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TREATMENT OF PUPIL MISBEHAVIOR BY TEXTBOOKS USED
IN UNDERGRADUATE EDUCATION COURSES AT
APPALACHIAN STATE TEACHERS COLLEGE

A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
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Master of Arts

by
Judith Rebecca Joyner
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CHAPTER I

INTRODUCTION

Ten years ago we thought we had a well established set of principles of child development that children might be brought up in the light of their natural characteristics. Well, today the icy blast of external discipline is blowing once more and we are not too sure ourselves about what we ought to do.¹

The above quotation is one of many evidences of the controversy which has continued unabated for many years over the subject of discipline. Recent writings in the area suggest that educators and laymen are still far from agreement, particularly with respect to methods of handling disciplinary problems.²

The misbehavior of pupils and the problem of how to handle misconduct when it occurs in the classroom situation have always been matters of direct concern to teachers. While most teachers today are becoming increasingly aware of the wide implications of these problems in terms of child development and mental hygiene concepts, the immediacy of the problem to most teachers arises from their obligation to maintain conditions of order and control in the classroom

¹Burton F. Fowler, "Discipline for Conformance or for Competence?" Child Study, 21:97-98, Summer, 1944.

²Justine Wise Polier, "The Back-to-the-Woodshed Trend," Child Study, 31:12-17, Summer, 1954.

requisite to organized teaching and learning in a group setting. Thus, pupil misbehavior, particularly that of a disruptive nature, frequently poses the problem of what action can be taken that will, at least, be harmless in its effect on the offending individual and permit restoration of order in the classroom and continuation of activities planned for the group.³

Considerable discussional writing and a few limited studies have dealt with the topics of pupil misbehavior and methods of handling misbehavior in the classroom situation.⁴ Much of the discussional writing has been concerned primarily with theories relating to the causes of misbehavior, and preventive and constructive measures designed to affect factors contributing to misbehavior. A good deal of the experimental research in the area of discipline (testing the efficacy of punishment and rewards, the effects of conflicts, threats, repression, and like stimuli) has been of a laboratory nature and, therefore,

³Fritz Redl, "Discipline in the Classroom," Child Study, 21:102-105, Summer, 1944.

⁴Ruth Strang, "Contributions of Research to Discipline and Control," The Scientific Movement in Education, Thirty-seventh Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Company, 1938), p. 216.

divorced from the classroom situation.⁵ Little has been done to test the effectiveness of what is termed the "new approach" to discipline, e.g., training and teaching for self control and direction.⁶

The interest in causes of misbehavior and the findings and theories of modern psychology relative to child development have affected the general concept of discipline and attitudes toward methods of treating behavior problems. Changes in concepts have in turn led to criticisms of techniques used by teachers in handling misbehavior, particularly those of a punitive nature.⁷ Despite this criticism, discussional writings and research appear to have provided few positive suggestions on how the teacher should handle a behavior problem which disrupts classroom activities. A well known writer in the area of classroom discipline stated over ten years ago: "I think I may rightfully say that we do not have enough clearly developed, clear-cut data on how

⁵Nellie M. Campbell, The Elementary School Teacher's Treatment of Classroom Behavior Problems (New York: Bureau of Publications, Teachers College, Columbia University, 1935), p. 4; Laura Zirbes, "The Contributions of Research Toward Discipline for Freedom," Discipline for Freedom, Association for Childhood Education International (Washington: Government Printing Office), pp. 30-33.

⁶David J. Wiens, "Disciplinary Procedures," Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 948.

⁷Strang, op. cit., pp. 221-22.

to handle problem situations in a group setting."⁸ Recently this same writer observed that education has not given a sufficiently detailed answer to the problem of the teacher on the job; that he has been left rather alone in the task of achieving group discipline.⁹

It is frequently stated that poor discipline is a leading cause in the failures of beginning teachers.¹⁰ In view of so much controversy and criticism, the beginning teacher, facing his first classroom and first behavior problems, may well be in a quandary as to what action he should take. Since research has failed to provide sufficient answers to the problem of how to handle misbehavior in the classroom, it seemed pertinent to ask what contribution in this area is made by the textbooks.

While there has been considerable controversy over the use of the textbook in modern education, it has been found that schools today purchase and use more textbooks than ever before.¹¹ In any event, the significant role of

⁸Redl, op. cit., p. 102.

⁹George V. Shevikov and Fritz Redl, Discipline for Today's Children and Youth (Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1956), pp. 21-22.

¹⁰H. A. Riebe, M. J. Nelson, and C. A. Kittrell, The Classroom (New York: The Dryden Press, Inc., 1938), p. 80.

¹¹Lee J. Cronback (ed.), Text Materials in Modern Education (Urbana, Illinois: University of Illinois Press, 1955), pp. 3-4.

the textbook in the program of American education is generally recognized.¹² Despite this recognition, there has been an almost total absence of research on textbooks to determine their value as a teaching aid.¹³ Very few analyses of textbooks have been made to determine treatments given to specific topics,¹⁴ and no study has been found on the textbooks' treatment of pupil misbehavior. It appears appropriate, therefore, that some attempt in this direction should be made.

I. PURPOSE OF THIS INVESTIGATION

The purpose of the writer in making this study was (1) to review the research in the area of classroom discipline; (2) to identify the kinds of pupil misbehavior which are mentioned in the textbooks used in the undergraduate education courses at Appalachian State Teachers College; (3) to identify the methods of dealing with classroom misbehavior problems which are recommended and/or disparaged.

