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DISCIPLINARY PROBLEMS IN HIGH SCHOOL

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DISCIPLINARY PROBLEMS IN HIGH SCHOOL

by

Willard Kyte French

A PROBLEM IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE MASTER OF SCIENCE DEGREE

MASSACHUSETTS STATE COLLEGE

AMHERST, MASSACHUSETTS

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TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF CONTENTS	iii
INDEX OF TABLES	vii
<hr/>	
<u>CHAPTER I - INTRODUCTION</u>	2
THE MEANING OF DISCIPLINE	3
EVOLUTION OF DISCIPLINE	4
DISCIPLINE DEFINED	6
<u>CHAPTER II - DISCIPLINARY PROBLEMS</u>	8
STATEMENT OF THE PROBLEM	8
WHY PUPILS DO NOT CONFORM TO REQUIREMENTS	8
CAUSE OF BEHAVIOR	9
UNFAVORABLE FACTORS IN CHILD BEHAVIOR	9
<u>CHAPTER III - MATERIAL AND PROCEDURE</u>	16
DISCIPLINE CARD	16
RECORD CARD	17
OFFICE CARD	17
GUIDANCE FOLDERS	18
SENIOR YEARBOOK	18
SELECTION OF CASES FOR STUDY	19
GROUPS COMPARED	20
<u>CHAPTER IV - COLLECTION OF DATA</u>	22
INFLUENCE OF SEX	22
INFLUENCE OF CHRONOLOGICAL AGE	23
INFLUENCE OF INTELLIGENCE QUOTIENT	24
INFLUENCE OF SCHOLASTIC ACHIEVEMENT	27

TABLE OF CONTENTS (Continued)

INFLUENCE OF SIZE OF FAMILY	29
INFLUENCE OF ORDINAL RANK IN FAMILY	31
INFLUENCE OF SOCIO-ECONOMIC STATUS	32
INFLUENCE OF FOREIGN PARENTAGE	37
INFLUENCE OF ELEMENTARY SCHOOL	38
INFLUENCE OF AFTER-SCHOOL EMPLOYMENT	41
INFLUENCE OF EXTRA-CURRICULAR ACTIVITIES	43
INFLUENCE OF CURRICULUM	45
INFLUENCE OF THE INDIVIDUAL TEACHER	46
INFLUENCE OF SOCIAL MALADJUSTMENT	48
<u>CHAPTER V - SUMMARY</u>	52
<u>CONCLUSIONS FROM COMPARISONS</u>	
1. CHRONOLOGICAL AGE	52
2. INTELLIGENCE QUOTIENT	52
3. SCHOLASTIC ACHIEVEMENT	53
4. SEMESTERS NEEDED TO GRADUATE	53
5. SIZE OF FAMILY	53
6. ORDINAL RANK IN FAMILY	54
7. SOCIO-ECONOMIC STATUS	54
8. NATIONALITY OF PARENT	55
9. ELEMENTARY SCHOOL	55
10. EMPLOYMENT	55
11. EXTRA-CURRICULAR ACTIVITIES	56
12. CURRICULUM	56
13. THE TEACHER	57
14. SOCIAL ADJUSTMENT	57

TABLE OF CONTENTS (Continued)

SUMMARY	57
DISCUSSION	57
BIBLIOGRAPHY	60

INDEX OF TABLES

INDEX OF TABLES

<u>TABLE I</u>	. . . COMPARISON OF CHRONOLOGICAL AGES	24
<u>TABLE II</u>	. . . COMPARISON OF INTELLIGENCE QUOTIENTS.	26
<u>TABLE III</u>	. . . COMPARISON OF GROUPS IN AVERAGE GRADES.	28
<u>TABLE IV</u>	. . . COMPARISON OF GROUPS IN NUMBER OF SEMESTERS NEEDED FOR GRADUATION	29
<u>TABLE V</u>	. . . COMPARISON OF GROUPS IN SIZE OF FAMILY.	31
<u>TABLE VI</u>	. . . COMPARISON OF GROUPS IN ORDINAL RANK IN FAMILY	32
<u>TABLE VII</u>	. . . COMPARISON OF GROUPS IN SOCIO-ECONOMIC STATUS	36
<u>TABLE VIII</u>	. . . COMPARISON OF GROUPS IN FOREIGN BORN PARENTAGE	38
<u>TABLE IX</u>	. . . COMPARISON OF GROUPS BASED ON ELEMENTARY SCHOOL ATTENDED	40
<u>TABLE X</u>	. . . COMPARISON OF GROUPS IN AFTER-SCHOOL EMPLOYMENT.	42
<u>TABLE XI</u>	. . . COMPARISON OF GROUPS IN EXTRA-CURRICULAR ACTIVITIES.	44
<u>TABLE XII</u>	. . . COMPARISON OF GROUPS BY CURRICULUMS	46

INTRODUCTION

CHAPTER I

INTRODUCTION

A considerable amount of the time and energy of the teachers and principals of our high schools is spent on problems of 'deportment' that are continually arising in the administration of our secondary schools. Teachers and principals, alike, are aware of the fact that in the management of a high school certain individuals are classed as regular 'offenders' against school rules, regulations and customs, while other pupils rarely, if ever, are sent to the office for disciplinary treatment.

This difference in behavior of pupils is an ever present problem, and no doubt will continue to be a matter for discussion and inquiry for some time to come. Hollingworth¹ bears this out in saying that "problems of pupil management will perhaps never be absent from education, certainly not from education under compulsory attendance laws." Problems of behavior have been the subject of many studies by educators and psychologists in the effort to determine their causes, and in the hope that something can be done to remove or alter factors found to be contributing to acts of misconduct by high school pupils.

1. Hollingworth, H.L., Educational Psychology, Chap. 20

THE MEANING OF DISCIPLINE. - The term 'discipline' as it applies to education, has been given many meanings, but the following quotation from Kelly assigns a broad meaning to this term. "In its broadest meaning, the term discipline has been used in education to connote the development and training of the physical, mental and moral capacities of the child, through exercise and instruction. Thus defined, discipline is as comprehensive as education, since including as it does, mental, physical and moral training, it involves the entire development of the individual. Discipline, in this broad sense, is also a factor in the development of character, since it includes the control, the regulation, and the guidance of all the forces that contribute to the acquisition of character. As such, discipline must be inherent in all the work of the school. As such, discipline is not for the few, but it is for all; not for the slow and retarded only, but for the bright as well; not for the unruly alone, but also for the well behaved. As such, discipline must be considered one of the principal aims of education.

"In its ordinary present-day usage, discipline is employed to indicate any and all means adopted for the better conduct of the school, particularly with reference to the orderly behavior of the pupils. In this sense it denotes more than mere influence exercised by the teacher over the pupils; it denotes a great deal more than external

conformity to the rules of good order. It implies two essential elements. The first element is to secure on the part of the pupils the type of conduct and behavior that will be conducive to good, orderly working conditions. The second and more important element is to secure this conduct and behavior in such a way that it enriches the life of each individual mentally, morally, and physically, and in such a way that it contributes to the formation of character. The first element endeavors to achieve immediate results and involves attention to the outward aspects of school and classroom management. The second element implies the acquisition of habits and skills, of ideals, and of attitudes which make for social efficiency and for moral growth and development. This second element, likewise, implies on the part of the teacher an insight into and an understanding of the nature and needs of the individual pupils."²

From the above we conclude that discipline is more than the orderly conduct of the classroom or school, for it is a vital factor in the character training of our young people.

