
<td>3. Democratic policy must recognize that the student body has the right of vote in the approval of constituted law.</td>
<td></td>
</tr>
<tr>
<td>4. A democratic policy requires that minorities be recognized and heard, but does not condone domination by them.</td>
<td></td>
</tr>
<tr>
<td>5. In an effective social group all should have a part in the shaping of decisions.</td>
<td></td>
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From sociological criteria of soundness, it is seen that an effective society is made up of people who are interacting, and who like to be together. These criteria also indicate that ample opportunity must be given for the
participants of the society to become acquainted with each other. This would indicate that there must be present a spirit of friendliness if the social group is to be effective.

One of the democratic criteria is that everyone shall have the right to vote in the making of decisions. Another of these same criteria indicates that minorities must be heard but that domination by them is not to be condoned. These criteria indicate that decisions in a democracy are reached by peaceful, friendly means and not by the use of arbitrary and forceful measures. These statements lead the investigator to the inevitable conclusion that friendliness must be a part of the educator's sound, positive disciplinary policy.

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<th>Criteria</th>
<th>Characteristics of Policy</th>
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<tbody>
<tr>
<td>1. The educator must respect the individual's worth and trustworthiness.</td>
<td>Courteous</td>
</tr>
<tr>
<td>2. Democratic policy recognizes the equality of rights of those who are subject to its jurisdiction.</td>
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The previous passage validated friendliness as a part of the educator's sound, positive disciplinary policy. Friendliness toward an individual indicates that that individual is respected. If an individual is worthy of respect,
he is most certainly worthy of being treated courteously. Therefore, it must be concluded that the educator should be courteous in his contacts with his pupils.

Democratic criteria indicate that the equality of rights of the members of the society must be recognized. This recognition of his rights and the non-violation of those rights constitute an act of courtesy. Therefore, it must be concluded that courtesy is a necessary part of the educator's sound, positive disciplinary policy since he is a part of the educational society.

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<tr>
<td>1. A certain amount of group control can and should be gained through appeals to their desire for security.</td>
<td>Sincere</td>
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<tr>
<td>2. The educator must conduct himself in such a way that he will gain the respect and approval of those he comes into contact with.</td>
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<tr>
<td>3. The educator must understand that all acts of learning come only after motivation has occurred.</td>
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It has been shown in earlier pages that the educator is a part of the educational society. It has also been shown that due to his position as leader of the social group his attitudes and actions are reflected in the attitudes and actions of the rest of the society's members. This society will not feel very secure in its purposes and activities nor will it have much liking for an educator who is insincere in his own visual purposes and actions. This is apt to weaken their faith in the educator and in his influence over the social group. Since the educator must encourage the faith of the society's members in the workability of a democratic organization, he must demonstrate such a faith in himself. It is a well-known fact that students are hard to deceive for any great length of time. Therefore, the educator must be sincere in his own faith in democracy. Logically, since the educator's sincerity of action and belief has such a strong influence upon the success with which he is able to teach certain faiths to his students, it must be concluded that sincerity is an important part of the educator's sound, positive disciplinary policy.

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<td>1. The educator must understand that all acts of learning come only after motivation has occurred.</td>
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2. The educator must see and understand the total motivating set and act in accordance with it.

3. The educator must see the individual as a whole and observe the motivation as a whole in such a way as to induce co-incident development of all the parts.

The criteria from psychology indicate that all behavior is motivated. Since disciplinary problems arise from the occurrence of deviate forms of behavior, it must be concluded that these behaviors are also motivated. If the various motivating forces that bring about these undesirable actions can be removed or nullified, the misbehavior should disappear. Of course, the motivating forces which have been removed should be replaced by the educator with more desirable ones. If this is not done by the educator, it may be done by less desirable persons or conditions in the pupil's environment.

In order that he may be able to detect the symptoms which would indicate that a breakdown of his positive program is possible, the educator must be very alert and observing. If he is not, the symptoms may develop into behaviors before he can do anything about it. This appears to indicate that
if the educator is to have any degree of success with his positive disciplinary program, he must be observant.

There are other reasons why the educators should be observing. The criteria from psychology indicate that he must see and understand the experience problem as a whole. Another of the criteria indicates that he must see the motivating set of the whole. Some of the information which the educator must have if the picture is to be complete can be gotten only by observation. Again we must conclude, therefore, that the educator must include observingness as a part of his sound, positive disciplinary policy.

Criteria

1. A certain amount of group control can and should be gained through appeals to their desire for security.

2. Democratic policy assumes a certain degree of responsibility for the promotion of the general welfare.

3. The educator must utilize feelings and emotion as sources of increased energy.

4. The educator must realize that motivation may be
accomplished by bringing the goals closer and that this can be done by making the goals more attractive or reducing the problem to the learner's level of insight.

The criteria of sociological criteria indicate that pupils have a desire for security. The criteria for democratic soundness indicate that the leader of the social group must assume a certain measure of responsibility for the promotion of the general welfare and insure domestic tranquillity. These statements indicate that the educator must contribute what he can to the pupil's sense of security.

Probably one of the best single ways in which the pupil's sense of security can be strengthened is by the development of attainable goals, and by clarifying the paths he must take to attain them for it is a well known fact that people who know where they are going and how they are going to get there do not worry and show other evidences of possessing a feeling of insecurity.