¹²Guy Montrose Whipple (ed.), The Textbook in American Education, Thirtieth Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Company, 1931), p. 1.

¹³Cronback, op. cit., pp. 3-4.

¹⁴E. W. Dolch and J. A. Clement, "Appraisals of Textbooks in Subject-Matter Fields," Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1478.

by the authors of these textbooks; and (4) to report the results of these investigations.

II. CONCEPTUAL FRAMEWORK

Present-day concepts of discipline and control in the classroom situation have evolved over a long period of time and reflect the influence of changing psychological and educational theories.¹⁵

The oldest concept of control, frequently termed the "traditional" or "authoritarian" approaches, demanded unquestioning obedience to authority and emphasized the use of physical and psychological force to obtain conformity to established rules and regulations without regard to the causes of behavior or individual differences in children and without particular concern for the effect of selected measures upon the personal development of children.¹⁶

The "modern concept" of control is described as a process whereby the child, in an atmosphere permitting freedom of expression and action, learns self-control and self-direction.¹⁷ Proponents of this concept emphasize

¹⁵Strang, op. cit., p. 211.

¹⁶Wiens, op. cit., p. 945.

¹⁷Charles W. Broadman, "Administering School Control," Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1198.

the importance of studying the child, of recognizing the causes of behavior problems, and of using methods which deal with the basal factors contributing to pupil misbehavior.¹⁸ Definitions of behavior problems are often given in terms of reactions of teachers or others to a behavior, the thesis being that there can be no problems in behavior in the social or active sense unless someone reacts to them as such. Thus, the teacher's attitude toward a behavior often determines whether it is misbehavior and what method should be used in handling the problem.¹⁹ Suggested causes of misbehavior are numerous and complex, and reflect present-day theories in the area of psychology, sociology, and mental hygiene.²⁰

Early progressives in education went to extremes in demanding classroom situations free from all external restraints. Intent on providing opportunities for children to learn by experiences, they imposed upon children choices and problems inconsistent with their abilities to

¹⁸H. A. Riebe, M. J. Nelson, and C. A. Kittrell, The Classroom (New York: The Dryden Press, Inc., 1938), pp. 80-81; Othelda Krug and Helen L. Beck, A Guide to Better Discipline (Chicago: Science Research Associates, Inc., 1954), p. 47.

¹⁹E. K. Wickman, Children's Behavior and Teachers' Attitudes (New York: The Commonwealth Fund, 1928), p. 3; Campbell, op. cit., p. 2.

²⁰Ralph W. Pringle, The Psychology of High School Discipline (Boston: D. C. Heath and Company, 1931), pp. 3-164; Redl, op. cit., pp. 102-5.

handle them. Emphasis on individualized instruction in terms of needs and interests and classification of boredom as the "cardinal sin" in teaching led to disparagement of anything in the curriculum that was not interesting to children and to criticism of the teacher who failed to interest every child. Application of this philosophy of discipline often led to chaos and confusion.²¹

In recent years, there is evidence that some educators and writers in the area of discipline are seeking to re-define concepts of pupil control in terms of leading to a "middle-of-the-road" approach to the problem of discipline.²² It is being suggested that the processes of teaching and guiding young people in self-discipline involve concepts of both internal and external control, that guidance from within evolves from guidance from without. In terms of the individual and treatment of misbehavior, writers holding these views propose that change from external controls to guidance from within the child himself is largely one of degree and will vary with each child. Thus, the use of external controls

²¹Henry H. Hill, "Middle-of-the-Road-Discipline," Peabody Journal of Education, 24:75, September, 1946; Krug and Beck, op. cit., pp. 3-4.

²²Hill, op. cit., pp. 75-76; Ruth Wendall Washburn, "Discipline in the World of Childhood," Discipline an Interpretation (Washington, D. C.: The Association for Childhood Education, 1944), pp. 1-2.

and the type of control by adults or the social group is determined by the stage of self-discipline which the child has attained.²³ Among the external controls suggested are approval or disapproval of the group, blame or praise of the individual, removal from the situation, and penalties involving deprivation and restitution of privileges.²⁴ The use of physical punishment is, however, generally disparaged, with only a few writers suggesting justification in exceptional circumstances.²⁵

On the other hand, there are those who view with alarm advocacy of external controls.²⁶ A recent writer stated that editorial opinions are reflecting a general atmosphere of fear and uncertainty over the problem of disciplining young people and a search for certainty and positive action whether right or wrong.²⁷ Some writers see in recent years a trend in the backward direction toward old

²³Norma E. Cutts and Nicholas Mosely, Practical Discipline and Mental Hygiene (New York: Houghton Mifflin Company, 1941), p. 7; Krug and Beck, op. cit., p. 24; Washburn, op. cit., p. 3; James L. Hymes, Jr., Understanding Your Child (New York: Prentice Hall, Inc., 1952), p. 170; Selwyn James, "We're Giving Our Children Too Much," Redbook, 108:25, February, 1957.

²⁴Weins, op. cit., p. 946.

²⁵Hill, op. cit., p. 76.

²⁶Fowler, op. cit., p. 98; Polier, op. cit., p. 12.

²⁷Polier, op. cit., p. 13.

authoritarian concepts of discipline.²⁸ The use of physical punishment has been criticized by many writers, and some have called for educative and legislative measures to eliminate its use in the public schools.²⁹

Among educators and writers in the area of discipline, there appears to be little disagreement regarding the goals and objectives of discipline. Discussional writing in the area of methods, however, reflects a somewhat groping search for more concrete terms, definitions, and techniques which are realistic and at the same time compatible with modern views on education, psychology, and mental hygiene.