EVOLUTION OF DISCIPLINE. - It is doubtful whether any phase of education has shown a more radical evolution in theory and practice than that of school management or control. The application of physical punishment was long the means em-

2. Kelly, William A., Educational Psychology, pp. 264-65

ployed to discipline the school. The severity of the punishment has varied, growing gradually less brutal with the passing of time. Bossing³ tells us that "The picture of the ancient Roman schoolroom, in which the youth were undergoing a rigorous flogging at the hands of the schoolmaster is symbolic of the school of that day, but it would not find its counterpart in any picture that symbolized the modern school." Vittorino da Feltre,⁴ one of the Italian Humanists of the 15th century, had the idea that the physical environment of a school should be beautiful and that corporal punishment should be used very sparingly. In its place he would have individual attention given to the special needs of the pupil. Again in the little schools of Port Royal,⁵ the matter of a milder form of discipline was given much attention and a tendency developed there to substitute interest and motivation for compulsion. This was followed in the 18th century by the naturalists whose chief advocate was Rousseau and by the Developmentalists among whom the name of Pestalozzi⁶ occupies a prominent place. All of these were convinced that punishment was not good; in fact, they deplored the commonly accepted idea of rigid discipline as repressive and likely to cause maladjustment. In spite of these men and movements the older idea of a repressive

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3. Bossing, Nelson L., Progressive Methods of Teaching in Secondary Schools, Chap. 6
4. Cubberley, Ellwood P., The History of Education, p. 266
5. Ibid. p. 348
6. Ibid. p. 542

atmosphere and rigid discipline held sway until well into the twentieth century. The school of today is far different from that of our grandfather's time, or our father's for that matter. In the comparatively short space of a generation or two we have observed a remarkable transition from the 'switch' and 'rattan' era to that of the student council, and other self-governing bodies, concerning themselves with self-discipline and school management.

DISCIPLINE DEFINED. - Before proceeding with this study we need a clear and concise definition of discipline. For our purpose, here, the phase of discipline as it applies to the outward aspects of school management will be considered, but not forgetting its other aspect of character development. There are many criteria of discipline, a common one of which is "The natural attitude of the teacher is to consider those acts misconduct which interfere with the work of learning and teaching as school activities."⁷ This rule is one that is widely accepted but it seems that the following, by Bossing,⁸ presents a terse definition of the term discipline. "In its most modern and inclusive sense, discipline means preparing boys and girls for life in a democratic society."

7. Hollingworth, H.L., op-cit. Chap. 20

8. Bossing, Nelson, op-cit. Chap. 6

DISCIPLINARY PROBLEMS

CHAPTER II

DISCIPLINARY PROBLEMS

STATEMENT OF THE PROBLEM. - This study has been undertaken to ascertain what factors or elements contribute to, or cause, the poor disciplinary records of some pupils in the Worcester North High School.

WHY PUPILS DO NOT CONFORM TO REQUIREMENTS. - Parents and teachers are constantly searching for the reasons why certain children continually evade social requirements of behavior and insist upon adopting individual methods of response that are not accepted as social standards. Many explanations, or reasons, are advanced for this trait in young people. The following by Wickman¹ is one of the interesting explanations that seek to clarify this matter. "It might be explained in accordance with the general laws of nature which indicate oppositional tendencies between standardization and individualization in the development of any biological product. But this would not account for the particular forms of behavior problems, or explain the nature of behavior disorders."

Misbehavior, then, can be explained as the result of the social pressure brought to bear upon the individual and his inability to respond in the conventional manner.

1. Wickman, E.K., Children's Behavior and Teachers' Attitudes, p. 150.

CAUSE OF BEHAVIOR. - A group of teachers² studying behavior found that it is caused, and as a result of their investigation concluded that this furnished a strong reason for getting and observing the facts about individual children. By this method they could learn the scientific generalizations that explain how various combinations of factors lead to certain patterns of behavior. This finding and others of a like nature have undoubtedly influenced the objective approach to the study of disciplinary problems.

A further observation has frequently been made to the effect that practically all overt behavior has two major implications: first, it influences total personality, and second, it has decided social implications. In support of this view Skinner³ has the following to say: "Personality involves not only behavior on the part of the individual, but response to that behavior on the part of another individual." In this sense, personality, the totality of an individual's characteristics, is behavior.

UNFAVORABLE FACTORS IN CHILD BEHAVIOR. - Many lists of unfavorable factors in children's behavior have been made and could be used here but for the purposes of this study the following by Cutts⁴ seems to be most appropriate.

-
2. Staff of the Division on Child Development and Teacher Personnel, Helping Teachers Understand Children, p. 372
 3. Skinner, Charles E., Elementary Educational Psychology, chap. 3
 4. Cutts, Norma E., & Moseley, Nicholas, Practical School Discipline and Mental Hygiene, chap. 14

I. Familial and Environmental

A. Handicaps of parents and adult relatives

1. Limited mentality or mental illness
2. Severe and infectious illness
(e.g. Tuberculosis, Syphilis)
3. Abnormal temperaments (e.g. unstable, irritable)

B. Bad home and neighborhood conditions

1. Broken homes
2. Irresponsible parents (e.g. alcoholic, immoral)
3. Conflict with Old-World languages and customs
4. Overcrowded sleeping and living quarters - lack of privacy
5. Poverty
6. Bad neighbors and neighborhood
 - a. Poor recreational facilities
 - b. Lawless gangs

II. Temperamental

- A. Instability, weak character
- B. Anger, tantrums, sullenness
- C. Timidity and withdrawal

III. Physical

- A. Glandular disturbance as evidenced by
 1. Over or undersize or weight for age

2. Early or delayed development of sex characteristics
 3. Excessive activity, lethargy, sluggishness
- B. Undernourishment, including lack of vitamins
- C. Insufficient sleep, rest, activity, and open air exercise, excessive fatigue
- D. Sickness, disease and abnormal conditions
1. Any severe or prolonged attack of any kind, (teeth)
 2. Idiocy, mental retardation, emotional instability, fetal injuries, inter-cranial hemorrhages at birth
 3. Diseases with more or less direct effect on the brain (e.g. syphilis, St. Vitus Dance, epilepsy)
 4. Disease and condition to which the child attaches shame (e.g. acne and other skin eruptions)
- E. Defects
1. Deafness
 2. Poor vision
 3. Speech
 4. Crippleness
- F. Unattractive appearance
1. Uncared for person
 2. Unkempt clothing

3. Pediculosis

IV. Emotional and social

- A. Lack of affection, feeling of not belonging
 - 1. Unloved by parents
 - 2. Disliked by teachers and other adults
 - 3. Excluded from group by other children
- B. Overprotected by parents and teachers
 - 1. Subject to excessive care
 - 2. Overdependent
 - 3. Selfishly absorbed by elders
- C. Lack of success (failure, frustration, defeat)
 - 1. In tasks or schoolwork
 - 2. In games or physical activity
- D. Lack of recognition
 - 1. No opportunity to do things of value or interest
 - 2. No recognition for things done or attempted
 - 3. Blame, criticism, ridicule, humiliation
 - a. For failure in task or play - inability
 - b. For unpleasant characteristics - appearance
- E. Insecurity from, e.g.
 - 1. Lack of affection, failure, lack of recognition
 - 2. Shame about family position
 - 3. Fear of not belonging, or loss of position