Probably one of the best means of disturbing this sense of security is accomplished by changing the goals and purposes of the individual, or by changing the means by which the goals are to be gained. In other words, confused and insecure feelings can be created by inconsistencies on the part of the educator. It is assumed that the educator desires
to have a study group in which there is found a definite feeling of security; he must include consistency as one of the parts of his sound, positive disciplinary policy.

Summary

The purpose of this chapter has been to create a sound, positive disciplinary policy for the secondary schools of a democratic country. This has been done by assimilating the criteria set forth in the second chapter and creating points of disciplinary policy which met with these criteria. The points of policy arrived upon are as follows:

1. The educator should be deliberate in all of his actions as they are concerned with the disciplinary program. He should take time to analyze the many and complex phases of the situation upon which he must act.

2. The educator should be orderly in his attack upon the complex disciplinary problems which present themselves.

3. The educator should be co-operative in all of his dealings with other people concerning disciplinary problems.

4. The educator should be discriminating in all his thoughts and actions, selecting only those which will serve to further the disciplinary program most efficiently.

5. The educator should be diplomatic in all of his actions, doing only those things which will contribute most to the effectiveness of the disciplinary program.
6. The educator should be honest in all of his actions concerning a disciplinary program.

7. The educator should be objective in all of his thoughts and actions as they are concerned with disciplinary problems.

8. The educator should be tolerant and open-minded in his contacts with those whose characteristics differ from his own.

9. The educator should be purposeful in all of his thoughts and actions.

10. The educator should demonstrate loyalty to the democratic faith and to the social group with whom he is working.

11. The educator should be fair and impartial to the group with which he is working in the carrying out of a positive disciplinary program.

12. The educator should be thorough in his analysis of the disciplinary problem and in the corrective actions which he takes.

13. The educator should be friendly with those with whom he is dealing concerning disciplinary problems.

14. The educator should be courteous in all of his actions as they are concerned with the disciplinary program.

15. The educator should be sincere in all of the actions which he takes in dealing with disciplinary problems.
16. The educator should be alert and observing at all times making mental notes of all behaviors which may possibly be symptoms capable of developing into misbehaviors.

17. The educator should be consistent in the demands he makes upon the pupils, making changes when they are for the good of the general welfare.
Chapter V

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

This has been a study to determine a sound, positive disciplinary policy for secondary schools. Its purpose has been to determine some of the major types of disciplinary problems and some of their causes, and to propose a sound, positive disciplinary policy to govern the actions of the educator in his dealings with disciplinary problems from both the correctional and positive points of view.

Summary and Conclusions

In the second chapter there were presented and validated certain criteria for soundness taken from the fields of psychology, sociology and democracy. Possibly the most important conclusion reached with regard to the psychological criteria was that the field theory of psychology is superior, at least in so far as discipline is concerned, to the atomistic theory. Probably the most significant conclusion reached with regard to sociological control was that social control can be gained through appeals to the society's desire for security, novel and exciting experiences, recognition and approval, and response, and also by making the appeals clear and impressive. Probably the most significant conclusion reached in the democratic criteria was that the children
must live under democratic conditions and participate in the doing of democracy if they are expected to become desirable citizens of a democratic society.

In the third chapter a partial list of the major types of disciplinary problems with which teachers have had to contend in the past was presented and also a partial list of the causal factors which brought about these disciplinary problems. It was concluded here that disciplinary problems appear to fall into five general groupings. These were: (1) dishonesties, (2) anti-social activities, (3) lack of self-control, (4) sex offenses, and (5) lack of interest and ambitions. The causes for misbehavior fall into two general categories. They are: (1) training deficiencies and (2) physical factors stemming from inheritance, personal injuries and the physical environment. The training deficiency included such as the following: (1) utilization of inferior methods, (2) lethargy and indifference, and (3) lack of proper parental relationships. Examples of the physical factors involved in disciplinary causation are: (1) physical abnormalities, (2) poverty in the home, (3) undesirable environmental conditions and (4) brain injuries.

The purpose of the fourth chapter was to present a sound, positive disciplinary policy for secondary schools operating under a democratic form of government. This policy
was based upon an assimilation of the psychological, sociological and democratic criteria presented in the second chapter. The various points of policy were created to govern the actions of the high school educator in creating and maintaining a sound, positive disciplinary program for his school.

The investigator concluded that the educator in furthering this type of program would have to be:

1. Deliberate of thought and action
2. Orderly in thought and procedures
3. Co-operative in all his inter-actions
4. Discriminating in the selection of activities to be allowed
5. Diplomatic in gaining desired results
6. Honest and straightforward in his contacts with teachers and students
7. Objective in thought and actions
8. Tolerant and open-minded concerning minority groups
9. Purposeful in thoughts and deeds
10. Loyal to the democratic faith and to the social group
11. Fair and impartial in all his actions
12. Thorough in his analysis of misbehavior and in his corrective actions
13. Friendly in all of his contacts with the society
14. Courteous in all of his contacts with the society
15. Sincere in his beliefs and actions
16. Alert and observing at all times
17. Consistent in the demands he makes upon the society

Recommendations

The educator as a result of this study has arrived at the conclusion that a positive approach to the disciplinary problems of the secondary schools is superior to the negative approach. He recommends, therefore, that teacher education institutions determine more effective methods of giving future teachers the knowledges and experiences they must have if they are to be able to carry out such a program when they become a member of the teaching profession. If the knowledges concerning the positive approach are not complete enough for the educational institutions to feel safe in doing this, the investigator further recommends that these institutions devise means of gaining the needed information.
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