III. PROSPECTUS

In the introductory chapter, the writer has endeavored to present the specific purposes of this study and to show the framework in which the problem is approached. Chapter II describes in detail the procedures used in reviewing the research which had relevancy to this study and the procedures

²⁸Fowler, op. cit., p. 97; Polier, op. cit., p. 12; Sheviakov and Redl, op. cit., p. 2.

²⁹Charles Francis Xavier O'Brien, "The Legal Status of Corporal Punishment in the Public School Systems of the United States: A Comparative Study (unpublished dissertation, New York University, New York, 1941), p. 12; Herbert Arnold Falk, Corporal Punishment: A Social Interpretation of Its Theory and Practice in the Public Schools of the United States (New York: Bureau of Publications, Teachers College, Columbia University, 1941), p. 145.

followed in the examination of the textbooks. The methods used to identify the textbooks for inclusion in the study and to secure the textbooks for comprehensive examination are also described. Results of the review of research are presented in Chapter III. In Chapter IV the results obtained from the examination of the textbooks are presented. The kinds of misbehavior problems and methods recommended and disparaged by the textbooks are given in narrative and tabular forms. A final summary is presented in Chapter V.

CHAPTER II

PROCEDURES USED IN THIS INVESTIGATION

The procedures established for this study were designed to provide for (1) the selection and review of research in the area of discipline; and (2) the selection, acquisition, and examination of the textbooks pertinent to this study. In the area of textbook analysis, the writer attempted to develop criteria which would permit objectivity in the identification and reporting of selected factors.

I. PROCEDURES USED IN THE REVIEW OF RESEARCH

Selecting and securing research material. The index and bibliography sources of the Appalachian State Teachers College Library were carefully scrutinized to locate studies and reports of studies in the area of discipline. Issues of the Journal of Educational Research, covering the last twenty-five years, were examined and studies related to the general area of discipline were noted. The majority of the studies required for this investigation were found in the college library. Those studies which were not on hand in the college library were secured on a loan basis by the librarian at the request of the writer.

Review of the research. It was apparent after a

preliminary review of the research in the general area of discipline that investigations had been conducted in the following sub-areas:

1. Teachers' attitudes toward pupil misbehavior.
2. Kinds of pupil behavior problems.
3. Methods or techniques used by teachers in handling pupil behavior problems.
4. Factors contributing to pupil misbehavior.
5. Factors in beginning teacher failures.

The purpose, procedure, results, and conclusions of each study were carefully reviewed and limitations of the study analyzed. Data were collected on index cards, and the cards were filed according to categories which had been established. (See above.)

II. PROCEDURES USED IN EXAMINATION OF THE TEXTBOOKS

Selecting the textbooks. Since it was the intent of the writer of this study to review all textbooks used in undergraduate courses offered by Appalachian State Teachers College, a request was submitted to the Head of the Department of Education for a list which would provide the number and title of each undergraduate education course offered by the college, and the name of the textbook(s) which had been selected by the instructor for use in each course. In

response to this request, the Head of the Department of Education directed a written communication to instructors requesting the desired information. On the basis of responses received from the instructors, a consolidated list containing the number and title of undergraduate education courses offered and the textbook(s) used in each course was prepared in the office of the Department of Education. A copy of this list was made available to the writer of this study.³⁰ Fifty-two courses were contained in the list. No textbooks were designated for twelve courses (no single textbook was used), and textbooks had not been selected by instructors for three of the courses. In the case of one course, North Carolina State Handbooks were shown as material used; this material, not being comparable to the other textbooks designated, was excluded from this study. In some instances a textbook is used with more than one course, and in some instances more than one textbook is used with a course. Thirty-seven textbooks were identified as being the textbooks used in undergraduate education courses at Appalachian State Teachers College.

Securing the textbooks. The writer of this study conferred with the manager of the college bookstore, discussed

³⁰ See Appendix for a presentation of this list.

with him the purposes of the study, and requested his assistance in obtaining the thirty-seven textbooks required for comprehensive study. The representative of the bookstore made available to the writer thirty-six of the textbooks needed. Textbooks were made available on a loan basis with no time limitations imposed. Thus, textbooks were available to the writer throughout the period of the investigation. One textbook, not available in the college bookstore, was obtained from the college library.

Review of the textbooks. A preliminary review of the textbooks revealed that in many cases use of the index or table of contents would provide no adequate means of determining whether a textbook treated the topics selected for review in this study. Therefore, the chapters of each textbook, regardless of topic, were carefully examined.

III. DEFINITIONS AND LIMITATIONS OF SELECTED TERMS

Misbehavior problems. One of the purposes of the writer in making this study was to identify the kinds of misbehavior problems mentioned in the textbooks selected for review. In order to limit the study to a factual analysis and avoid to the greatest extent possible a misrepresentation of the authors, the writer decided to

consider only those behaviors mentioned which the authors (1) classified as misbehavior or misconduct, (2) implied were misbehaviors, and/or (3) presented in a manner which suggested misbehavior or misconduct. Excluded from this study, therefore, were (1) behaviors presented as extracts from studies in the area of teacher attitudes toward pupil behavior; (2) behaviors mentioned and treated from the standpoint of mental hygiene, teaching, guidance, and in general "meeting the needs of" students; and (3) any other behavior mentioned in such a manner as to preclude a reasonable determination of the author's intention to present the behavior as misbehavior or misconduct.