- a. In family, e.g. jealousy of new baby
- b. In group, being different in dress or
speech

- 4. Irrational fears, e.g. doctors, animals
- 5. Feeling of inferiority
- 6. Overdependence on others
- 7. Sense of guilt, guilty conscience
- 8. Prolonged or intense worry
- 9. Lack of routine
- 10. Inconsistent discipline

V. Mental

- A. Limited intelligence, for age
- B. Lack of special abilities
- C. Special disabilities

VI. Educational

- A. Inferior habits, achievement, skills, attitudes
due to
 - 1. Faulty early training at home
 - 2. Limited direct and vicarious experiences
(excursions)
 - 3. Faulty or irregular schooling
 - 4. Lack of ability or effort
 - 5. Ability superior to opportunities
 - 6. Language handicaps, due to foreign parentage
or poor training
- B. No developed interest which is socially accepted

1. Lack of opportunities for out of school hobbies
 2. School curriculum too narrow for exploration
or development
- C. Adverse cultural environment, e.g.
1. Crime movies
 2. Indecent literature

VII. Occupational

- A. No regular occupation or responsibility
- B. Overdependence on adult direction, lack of
initiative
- C. Tasks dictated by someone else
1. Not allowed individual development
 2. Not understood as to purpose or method
 3. Of no known interest or value to the individual
- D. No freedom
1. A too full schedule of assigned and supervised
work and play
 2. Reproof and prohibition of natural experimen-
tation.

In the study of the disciplinary records of a large number of pupils it is obvious that all of the factors in the above outline could not be investigated. However, there are many contained in this list that could be examined and, as many as possible are considered in the succeeding chapters.

MATERIALS AND PROCEDURE

CHAPTER III

MATERIALS AND PROCEDURE

When this problem of determining what factors enter into cases of discipline at the Worcester North High School presented itself for solution, the first task was to examine what sources of information were present for investigation. These are listed below.

DISCIPLINE CARD. - For several years it has been the practice to record on a discipline card the date, nature of the offense, whether one of commission or omission, and the penalty imposed. The notations on these discipline cards run the gamut from forgotten excuses for absence and tardiness to insubordination and truancy. The following is a typical record of a pupil classed as a disciplinary case.

Carde, A. Typical					
DATE	AMOUNT	ARRIVED	DEPARTED		
10/7	1 hr.	1:15	2:15	Failure to keep P.M. - "Downey"	
12/23	1 hr.	1:18	2:18	Talking in Room 12 12/21/42	
1/18	1 hr.	1:21	2:21	Disturbance in P.M. room 1/17/43	
1/20	1 hr.	1:15	2:15	Tardy	
1/22	$\frac{1}{2}$ hr.	1:20	1:50	Late to class	
2/5	1 hr.	1:19	2:19	" " "	
2/28	1 hr.	1:16	2:16	Throwing chalk - Rm. 7 2/25/43	
5/3	1 hr.	1:15	2:15	Failure to keep P.M. Mr. Stone	
6/12	1 hr.	1:15	2:15	Skipped 5 + 6 periods 6/10/43	2
6/13	1 hr.	1:17	2:17		1
9/15	1 hr.	2:05	3:05	Disobedient - Rm. 2 9/15/44	
10/7	1 hr.	2:10	3:10	Truant 10/5/44	6
10/8	1 hr.	2:05	3:05		5

If during the school career of a pupil one card will not suffice, and it frequently does not, another numbered 2, 3, 4, and so on is added as required.

RECORD CARD. - The official record card provided information relative to the scholastic grades obtained by the pupil while he had been a member of the school. The Intelligence Quotient of each pupil is recorded on the reverse side of this same card.

OFFICE CARD. - The term card, or program of studies, a sample of which is below, and made out each semester, provided several factors to be considered in this study.

Name		Lianides, Christy		Class		45B	
Room		21		Age (October 1, 1944)		16 yrs 11 mos.	
Date		Jan. 28, 1946					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday		
1	Physics II					47	
2	Hist. VIII					11	
3	Eng. VIII					27	
4	Study 21	Study 21	Slide Rule 46	Study 21	Study 21		
5	Solid Geom.					1	
6	Study					22	
Parent or Guardian		William S. Lianides					
Address		133 West Street		Telephone Number		5-6790	
Grade VIII		Belmont St. School		Birthplace of Parent		Greece	
School attended last year		North High School		Birthplace of Pupil		Worcester, Mass.	
Number of years in School		11½		Date of Birth		Nov. 13, 1927	
Miss Baker		PRINTED AT WORCESTER VOCATIONAL SCHOOL		Lianides, Christy			

The question of whether or not a pupil was employed during out of school hours, for how long, and for whom, was recorded on the reverse side of the card. This source also indicated the school from which the individual entered the North High School. The chronological age of the pupil, in years and months, as of October first of the current school year, was also available from this card. Here, too, was shown the birthplace of the pupil as well as that of his father.

GUIDANCE FOLDERS. - The guidance counsellor's folders provided several vital statistics about the pupil not found on any of the above cards. In these folders are recorded the occupation of the father, the number of children in the family, and the ordinal rank of the pupil in the family.

SENIOR YEARBOOK. - Each of the above proved to be an important source of information and yet none of these provided any enlightenment on the question as to whether any individual was participating in extra-curricular activities such as sports, dramatics, clubs, or the school publications. This itemization, which might be significant, could only be procured for any considerable number of pupils by consulting the "Northern Lights," the senior yearbook.

All of these sources of information would be available, and of use, only if the pupils to be studied had completed their high school course, and so members of the North High School, class of 1945, serve as the subjects of this

inquiry.

SELECTION OF CASES FOR STUDY. - The disciplinary cards for members of the class of 1945 were removed from the current file, and during this process those having many listings were segregated. This separation was made according to the multiplicity of the notations and without reference to the severity of the offenses described on the cards. The result of this division showed that in the graduating class there had been forty-one pupils who had been rather "regular callers" at the office. These forty-one, then, constituted the Disciplinary group for this problem.

The first inclination, one of curiosity, was to determine how many of these records had been accumulated by girls, and it was found that among the forty-one there were only five as compared to the thirty-six amassed by the boys.

To compare with this Disciplinary group it was decided to select forty-one pupils, of the same class, whose disciplinary records might be classed as normal, and for the purpose of this study this group is hereafter designated as the Control group. Because of the overwhelming prevalence of boys in the Disciplinary group it was considered best that the pupils comprising the Control group be selected on the basis of sex, thus making the two groups homologous. Consequently the Control group, as well as the Disciplinary group, contains thirty-six boys and five girls.

GROUPS COMPARED. - The Disciplinary and Control groups were then compared on as many bases as could be obtained from the information available for study. The following chapter considers these comparisons.

COLLECTION OF DATA

CHAPTER IV

COLLECTION OF DATA

As stated in Chapter II certain salient unfavorable factors in children's behavior were selected for study. The procedure involved two major steps: first, a search through the literature to discover what other investigators have found concerning each factor, and second, a study of the Control and Disciplinary groups in this investigation to check on the findings of other investigators. The material obtained from both of these steps is presented in this chapter under appropriate paragraph headings. In each case the findings of others are given first and then the findings of this study.

INFLUENCE OF SEX. - It is generally thought by the layman that boys present a much more troublesome picture in discipline than do girls. A review of the literature reveals that other investigators have checked on this point.

Haggerty,¹ for example, found that boys rather than girls present the larger number of behavior situations. On this subject Wickman² has this to say, "Boys were about twice as likely to be reported for misbehavior as were girls.

Certain types of conduct are socially 'tolerated' in boys and trained out of girls by social pressure." The findings

1. Haggerty, M.E., The Incidence of Undesirable Behavior in Public School Children, p. 109

2. Wickman, E.K., Children's Behavior and Teachers' Attitudes

of both the above is borne out by Hayes³ who reports that boys initiated more disturbing acts than did girls.

The Disciplinary group considered in this investigation, as previously stated, is composed of thirty-six boys and five girls. The fact that these pupils were selected on the basis of the number of acts of misbehavior recorded on their discipline cards substantiates the findings of other investigators.

INFLUENCE OF CHRONOLOGICAL AGE. - It has been a rather common feeling among teachers that the older pupils and the younger ones alike, were more apt to provide troublesome behavior in school, than were their classmates of normal age. With regard to this thought Hayes⁴ concluded that there was no evidence that the disturbing behavior, in the eighth grade pupils studied, was related to age. In this consideration of age, as it effects behavior, Haggerty⁵ found that no single period of development is characterized by any large behavior problems.

In order to determine whether or not the chronological age of the Disciplinary group, in this study, had any significance, the ages of both the Disciplinary and the Control groups were obtained and are compared in the following table. The ages are given in years and months

-
3. Hayes, Margaret L., A Study of the Classroom Disturbances of Eighth Grade Boys and Girls, p. 42
 4. Hayes, Margaret L., op-cit., p. 42
 5. Haggerty, M.E., op-cit., p. 109

and are recorded as of October 1, 1944. The ages have been grouped in intervals of three months so that a pupil who was 17 years and 5 months old on October first was placed in the table as being 17 years and 3 months old. In a similar manner one who was 18 years and 2 months appears as 18 years and 0 months.

TABLE I
COMPARISON OF CHRONOLOGICAL AGES

Age (Yrs. Mos.)	Control	Disciplinary
18 - 9	0	1
18 - 6	1	3
18 - 3	0	4
18 - 0	0	0
17 - 9	8	11
17 - 6	6	6
17 - 3	9	7
17 - 0	11	7
16 - 9	6	1
16 - 6	0	1
	<u>41</u>	<u>41</u>
Median	17 - 3	17 - 8

The Median suggests that the Disciplinary group was older than the Control. In the Disciplinary group we find the oldest pupil as well as the youngest.

INFLUENCE OF INTELLIGENCE QUOTIENT. - At the present time the Intelligence Quotient is considered to be the most important and meaningful information that may be had about a pupil's intellectual ability, and there exists a high corre-

lation between the results of intelligence tests and success in school. In the list of unfavorable factors influencing children's behavior, Chapter II, one of the major headings is Mental. The first sub-heading under Mental is 'limited intelligence for the pupil's age,' implying an Intelligence Quotient of less than 100. The exact opposite point of view is frequently advanced, namely that, the brilliant student is often a disciplinary problem. The findings of others on this factor, intelligence, as it effects behavior would be of value. In a study of public school children Haggerty⁶ found that if the degree of seriousness in the undesirable behavior is disregarded, then the normal children would seem to be adapting best. The percent of undesirable behavior is lowest at 100 I.Q. and rises rapidly toward the lower end of the intelligence scale. In the case of the more intelligent children the data shows that a high behavior score is due to the greater frequency of the less serious forms of behavior.

Another investigator concurs with this opinion in concluding that a good portion of the maladjustments in school is caused by deficiency in mental ability or conversely, extreme brightness.⁷ Opposed to this point of view Hayes,⁸ determined that there was no evidence that intelligence was related to the amounts of disturbing behavior displayed.

6. Haggerty, M.E., op-cit., p. 114

7. Sorenson, Herbert, Psychology in Education, chap. 6

8. Hayes, Margaret L., op-cit., p. 45

The discrepancy noted above in the findings of the effect of intelligence on behavior, naturally led us to wonder what effect the Intelligence Quotient might have on the discipline records of the pupils selected for this study. From the reverse side of the Record Card the Intelligence Quotients for each of the eighty-two pupils included in this problem were obtained and are compared in Table II. These Intelligence Quotients are arranged in groups of five and are the results of the Otis Self-Administering Tests, given in 1940, while the pupils were in Grade 8².

TABLE II

COMPARISON OF INTELLIGENCE QUOTIENTS

I.Q. Score	Control	Disciplinary
120	5	0
115	8	8
110	9	10
105	6	6
100	7	9
95	5	6
90	1	1
85	0	1
	<u>41</u>	<u>41</u>
Median	111	108

Over a period of ten years the Median Intelligence Quotient of the pupils entering the North High School has been 109.

INFLUENCE OF SCHOLASTIC ACHIEVEMENT. - The lack of success in the chosen field of endeavor, whether it be gainful employment or schoolwork, frequently causes the individual to resort to escapes by which he seeks to excuse his failure. The effect of failure in schoolwork may result in truancy, even the persistent type, his leaving school for work, or to join the Army or Navy.⁹ Success, on the other hand, tends to cause the individual to apply himself to a greater degree to the task set before him. The successful person is more likely to be a happy individual than is the person who is failing. This is substantiated by Pressey¹⁰ in the following quotation:

"Success is essential for healthy mental hygiene." An example of a common escape mechanism used by the failing pupil is that of holding others somehow responsible for his shortcomings by exaggerating the odds against which he struggles and excuses himself in his own eyes from exerting effort to mend his ways.¹¹

The desire to succeed is a motivating force in the life of almost everyone, whether he is a child or an adult. Success through achievement in schoolwork, according to Zachry¹² offers the adolescent, providing he is emotionally secure, the means of demonstrating to himself and others that he is worthy and furnishes a healthy stimulus to self-

9. Pressey, Sidney L., & Robinson, Francis P., Psychology

10. Idem. and the New Education, pp. 169-172

11. Zachry, Caroline B., Emotion and Conduct in Adolescence

12. Idem. p. 175

discipline in development toward maturity.

The term marks of each pupil were averaged in order to establish his rank in the graduating class. The following table shows the distribution of these averaged grades in percentages for the two groups.

TABLE III

COMPARISON OF GROUPS IN AVERAGE GRADES

Average Grade %	Control	Disciplinary
88	2	0
84	4	0
80	8	2
76	5	7
72	11	10
68	11	11
64	0	11
	<u>41</u>	<u>41</u>
Median	75.21%	71.61%

The Median Grade for the graduating classes at the North High School has averaged 76.06% for the past ten years.

In consequence of the findings in this study relative to the three preceding factors, namely, chronological age, Intelligence Quotient, and scholastic achievement, it was deemed advisable to determine and compare the two groups in the amount of time needed by the members to complete the requirements for graduation. The results of this inquiry are found in the following table.

TABLE IV
COMPARISON OF GROUPS IN NUMBER
OF SEMESTERS REQUIRED FOR GRADUATION

Number of Semesters	Control	Disciplinary
10	0	2
9	3	14
8	36	21
7	2	4
	<u>41</u>	<u>41</u>
Median	8	8

While both groups had a Median of eight semesters, the normal program, it is noteworthy that the Disciplinary group had four pupils complete their course in seven semesters while only two of the Control group had accelerated their programs.