Methods recommended. For purpose of this study, methods of handling misbehavior problems are broadly defined as any specific action or type of action which authors of the textbook (1) recommend teachers use, (2) offer as suggestions for use, and/or (3) indicate as appropriate by presenting them as methods used by the "efficient," the "competent," or the "experienced" teacher. It was the intent of the writer to identify methods of handling misbehavior problems when they occur in the classroom situation. Therefore, recommendations involving "preventive" measures or "constructive" measures and/or principles dealing with the causes of misbehavior are not within the purview of

this study. Again, in the interest of factuality and objectivity, general guides, rules, and statements of a philosophical nature were not considered, e.g., suit the punishment to the nature of the child rather than to the offense.

Based on a preliminary review of the textbooks and a review of related literature in the area of discipline, it was reasonably assumed that all authors recognized the efficacy and desirability of "talking" with students as a means of determining causes of misbehavior, planning a remedial program, and of referring students needing psychiatric or special assistance to qualified personnel. Therefore, methods mainly involving guidance and methods concerned with meeting the general needs of students are not included in this study. Methods of this type are of a general nature and denote no specific action on the part of the teacher in handling the classroom misbehavior problem.

Methods disparaged. Methods disparaged by authors of the textbooks are broadly defined, for purpose of this study, as specific actions or methods which the authors (1) stated should never be used; (2) stated or implied should be avoided; (3) identified with "incompetent," "unwise," or "inexperienced" teachers; and/or (4) presented generally in a disparaging manner. Methods mentioned were carefully reviewed in context and were classified as "disparaged" only in cases where there

was a reasonable basis for such inference. Therefore, descriptive problem situations, presented for reader discussion and analysis, which contained specific methods not mentioned and evaluated elsewhere in the text by the author were not considered applicable to the purposes of this study.

Recording the data. A guide sheet was developed for use in examining and recording the data obtained from each textbook. A data sheet was completed for each textbook and provided information on the following topics:

1. Misbehavior problems.
 - a. Specific misbehavior or misconduct referred to by the authors.
 - b. Context in which problem was given, e.g., in the form of an example, part of a separate list, as an example in connection with techniques that teachers might or should not use, and/or mentioned in connection with methods recommended or disparaged.
2. Methods recommended and disparaged.
 - a. Specific method recommended or disparaged by the author.
 - b. Context of recommendation or disparagement, e.g., qualifications, exceptions in reference

to a specific problem, or implying general application for all offenses.

- c. Any comments by the author of a general nature, anywhere in the textbook, having a bearing on the interpretation of this topic.
- d. Any discrepancies or contradictions affecting the determination and/or reporting of findings.

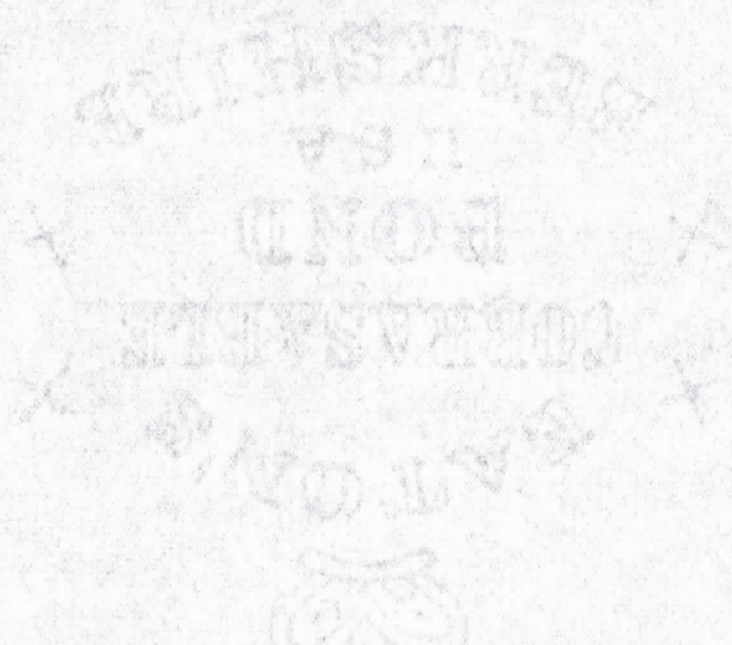
IV. SUMMARY

Research in the general area of discipline was reviewed. The results of this review will be presented in Chapter III.

A guide sheet was developed to permit recording of data essential to the purposes of the writer in examining the textbooks: (1) to identify misbehavior or misconduct of children mentioned by authors of the textbooks; (2) to ascertain methods of handling classroom misbehavior which are recommended in the textbooks; (3) to determine the methods of handling classroom misbehavior which are disparaged in the textbooks; and (4) to report the findings in narrative and tabular forms.

The thirty-seven textbooks used in undergraduate education courses at Appalachian State Teachers College were carefully examined, and material relating to purposes

of this study was closely scrutinized and analyzed. Chapter IV will be devoted to the findings in this area.



CHAPTER III

REVIEW OF RELATED RESEARCH

The selection of the textbook topics for examination in this study, pupil misbehaviors and methods of handling classroom behavior problems, resulted from a review of research in the area of classroom discipline. Characteristics of this study considered to be unique will be stated in the summary following the presentation of other closely related studies.

I. TEACHERS' ATTITUDES TOWARD PUPIL BEHAVIOR

Wickman, assuming that behavior problems are reflected in personal or social attitudes, attempted to measure and compare reactions of teachers and mental hygienists to fifty types of behavior problems. He concluded that teachers stressed the importance of problems relating to "sex, dishonesty, disobedience, disorderliness, and failure to learn," while mental hygienists stressed the importance of problems indicating "withdrawing and recessive characteristics."³¹ In a presentation of the results of his study, Wickman pointed out that the same procedure was not used to obtain information from the two groups. Teachers were instructed to rate the

³¹Wickman, op. cit., p. 247.

seriousness of certain problems in terms of the classroom situation; mental hygienists in terms of their significance to the future mental health of students.³² Different results from the two groups were, therefore, sought and obtained. In another reference to the differences in attitudes expressed by the two groups, Wickman stated:

It is essential to bear in mind the differences in professional interests. . . . Children are sent to school to be educated. The teacher cannot escape this pressure in determining her chief interest; and it is important to realize that no such pressure is laid upon the mental hygienist.³³

Stouffer,³⁴ in a study conducted twenty-five years after the study by Wickman, sought to discover whether teachers and mental hygienists were in closer agreement than they were when Wickman's study was made. Stouffer concluded that teachers and mental hygienists were in closer agreement than they were when Wickman's study was made. He stated that a coefficient of correlation of plus .52 was secured when Wickman's original procedure was duplicated, and a coefficient of correlation plus .61 when Wickman's procedure was modified to provide both groups with the same directions and conditions

³²Ibid., p. 277.

³³Ibid., p. 119.

³⁴G. A. W. Stouffer, Jr., "Behavior Problems of Children as Viewed by Teachers and Mental Hygienists," Mental Hygiene, 36:271-83, April, 1952.

for rating the problems. Wickman had reported a coefficient of correlation of minus .11 between the rank-order arrangements as to the seriousness of the behavior problems as rated by the mental hygienists and by the teachers.³⁵ Stouffer stated, however, that problems relating to honesty, sex, truancy, classroom order, and application to school tasks were rated among the "most serious" of the fifty problems by teachers of his study as they were by those of Wickman's study.³⁶

Another study in the area of teacher attitudes toward behavior problems was made by MacClenathan.³⁷ She obtained ratings on a list of kinds of student behavior from an unselected group of mothers in a child study group, teachers of an elementary school, and seven "progressive" mothers. Results were inconclusive; however, MacClenathan stated that the "cardinal tendency" brought out by a comparison of ratings obtained from the three groups was that each group tended to rank as "most serious" those behavior problems interfering most with the smooth operation of that group's affairs.³⁸

³⁵Ibid., p. 278.

³⁶Ibid., pp. 278-79.

³⁷Ruth H. MacClenathan, "Teachers and Parents Study Children's Behavior Problems," Journal of Educational Sociology, 7:325-33, January, 1934.

³⁸Ibid., pp. 332-33.

II. KINDS OF PUPIL BEHAVIOR PROBLEMS

In a study of the kinds of behavior problems reported by elementary school teachers in New Jersey, Campbell found that problems "violating classroom order" were reported most frequently by each grade group and by the total group, and comprised 40 per cent of all problems recorded.³⁹ Campbell stated that the problems most frequently reported by teachers were as follows: "disturbing others," 23 per cent; "excessive noise," 13 per cent; "inattention," 20 per cent; "failure to work together or quarreling," 11 per cent.⁴⁰

Another study in the same area was made by Stouffer and Owens.⁴¹ They sought to determine what types of behavior problems teachers found occurring in their classrooms at the time the study was made, and to make a comparison of the lists obtained from their teachers with those obtained in Wickman's⁴² study of twenty-five years earlier. In a report of their findings, Stouffer and Owens stated

³⁹Campbell, op. cit., pp. 14-15.

⁴⁰Ibid., p. 15.

⁴¹George A. W. Stouffer, Jr. and Jennie Owens, "Behavior Problems of Teachers as Identified by Today's Teachers and Compared with Those Reported by E. K. Wickman," Journal of Educational Research, 48:321-31, January, 1955.

⁴²Wickman, loc. cit.

that only three new behavior problems were uncovered: reading comic books, chewing gum, and watching television.⁴³

Comparing the frequency of problems reported in the two studies, they found that fewer problems involving "violations of general school regulations and school work" were reported by Wickman's teachers.⁴⁴ Stouffer and Owens concluded, however, that it would seem that the "behavior child today" is still as twenty-five years ago--chiefly identified by "annoying, disorderly, irresponsible, aggressive, untruthful, disobedient behavior."⁴⁵

In one of the most recent and comprehensive studies in the area of classroom pupil behavior, the National Education Association asked ten thousand classroom teachers to give their opinions as to the incidence of certain behavior problems today as compared with ten and twenty years ago. In a report of the findings, the following conclusions were presented:

An evaluation of 18 acts of misbehavior occurring now as compared with 10 years ago and 20 years ago on the basis of an arbitrary but reasonable rule indicates that three acts--impertinence and discourtesy to teachers, failure to do homework and other assignments, and drinking intoxicants--are definitely occurring more frequently now than they did 10 years ago. These three,

⁴³Stouffer and Owens, op. cit., pp. 330-31.

⁴⁴Ibid., p. 325.

⁴⁵Ibid., p. 331.

plus stealing of a serious nature, sex offences, and cheating on homework, are definitely occurring more frequently now than they did 20 years ago.

Two acts are probably occurring more frequently now than 10 years ago: using profane or obscene language and stealing of a serious nature. Three acts are probably occurring more frequently now than 20 years ago: using profane or obscene language, gang fighting, and cheating on tests.