INFLUENCE OF SIZE OF FAMILY. - Realizing that the influence of the family is a tremendous factor in the personality and behavior of children it was decided to investigate those phases of the family life that were available for study. From the statistics of the guidance counsellor the size of the families was obtained, the ordinal rank of each pupil in his family was determined, and the occupation of the father noted. These statistics are presented in this paragraph and under the two succeeding paragraph headings.

The size of the child's family may have a great deal to do with his capacity to apply himself and his ability to learn. Certainly the pampered child and the pupil from a

home void of affection and care do not enter the classroom each day with equal readiness to learn. That pupils carry the influence of the home into the schoolroom was found by a group of teachers.¹³ Among their findings they reported that "rejected or neglected children, overprotected children, and jealous children carry home-derived preoccupations to school with them." They further observed that other children worry over family quarrels or illnesses, and are cowed by punishment received at home, or are simply tired out from home duties.

The 'only child' in the opinion of many individuals is synonymous with 'brat.' This idea is a prevalent conception that has no basis for substantiation if we agree with Cutts¹⁴ who says that the only child seems somewhat better behaved than the child from a large family. On this subject, another investigator, Cattell,¹⁵ has the following to say about the only child: "On the whole the only child is superior in most qualities, his defects, when he has them, are likely to be persistent disobedience and rebelliousness. This, however, is also common in the oldest and youngest child." Speaking of large families the same author¹⁶ found

13. Staff of the Division on Child Development and Teacher Personnel, Helping Teachers Understand Children, p. 377

14. Cutts, Norma E. and Moseley, Nicholas, Practical School Discipline and Mental Hygiene, p. 132

15. Cattell, Raymond B., Crooked Personalities in Childhood

16. Idem. and After, pp. 151-157

that pupils from families with seven or more children were reported for misbehavior more than twice as frequently as would be expected on the basis of the population as a whole.

The number of children in the respective families of the pupils considered in this study is shown in Table V.

TABLE V
COMPARISON OF GROUPS IN SIZE OF FAMILY

Number of children	Control	Disciplinary
10	1	0
9	0	2
8	0	2
7	3	0
6	1	2
5	1	1
4	5	6
3	12	12
2	11	12
1	7	4
	<u>41</u>	<u>41</u>
Median	3	3

The 'only child' is found in the Control group seven times as compared to four times in the Disciplinary group.

INFLUENCE OF ORDINAL RANK IN FAMILY. - Except for the reference in the preceding paragraph nothing was found in the literature concerning the effect of the ordinal rank, in the family, on the behavior of children.

The position of the members of the Control and Disciplinary groups, in their families, is shown in the following

table.

TABLE VI
COMPARISON OF GROUPS IN ORDINAL RANK
IN FAMILY

Ordinal Rank	Control	Disciplinary
10	0	0
9	0	2
8	0	1
7	3	0
6	0	0
5	0	0
4	3	4
3	4	5
2	10	11
1	21	18
	<u>41</u>	<u>41</u>
Median	1	2

In the Control group ten were the youngest member of the family as contrasted with fourteen being the youngest in the Disciplinary group.

INFLUENCE OF SOCIO-ECONOMIC STATUS. - Environmental factors are recognized as having unavoidable effects on human personality and behavior. The parents of the pupil, besides being responsible for his inheritance, are also responsible to a very great degree for his environment. The following statement by Skinner¹⁷ points out the part that inheritance plays

17. Skinner, Charles E., Elementary Educational Psychology, chap. 3

in the behavior of children. "Some children as a result of their inheritance, have certain characteristics which make it more difficult for them to adjust to certain environmental influences, or they possess certain inherent capacities which cause them to fall victims to certain environmental forces much more easily than others. Pupils from homes having highly favorable parentage showed superior characteristics, plus self reliance, persistency, system and adventure. Those from families in which there was poor parental influences were more apt to cheat, day dream, be disobedient, dull, inattentive, irregular in attendance, lazy, quarrelsome, slovenly, tardy, lack interest in work, destructive and rude." From the above it is evident that many problems of discipline in school may be traced directly to the influence of the home.

Many of the problems confronting the educators in public schools are problems of adjustment, and while not overt acts of misbehavior, they may lead to such acts and as such are potential discipline cases. Trow¹⁸ has the following to say on this phase of home influence on school behavior.

"Many of the problem cases in school are due to home influence, which has made it difficult for children to satisfy their needs and desires in the wider play and school environment. The home gives the child the feeling of security he

17. Skinner, Charles E., Elementary Educational Psychology,

Chap. 3

18. Trow, William C., Educational Psychology, p. 441

needs, but it may develop fixations; it may be too much a child-centered instead of a cooperative enterprise; it may withhold information on sex and other important matters; it may inculcate a feeling of social superiority or intellectual preeminence, or their opposites, in short, it may be guilty of many sins of omission and commission which leave the child stranded and unhappy in the rough give and take of the schoolroom."

The foregoing estimates of the role of the home in the development of behavior naturally lead to the inquiry as to the effect of the broken home on the total personality of the child. From the information available it was not possible to learn whether or not the pupils in the two groups considered in this study came from divorced or separated families. There were, however, no parents deceased in any family represented in this problem. Cutts and Moseley¹⁹ have reported that children from broken homes, including wards of the state 'boarded out' are more frequently numbered among the chronic cases and serious problems. In a study of the maladjusted children in a large city Pressey²⁰ determined that the broken home was a common factor in the cases investigated. His findings were that, of the maladjusted pupils, 15 percent were found to be living with neither

19. Cutts, Norma E., & Moseley, Nicholas, op-cit., p. 129

20. Pressey, Sidney L., & Robinson, Francis P., op-cit.,
p. 167

parent, 20 percent with one parent who had been divorced and remarried, 62 percent with their mothers alone, and 3 percent had neither parent living. This is a glaring example of the effect of the home as a factor in child behavior and supports the contention of the previously cited opinion.

The financial status of the family, as well as the heritage and marital status, contributes to the behavior of the children, for according to Gates,²¹ hardening of the personality results from constant financial pressure, and a feeling of insecurity and inferiority from continued cold and hunger. Aside from the feeling of insecurity and inferiority, the lack of sufficient food, Morehouse²² found, affects the behavior of the pupil in that it keeps him below the point at which the nourished body sends a good supply of blood to the brain so that physical and mental development go on together. The finding of Pressey²³ with respect to undernourishment in seriously maladjusted school children was that 35 percent of them were at least 10 percent underweight as compared with only 5 percent of the total school enrollment. When these maladjusted boys were taken to a mountain camp for three weeks they gained an average of eight pounds during the first two months of the new school term, and furthermore, none of them were involved in any serious problems of behavior during

21. Gates, Arthur I., & Jersild, Arthur T., Educational Psychology, chap. 19

22. Morehouse, Frances M., The Discipline of the School, p.134

23. Pressey, Sidney L., & Robinson, Francis P., op-cit., 167

this two month period. In this same study it was found that ninety percent of the maladjusted pupils' families had an inadequate income and resided in homes that were rated poor or very poor by welfare workers. In a further analysis of these cases the investigator classified the occupations of the fathers as follows: 67 percent were unskilled laborers, 22 percent semi-skilled or skilled, 8 percent clerical, and 3 percent professional.