Two acts are definitely occurring less frequently now than 10 years ago: obscene scribbling in lavatories and unorganized fighting. The same two are probably occurring less frequently than 20 years ago.⁴⁶

III. FACTORS CONTRIBUTING TO OR RELATING TO PUPIL BEHAVIOR

Few studies have sought teachers' opinions as to the causes of pupil behavior. In the study made by the National Education Association⁴⁷ teachers were given a list of seventeen factors "which people have contended are associated with misbehavior" and asked to indicate the extent to which they thought each factor was responsible for misbehavior in their own schools. The three factors rating the highest on teachers' reports were (1) "irresponsible parents," (2) "unsatisfactory home conditions," and (3) "lack of parental supervision due to mother working."⁴⁸ Commenting on these

⁴⁶National Education Association, "Teacher Opinion on Pupil Behavior, 1955-1956," Research Bulletin, 34:106, April, 1956.

⁴⁷Ibid., p. 107.

⁴⁸Ibid., p. 99.

three factors, the report stated:

These are conditions over which the school and its personnel have little or no control. The solutions to problems of this type cannot be found in the school; they are primarily social, economic, civic and moral problems with which the community as a whole must deal.⁴⁹

The study by the Association also investigated the relationship between the size of the school, the grade level, and difficulty with students. Two significant conclusions were reported:

Teachers in big school districts, in big schools and with big classes reported significantly more trouble than teachers in small schools and with small classes.

.....

Junior high-school teachers have more trouble than senior high-school teachers, and senior high-school teachers more than elementary-school teachers.⁵⁰

IV. TREATMENT OF BEHAVIOR PROBLEMS

One of the important studies in the area of the teacher's treatment of behavior problems was made by Campbell. Data taken from diary records obtained from experienced teachers and student teachers describing classroom problems and how they were handled showed a distribution of the treatments for all the problems by all the

⁴⁹Ibid.

⁵⁰Ibid., p. 104.

experienced teachers as follows: "censure," 46 per cent; "deprivation," 19 per cent; "verbal appeal," 10 per cent; "overtime or extra work," 9 per cent; "assistance in meeting the situation," 9 per cent; "reward through social approval," 4 per cent; "reward through privilege," 1 per cent; "ignoring," 1 per cent; "physical force," .8 per cent.⁵¹

Comparing the types of behavior problems and treatments used, Campbell reported: "The teachers' practice as determined from the reports is decidedly toward the use of the same treatments for all classroom behavior problems regardless of their nature."⁵²

In another study of practices used by teachers, Cutts and Mosely obtained reports from seventh grade pupils in eight separately organized junior high schools. Each child was asked to describe in writing the last thing he had done which he thought was wrong and what the teacher had done about it.⁵³ The teacher-action reported with the highest frequency by both boys and girls was "detention after school." The action second and third highest in frequency reported by boys were, respectively, "sent to the principal"

⁵¹Campbell, op. cit., p. 25.

⁵²Ibid., p. 32.

⁵³Norma E. Cutts and Nicholas Mosely, Practical School Discipline and Mental Hygiene (Boston: Houghton Mifflin Company, 1941), p. 291.

and "scolding or threats"; by girls, "scolding and threats" and "extra work." The boys reported the use of "corporal punishment" with greater frequency than girls: boys, 5.6 per cent; girls, 1.8 per cent.⁵⁴ In analyzing the papers obtained to determine the correlation between the types of behavior and teachers' actions, the authors reported: "The most frequent actions tend to be the most used actions for every type of behavior, and the most frequent types of behavior tend to be the most frequent cause of every type of actions."⁵⁵

A more recent study of treatments used by teachers in handling behavior problems was made by Slobetz, who obtained 11,600 reports from 290 teachers representing eighty-six of the 114 counties in Missouri. He made the following report of his findings:

Considering "censure," "deprivation," "overtime or extra work," "physical force," "penalties," and "sent or referred to the office" as punitive, more than one-fourth of the reported measures employed in meeting the forty situations were punitive, and slightly less than three-fourths were constructive or remedial in nature.⁵⁶

A few studies have been made in the specific area of

⁵⁴Ibid., p. 311.

⁵⁵Ibid., p. 309.

⁵⁶Frank Slobetz, "Elementary Teachers' Reactions to School Situations," Journal of Educational Research, 44:81, October, 1950.

corporal or physical punishment as a method of handling pupil behavior problems. O'Brien, in a comparative study of the legal status of corporal punishment in the public school systems of the forty-eight states, reported that the use of corporal punishment has legal status in all states except New Jersey.⁵⁷ In a review of its status in North Carolina, he said:

The Common Law doctrine of "in loco parentis" has been recognized by the Supreme Court as the law pertaining to the question of corporal punishment in North Carolina. On many occasions since 1837, the highest court of the state has judicially recognized this phase of educational jurisprudence and that is still the law today.⁵⁸

In its valuable study of teachers' opinions and pupil behavior problems, the National Education Association sought to learn from teachers whether someone in their schools had authority to administer corporal punishment, and what authority, in this connection, they believed principals and teachers should have.⁵⁹ It was found that in three out of four schools the principal has such authority, and in almost half the schools the classroom teacher also has the authority.⁶⁰

⁵⁷O'Brien, loc. cit. A conclusion deduced from his state-by-state study.

⁵⁸Ibid., p. 109.

⁵⁹National Education Association, op. cit., pp. 63-64.

⁶⁰Ibid.

In response to the question, "Do you think the classroom teacher should be allowed to administer corporal punishment," the respondents, with respect to the three grade levels listed, answered in the affirmative as follows: in the elementary-school grades, 84.7 per cent; in the junior high-school grades, 77.8 per cent; in the senior high-school grades, 55.1 per cent.⁶¹

V. FACTORS IN BEGINNING TEACHER FAILURES

Fletcher made a study to determine the problems of beginning teachers. A total of 1,622 problems was reported by 165 Ohio beginning teachers, and a total of 405 problems was reported by 203 administrators and supervisors of beginning teachers.⁶² Fletcher concluded: "Problems of discipline were reported with the greatest frequency by both teachers and administrators and supervisors."⁶³ Of those reporting discipline as a problem, 36 per cent indicated it was an "extremely serious" one.⁶⁴

A similar study was made in North Carolina by Wey using reports received from eighty-five beginning teachers

⁶¹Ibid., p. 64.

⁶²W. R. Fletcher, "The Beginning Teacher," Education Research Bulletin, 24:16, January, 1945.

⁶³Ibid., p. 17.

⁶⁴Ibid., p. 28.

(all graduates of Appalachian State Teachers College) and their principals.⁶⁵ Wey found: "The difficulties that ranked highest in frequency on both beginning teachers' and principals' reports were related to handling problems of pupil control and discipline."⁶⁶

Bond studied the final ratings assigned to 855 student teachers on thirty-two characteristics. She reported that the student teachers, as a group, were marked lower in the achievement of discipline than in any other characteristic.⁶⁷

VI. SUMMARY

A review of previous research in the area of classroom discipline indicates that much has been done to determine the prevalence of pupil misbehavior in the classroom situation, to verify the seriousness of the problem from the teacher's standpoint, and to identify methods of handling misbehavior in common use among teachers operating in public schools. Almost nothing has been done, however, to determine

⁶⁵Herbert W. Wey, "Why Do Beginning Teachers Fail?" Bulletin of the National Association of Secondary School Principals, 35:55, October, 1951.

⁶⁶Ibid., p. 56.

⁶⁷Jessie A. Bond, "Analysis of Observed Traits of Teachers Who Were Rated Superior in School Discipline," Journal of Educational Research, 45:507, March, 1952.

the most desirable methods for use in meeting classroom behavior problems.

This study is concerned with contributing to research in the area of the beginning teacher's more immediate problem of finding effective methods of handling pupil misbehavior. The textbooks' treatment of the problem has not been investigated. Although the degree of influence exerted by the textbook in any area has not been established by adequate research, the writer of this study considers it reasonable to assume that the treatment of any topic of interest found in textbooks by students lacking practical experience will have some substantial effect on their attitudes, and that students expect to find in text materials assigned to them some help toward handling practical problems in the area of their interests. On the basis of this hypothesis, this particular study attempts to identify misbehavior problems common to classroom situations which are mentioned in the textbooks used in a teacher training institution and to note the methods for handling pupil misbehavior which are recommended and disparaged by authors of these textbooks.

Chapter IV contains a presentation of results obtained from an examination of the textbooks' treatments of topics pertinent to purposes of this study.

CHAPTER IV

RESULTS OF EXAMINING THE TEXTBOOKS

General findings which relate to the purposes of examining the textbooks will be presented in the first section of this chapter. The second section will be devoted to a presentation of the results pertaining to mention of misbehavior problems in the textbooks. Findings in the area of methods of handling misbehavior which were recommended and disparaged by authors of the textbooks will be presented in section three.

I. GENERAL

Textbooks reviewed. The thirty-seven textbooks used in undergraduate education courses at Appalachian State Teachers College were reviewed according to procedures outlined in Chapter II of this study. (A list of these textbooks is presented in the Appendix of this study.)

Textbooks treating selected topics. It was determined that thirteen⁶⁸ of the textbooks reviewed contained some treatment of one or more of the topics being investigated.

⁶⁸These textbooks are identified by an asterisk in the list of textbooks presented in the Appendix.

Textbooks, such as the ones by Brammell⁶⁹ and Otto, Floyd, and Rouse,⁷⁰ which contained general discussions in the area of discipline but which mentioned no kinds of misbehavior nor recommended nor disparaged any methods of handling misbehavior problems, are not, therefore, included in the thirteen textbooks mentioned. Not all of the thirteen textbooks treated all three of the topics selected for examination in this study. Brown⁷¹ listed classroom misbehaviors but neither recommended nor disparaged any methods of handling misconduct in the classroom. Chamberlain and Kindred⁷² mentioned misbehavior in connection with methods disparaged but did not recommend any methods of handling misbehavior. Tonne⁷³ did not mention any kinds of misbehavior but did recommend and disparage certain methods of

⁶⁹Roy P. Brammell, Your Schools and Mine (New York: The Ronald Press Company, 1952), p. 438.

⁷⁰Henry J. Otto, Hazel Floyd, and Margaret Rouse, Principles of Elementary Education (New York: Rinehart and Company, Inc., 1955), p. 455.

⁷¹Edwin John Brown, Managing the Classroom (New York: The Ronald Press Company, 1952), p. 424.

⁷²Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization, Second edition (New York: Prentice-Hall, Inc., 1949), p. 681.

⁷³Herbert A. Tonne, Estelle L. Popham, and M. Herbert Freeman, Methods of Teaching Business Subjects (New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1949), p. 438.

handling behavior problems. Ohlsen⁷⁴ cited some kinds of misbehavior and disparaged one method of handling misbehavior; he recommended no specific methods of handling misbehavior in the classroom. The remaining seven of the thirteen textbook contained some treatment of all three topics.