The occupation of the father of each pupil, for both groups, was ascertained and classified in the following table. The grouping is that used by Edwards.²⁴

- Group 1. Professional persons
- " 2. Proprietors, managers, and officials
- " 3. Clerks and kindred workers (white collar)
- " 4. Skilled workers and foremen
- " 5. Semi-skilled workers
- " 6. Unskilled workers

TABLE VII

COMPARISON OF GROUPS IN SOCIO-ECONOMIC STATUS

Group	Control	Disciplinary
1	8	5
2	8	5
3	3	9
4	12	8
5	9	9
6	0	4
	<u>40</u>	<u>40</u>

24. Edwards, Alba M., Comparative Occupation Statistics for the United States, 1870-1940, Part III

In each of the classifications in Table VII the number of fathers in the Control group is greater than that in the Disciplinary group except in the 'white collar,' or clerk class, the unskilled workers, and in the semi-skilled class where the number is equal.

INFLUENCE OF FOREIGN PARENTAGE. - Under the preceding paragraph heading considerable evidence was presented to the effect that home influences were important in the child's behavior and that all pupils do not go to school equally ready or able to adapt themselves to the environment of the school. It may, therefore, be said that children in the same classroom live in quite different social climates. The child of foreign born parents does live in a different social climate than does his American born classmate, yet it is important that the former feel that he 'belongs' and is valued in every group into which he is thrown.²⁵

Foreign parentage is thought by many to be related to the high rate of criminality among the first generation of immigrant stock. This contention is borne out by Cutts²⁶ who found that while the United States Census reports only one-fifth of the population in the community concerned as foreign-born, yet one half of the children reported by the teachers for discipline were assigned foreign nationalities.

25. Staff of the Division on Child Development and Teacher Personnel, op-cit., p. 378

26. Cutts, Norma E., & Moseley, Nicholas, op-cit. Chap. 8

To determine the effect, if any, of foreign born parentage on the disciplinary record of the pupils selected for this study the place of birth was obtained for each father. Table VIII shows the distribution of these foreign born fathers.

TABLE VIII
COMPARISON OF GROUPS IN FOREIGN BORN PARENTAGE

Country	Control	Disciplinary
<u>Northern Europe</u>		
Sweden	5	1
Ireland	1	3
Russia	1	0
Finland	1	1
Lithuania	0	2
	— 8	— 7
<u>Southern Europe</u>		
Albania	0	1
Greece	1	0
Italy	3	1
Bulgaria	1	0
Rumania	0	1
	— 5	— 3
<u>Canada</u>	2	4
<u>Total</u>	15	14

The European countries, represented as the birthplace of the parents, were divided geographically. No significant difference is apparent either in the number of foreign born fathers or the countries of their birth.

INFLUENCE OF ELEMENTARY SCHOOL. - The tendency of entering freshmen to congregate in small groups has been noted by high

school teachers and it is appreciated that the common denominator in each group is the fact that the members, of such groups, come from the same neighborhood or from the same elementary school. Popular standards make a virtue out of devotion to the interests of one's own particular unit, even when those interests clash with justice to the people of other units. This idea of devotion to the group's interests is amplified by Morehouse²⁷ in the statement that "resistance to law is the mark of a noble and untamable spirit and furnishes the basis of the school 'gang' or clique. The foregoing, no doubt, contributes to the gang element in disciplinary problems but does not explain the effect of the physical make-up, or characteristics, of a specific elementary school on the behavior of the graduates.

That the discipline within different schools, in the same community, varies is a recognized fact by all educators. In a similar manner, school buildings, in a given system, are quite different in age, size, condition of repair, and location. The effect of the general school conditions on behavior has been set forth by Goetting.²⁸ His findings were that dilapidated and unsanitary buildings, drab classrooms, poorly managed buildings, or an unattractive curriculum are all factors that may contribute to problems of discipline.

The purpose of investigating this aspect of the prob-

27. Morehouse, Frances M., op-cit., pp. 135-139

28. Goetting, M.L., Teaching in the Secondary School, p. 59

lem was to determine if there were any environmental or gang factors, attributable to the effect of the elementary school or neighborhood, in the behavior of the Disciplinary group. The following table lists the elementary schools from which the members of both the Disciplinary and Control groups entered the North High School.

TABLE IX

COMPARISON OF GROUPS BASED ON ELEMENTARY SCHOOL ATTENDED

School by districts	Control	Disciplinary
<u>North (residential)</u>		
Adams Square	3	2
Burncoat Street	0	1
Greendale	3	2
Lake View	3	2
Lincoln Street	2	0
Nelson Place	1	0
Thorndyke Road	1	1
West Boylston Street	1	1
	<u>14</u>	<u>9</u>
<u>Central (business)</u>		
Belmont Street	5	8
Dix Street	0	3
East Kendall Street	5	0
Edgeworth Street	0	1
Elizabeth Street	2	3
Heard Street	0	1
Sever Street	1	1
	<u>13</u>	<u>17</u>
<u>East (tenement)</u>		
Grafton Street J.H.S.	3	7
Providence Street J.H.S.	3	0
Millbury Street	1	0
	<u>7</u>	<u>7</u>
<u>Parochial Schools</u>	1	2
<u>Out of Worcester</u>	<u>6</u>	<u>6</u>
<u>Total</u>	<u>41</u>	<u>41</u>

In Table IX the schools have been grouped by districts which are both geographical and representative of the outstanding characteristic of each area. In some cases the schools have been placed, in the table, in the wrong geographic area, but this was done so that the environment of the schools in each group were as nearly similar as was possible.

INFLUENCE OF AFTER-SCHOOL EMPLOYMENT. - The feeling is prevalent among teachers that after-school employment is detrimental to good school work and subsequently leads to disciplinary records. At the North High School there exists a peculiar condition in this respect, because in addition to the regular academic curriculum a vocational agricultural course has been offered for several years. The pupils electing this vocational course are expected to supplement their schoolwork with after-school employment on the farms of their parents or on projects conducted by themselves. Thus, there is a rather rigid requirement for agricultural pupils, that they be employed during the school term, while on the other hand the faculty is inclined to frown upon the employment of pupils in the regular academic division of the school.

To determine what effect after-school employment might have on the behavior of the Disciplinary group it was decided to compare this group with the Control group on this point. The notations on the reverse side of the Office

Cards, one for each semester, relative to employment were recorded and appear in the following table. The types of employment were quite different varying from distributing daily papers and tending young children as examples of part time jobs to working a full time shift, 3 to 11, in local war plants. In the table no account is taken of the amount of time, in hours, that the pupil was employed. The fact that he recorded on the card that he was working during the current semester was the basis for the comparison.

TABLE X
COMPARISON OF GROUPS IN AFTER SCHOOL EMPLOYMENT

Number of Semesters Employed	Control	Disciplinary
9	0	1
8	5	5
7	1	0
6	2	0
5	1	4
4	6	7
3	5	3
2	7	5
1	5	6
0	9	10
	<u>41</u>	<u>41</u>
Median	2	2

The number of vocational agricultural pupils included in this study is ten, which corresponds to the total number of pupils who worked eight semesters in after-school employ-

ment. Significant also is the fact that these are divided nearly equally, six being in the Control group and four in the Disciplinary group.

INFLUENCE OF EXTRA-CURRICULAR ACTIVITIES. - In the earlier consideration of scholastic achievement, as it effects behavior, the use of escape mechanisms to compensate for one's inadequacy was discussed. The thought that the extra-curricular activities might be used by the Disciplinary group for this means was investigated. In support of this idea it was found that Zachry²⁹ had reported that frequently an adolescent strives to attain outstanding success in a single field of endeavor in order to compensate for his inadequacy in another area. This might explain the case of the athlete who is in disrepute with the faculty, but not the socially minded individual who is active in the many school clubs, musical organizations, dramatics, and athletics. With respect to this extrovertive tendency Hayes³⁰ concluded that, "disturbing behavior decreased as the number of the child's interests increased, up to six or more interests; the possession of interests beyond five seemed to be related to increased disturbances. Children with six or more interests showed an emphasis on behavior of the verbal kind."

To discover whether the participation in extra-curricular activities was a factor in the behavior of the

29. Zachry, Caroline B., op-cit. p. 178

30. Hayes, Margaret L., op-cit., p. 52

Disciplinary unit it was decided to compare the two groups on this salient feature. In order to make a comparison a numerical value of one was assigned to each activity, per year, in which the pupil had participated. In addition to this value of one point per year, the captaincy, managership, or an officership in any organization or sport was assigned an additional value of one. Table XI shows the distribution of the pupils based on the point values just described.

TABLE XI
COMPARISON OF GROUPS IN EXTRA-CURRICULAR ACTIVITIES

Activities	Control	Disciplinary
27	0	1
24	0	1
21	0	2
18	2	2
15	2	0
12	7	5
9	11	14
6	8	9
3	11	7
	<u>41</u>	<u>41</u>
Median	6	6

While the Median for both groups is six, the sum of the scores of the Disciplinary group is 311 and that of the Control group is 241. This seems to coincide with the findings of the other investigators.

INFLUENCE OF CURRICULUM. - The educational objective, if any, of the high school pupil has been thought by many to have a determining influence on his application to the work of the school and consequently affects his record of behavior. The pupil with a definite aim in view is more likely to apply himself than is the pupil who is not interested in school and classroom subjects in particular. School administrators, especially principals, are aware that behavior problems sent to them for treatment come from some rooms much more frequently than from others. This may be due to the individual teacher, or, as Hayes³¹ found, that disturbing behavior was related to subjects taken, in concluding that children were most disturbing in mathematics classes and least disturbing in social studies and general science classes; they displayed a nearly average amount of disturbing behavior in English classes. The effect of the individual teacher on the behavior of the pupil will be considered in the next paragraph.

The educational goal of the pupils in the Disciplinary unit was obtained by consulting the Record Card, and then assorting them into three classifications, using as a basis for the assignment the courses elected by the pupil. The classifications used were, first, a course of study preparing for college entrance; second, the vocational agricultural course and lastly, the selection of courses leading to graduation as the objective. The same procedure was followed with the Con-

31. Hayes, Margaret L., op-cit., p. 53

trol group and the comparison of the groups appears in the following table.

TABLE XII
COMPARISON OF GROUPS BY CURRICULUMS

Curriculum	Control	Disciplinary
College Preparatory	25	7
High school diploma	10	30
Vocational agriculture	<u>6</u>	<u>4</u>
	41	41

The distribution of the pupils comprising the two groups, in Table XII, shows a marked difference in the college preparatory and diploma classifications.

INFLUENCE OF THE INDIVIDUAL TEACHER. - The preceding paragraph suggested that some of the behavior in the school may be attributed to the inability of the individual teacher to foresee and to prevent problems of behavior in the classroom. Goetting³² in writing on the effect of the teacher on school discipline states that, "too frequent reference of problems cases to the office or to the principal is an indication of weakness on the part of the teacher." That pupils are prone to take advantage of a weak teacher is a recognized fact.

Another effect of the teacher on behavior is that of

32. Goetting, M. L., op-cit., p. 504

the personality of the teacher and the esteem in which he is held by the pupils. Pressey³³ has summarized the characteristics of the best-liked and least-liked teacher from a questionnaire submitted to 3725 high school seniors. These characteristics appear in the order of the number of times they were mentioned by the seniors.

<u>Best-Liked Teacher</u>	<u>Mentions</u>
Helpful with schoolwork, explains lessons clearly	1950
Cheerful, jolly, can take a joke	1429
Human, friendly, companionable, 'one of us'	1024
Interested in and understands pupils	1024

<u>Least-Liked Teacher</u>	
Cross, crabby, sarcastic, loses temper	1708
Not helpful with schoolwork, work not planned	1025
Has favored students, picks on others	859
Haughty, overbearing, does not know you out of class	775

From this tabulation it is obvious that teacher who loses her temper or has favorites is more than likely to stir up resentful reactions in her pupils and is bound to have disciplinary clashes with the members of her class.

The normal, or well adjusted, pupil does not become a behavior problem provided the classroom is a wholesome and attractive working environment. The part of the teacher in this situation is, according to Goetting,³⁴ positive, constructive, instilling confidence and the desire to do the

33. Pressey, Sidney L., & Robinson, Francis P., op-cit. p.189

34. Goetting, M. L., op-cit., p. 504

right thing.

The frequency with which pupils had been sent to the office because of misbehavior, by a given teacher, was not available for this study. It was evident from the notations on the Discipline Cards, however, that certain teachers regularly referred pupils to the Assistant Principal for minor disorders while other teachers seldom sent pupils from their rooms for similar behavior. The difference in the ability of teachers to discipline their individual rooms and the reaction of the pupils to the personality of the teacher presents the Principal with a continual problem in teacher-pupil relationship.

INFLUENCE OF SOCIAL MALADJUSTMENT. - In the treatment of disciplinary cases which have been referred to the office it has frequently been determined, during the interview, that the pupil simply does not like school. He is unhappy and seems unable to stay out of trouble, is not competent to keep his mind on his work, and apparently is not able to accomplish anything worthwhile. The cause of this condition is frequently one that may readily be corrected at the school, but sometimes it is the result of factors removed from the school environment. The idea, that "misconduct usually is the symptom of mental disorder, superficial and temporary perhaps, but sometimes deep seated and permanent," has been found by Symonds.³⁵

35. Symonds, Percival M., Mental Hygiene of the School Child,
p. 145

The effect of the disciplinary action upon the pupil who has been referred to the office may have a decided influence on his future, both as a pupil and as a citizen in the community. On this point Pressey³⁶ has the following to say. "If the interests of the pupil are frustrated he will be unhappy and either timid and withdrawing or angry and aggressive. In fact, results of frustration may be varied indeed, and will depend upon a great variety of factors such as the individual's stage of development, health, previous experiences, present status and the way in which the immediate situation is handled."

The responsibility of the school in the social maladjustments of its pupils is summarized in the following, by Williamson.³⁷ "If we recognize that behavior problems are symptoms of emotional and social maladjustments, and if we teach so that the student will attain emotional maturity through performing interesting and satisfying acts, then discipline becomes a normal phase of instruction. Of course, even the best of classroom instruction may not compensate for serious home and community conditions causing behavior maladjustments."

The guidance program, recently introduced into the secondary schools, has an important role to play in this matter of social adjustment. Most high schools, North High School among them, still tend to give the adolescent more outright direction than he needs and offers him little opportunity for

36. Pressey, Sidney L., & Robinson, Francis P., op-cit. p. 162
37. Williamson, E.G., & Hahn, M.E., Introduction to High School Counselling, p. 134.

responsible choice. In this respect, Zachry,³⁸ says, "the secondary schools are paternalistic, but in another sense these formal schools are not at all paternal for their mass procedure offer little or no warmth: they scarcely know the student as an individual and offer him scant individual guidance in his relationships."

38. Zachry, Caroline B., op-cit., p. 400.

SUMMARY

CHAPTER V

SUMMARY

In the preceding chapter the findings of several investigators, as they affect the behavior of children, have been presented. There are many other factors that contribute to behavior, but the ones discussed are those on which it was possible to obtain statistics concerning the pupils at the North High School. In addition to the conclusions of others, there has been presented the comparison, of the forty-one pupils in the Disciplinary group with an equal number of their classmates, in the several factors studied. Throughout these comparisons the same pupils constituted the Disciplinary and the Control groups. The object of these comparisons has been to ascertain, if possible, what factors have contributed or caused the large number of entries on the Discipline Cards of the forty-one pupils constituting the Disciplinary group.

CONCLUSIONS FROM COMPARISONS.

1. Chronological Age. - From the evidence in Table I we must conclude that the Disciplinary group is older than the Control unit. While the youngest pupil considered was in the Disciplinary group, as was the oldest, the median ages show that the Control group was the younger by five months.
2. Intelligence Quotient. - The Control group possessed more intellectual ability, as measured by the Otis Self-Administering Tests, than did the Disciplinary group. This group also

was above the median of the pupils entering the North High School. This is to be expected, for, before reaching graduation, several pupils will have become scholastic casualties, so that the Median Intelligence Quotient would be somewhat higher. On the other hand, the Disciplinary median I. Q. is below the median for the entering freshmen. We must, therefore, conclude that the Disciplinary group I.Q. is below that of the Control group, 108 as compared to 111, as well as below that of the entering pupils, as shown in Table II.

3. Scholastic Achievement. - The conclusion on Intelligence Quotients would lead us to expect the results obtained by the comparison of the scholastic grades earned by the two groups. The pupils constituting the Disciplinary unit are not as good students as those comprising the Control group. Their averaged marks for the four years were approximately four percent below those of the Control group.

4. Semesters Needed to Graduate. - The normal program calls for eight semesters for graduation. In the Control group thirty-eight of the forty-one pupils had completed their course in this time, or less, while the Disciplinary group had but twenty-five who had achieved this in the same length of time. From this study, shown in Table IV, the pupil with a long disciplinary record will be with us for a longer period of time than will the normal student.

5. Size of Family. - The median in Table V is three for both groups. Therefore, in this problem, the number of children in

the family is not a contributing factor toward misbehavior. The only child appears seven times in the Control group as contrasted to four times in the Disciplinary group. This is a substantiation of the contention of Cattell¹ relative to the only child.

6. Ordinal Rank in the Family. - The median of the Disciplinary group was two while that of the Control group was one. In compiling this data it was found that in the former group fourteen were the youngest in their respective families while ten were the youngest in those forming the Control group. Indulgence by the members of the family toward the baby of the family could account for some behavior problems, but it is felt that the difference is not significant enough to draw any conclusions.

7. Socio-Economic Status. - Sixty-one percent of the fathers classed as professional were found in the Control group, and this same percentage held for the managerial and proprietor class. Sixty percent of the parents in the skilled workers and foremen classification were present in the Control group. In the 'white collar' group there are but one third as many parents in the Control group as were found in the Disciplinary unit. The number of fathers in the semi-skilled group was the same, namely nine. The Control group had no fathers classed

1. Cattell, Raymond B., Crooked Personalities in Childhood and After, pp. 151-157.

as unskilled workers while the Disciplinary group had four in this social rank.

From this data, evidenced in Table VII, it is to be concluded that the pupils in the Control unit came from families having a higher socio-economic status than the families of those comprising the Disciplinary group. The only classification that showed a higher number for the Disciplinary group were the clerical and unskilled workers.

8. Nationality of Parent. - Foreign born parentage is not a factor in the behavior of the Disciplinary group selected for this study.

9. Elementary School. - In 1941, when the individuals considered in this study entered the North High School, the number coming from any one elementary school was so small that no significant conclusion could be drawn from this comparison. In Table IX these schools were grouped by districts and here we do find a telling difference. Of the twenty-three pupils living in the residential area nine, or thirty-nine percent, are to be found in the Disciplinary group. Contrasted to this, seventeen, or fifty-seven percent, of the thirty pupils coming from the business area are in the Disciplinary group. Contrary to what we might expect, there was no difference in the numbers coming from the tenement districts or from out of town.

10. Employment. - Apparently, after-school employment is not a factor in this problem of determining what causes con-

tribute to disciplinary record.

11. Extra-Curricular Activities. - The medians in Table XI are the same, namely six, but the total weight of participation in extra-curricular activities is in favor of the Disciplinary group, being 311 against 241. The conclusion, then, is that the Disciplinary pupil is more active in school affairs outside of the regular classroom than is his average classmate, here called Control.

12. Curriculum. - Definiteness of purpose would seem to be incompatible with a disciplinary record as judged by the comparison in Table XII. While the three curriculums may be classed as objectives, the attainment of a high school diploma does not evidence the same definiteness of purpose as does the completion of a college preparatory or vocational agricultural course. In the Control group there are found thirty-one pupils who completed curriculums in college preparation and vocational agriculture, as compared with eleven of the Disciplinary group who pursued similar courses. Nearly seventy-five percent of the pupils with long disciplinary records had as their objective a high school diploma, as compared to twenty-five percent of the Control unit who had the same end in view. It is possible that the curriculum of the North High School may be out of contact with the interest of many of the pupils enrolled. This is rather a common occurrence, according to Pressey.²

2. Pressey, Sidney L., & Robinson, Francis P., Psychology and the New Education, p. 186.

13. The Teacher. - As previously stated, no data could be assembled at the North High School, on this phase of pupil behavior. Because of this fact, any conclusion drawn here must be one of opinion supported by the findings of others. The individuals in the Disciplinary group, as their records are recalled, were much more likely to take advantage of the weak teacher and were well behaved in the classroom of the strong, interesting and successful teacher.

14. Social Adjustment. - Here, as in the influence of the teacher, no data could be obtained. The opinion is ventured that if the guidance counsellor is successful in helping the pupil adjust himself to the social environment of the school, and the curriculum is such that he can accomplish interesting and satisfying results, many problems of discipline will be avoided.

SUMMARY. - As a result of the comparisons of the Disciplinary group with an equal number of their classmates, a check group called Control, we conclude that although there is in every case a large amount of overlapping, those comprising the Disciplinary unit are on the average older, possess less intellectual ability, obtain poorer grades, are retarded, are more interested in extra-curricular activities, come from families having a lower socio-economic status, reside in the business area, and do not have as high educational objectives as do the average students in their class.

DISCUSSION. - Child behavior has been studied by eminent authorities in the fields of Education and Psychology for a

considerable period of time, and no doubt will continue to be the subject of countless works in the future. To many persons the result of these studies is much like the little boy, who when ill with mumps, said, "they hurt like the dickens but nothing can be done about it." Perhaps something can be done, however, for Haggerty³ points out that, "If the identification and analysis of childhood behavior do nothing more than serve to exhibit the symptom of maladjustment, they will serve a useful purpose. If we could perchance devise a technique for understanding such symptoms and for ferreting out their causes, and if we could learn how to alter education so as to allay the symptoms by removing the causes, we should have made a distinct advance in a program of social control." It is the hope that we may discover the causes of misbehavior and that something can and will be done about it that prompts us to continue to search for the answer to the question: What causes Disciplinary Problems in High School?

3. Haggerty, M.E., The Incidence of Undesirable Behavior in Public School Children, p. 122.

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