Relating misbehavior and methods of handling. Comparatively few of the misbehaviors mentioned in the textbooks were directly related by the authors to recommended methods of handling misconduct. The textbook by Brown⁷⁵ mentioned twenty-four classroom offenses, but the author suggested no methods for dealing with them. All of the kinds of misbehavior mentioned by Chamberlain and Kindred⁷⁶ were in connection with teacher-methods disparaged by the authors. Most of the authors of the textbooks disparaged application of specific punishments or penalties to specific offenses. Only one textbook⁷⁷ recommended that all punishments used be related, if possible, to the misbehavior. It may be fairly stated that failure of most authors

⁷⁴Merle M. Ohlsen, Guidance (New York: Harcourt, Brace and Company, 1955), p. 436.

⁷⁵Brown, loc. cit.

⁷⁶Chamberlain and Kindred, loc. cit.

⁷⁷Herbert J. Klausmeier and others, Teaching in the Elementary School (New York: Harper and Brothers, 1956), p. 529.

to relate offenses and methods of handling them was consistent with general views expressed by the authors, e.g., the determination of whether a problem exists depends upon the attitude of the teacher and the stage of development reached by the child; method of handling a misbehavior is determined by many factors, including the nature of the offense. While it was not a purpose of the writer in making this study to identify specific methods of handling specific kinds of misbehavior (such an investigation would have produced almost negligible findings), the preceding analysis is considered pertinent to a proper interpretation of the results obtained from examination of the three topics selected for this study.

Limitations imposed by authors of the textbooks regarding methods recommended or disparaged. Few specific methods of handling misbehavior problems were presented by authors of the textbooks without considerable qualifications. In some instances methods appeared to be recommended by an author or by authors and later to be disparaged. In other instances methods were mentioned in such a manner as to make difficult a classification of "recommended" or "disparaged." The writer of this study has attempted to include results of this nature in the narrative report of findings immediately following this section.

II. MISBEHAVIOR PROBLEMS

Kinds of pupil misbehavior. A total of fifty-eight kinds of pupil misbehavior was mentioned in twelve of the textbooks reviewed. The misbehaviors mentioned, in the terminology used by authors of the textbooks, and ranked according to the frequency of mention in the textbooks, are presented in tabular form in Table I. "Inattention" was the misbehavior mentioned with greatest frequency by the textbooks; "destruction or mutilation of property" was mentioned with second highest frequency; and "cheating," "giggling or laughing," and "talking," with third highest frequency.

The number of misbehaviors mentioned by authors of the textbooks varied considerably. Brown⁷⁸ listed twenty-four classroom offenses; Kozman and others⁷⁹ mentioned twenty-two kinds of misbehavior; Chamberlain and Kindred⁸⁰ mentioned thirteen; Klausmeier and others⁸¹ cited nine. A few textbooks mentioned fewer than four kinds of misbehavior:

⁷⁸Brown, op. cit., p. 112.

⁷⁹Hilda Clute Kozman, Rosalind Cassidy, and Chester O. Jackson, Methods in Physical Education (Philadelphia: W. B. Saunders Company, 1948), pp. 438-47.

⁸⁰Chamberlain and Kindred, op. cit., pp. 593-94.

⁸¹Klausmeier and others, op. cit., pp. 518-29.

TABLE I

RANKING OF MISBEHAVIOR ACCORDING TO FREQUENCY
OF MENTION IN TWELVE TEXTBOOKS

Misbehavior	Number of textbooks in which specific misbehavior is mentioned
Inattention	6
Destruction or mutilation of school property	5
Discourtesy	5
Cheating	4
Giggling or laughing	4
Talking (disruptive)	4
Truancy	4
Lying	3
Obstructing or interfering with work of others	3
Tardiness	3
Whispering	3
Challenging	2
Gum chewing	2
Hitting (biting, scratching)	2
Impudence	2
Note writing	2
Obscenity	2
Profanity	2
Scuffling	2
Showing-off	2
Throwing things	2
Violation of regulations (intentional)	2
Applying make-up, combing hair during class period	1
Argumentative	1
Boasting	1
Boisterousness	1
Careless work	1
Crashing through doors in front of elders	1
Crowding (pushing)	1
Deliberate defiance	1
Disobedience	1
Eating during school period	1
Failure to meet assignments (within deadlines)	1
Horse-play	1

TABLE I (continued)

Misbehavior	Number of textbooks in which specific misbehavior is mentioned
Inability to follow directions	1
Incorrect responses to questions	1
Insulting	1
Irritating teachers and others	1
Outbursts (emotional)	1
Poorly prepared assignments	1
Pranks	1
Quarreling	1
Recalcitrance	1
Refusing to obey school regulations	1
Rowdyism	1
Rudeness	1
Slamming books	1
Slamming doors	1
Sneering	1
Smart cracks	1
Stealing	1
Stubbornness	1
Taking something (from another child)	1
Talking back	1
Talking (loud)	1
Thieving	1
Violation of regulations (forgetful)	1
Vulgarity	1

Mirrielees⁸² mentioned three, Wiles⁸³ cited two, and Tonne⁸⁴ mentioned none.

Main categories of misbehavior. After a careful analysis of the fifty-eight kinds of misbehavior mentioned in the textbooks, nine main categories were established. In classifying a misbehavior under a main category, consideration was given to the context in which the behavior was mentioned by an author. For example, a behavior mentioned by an author in connection with a teacher's attempt to hold the attention of the class was placed under the category "obstructing or interfering with the work of others." The nine main categories of misbehavior and the specific misbehaviors classified under these categories are presented in tabular form in Table II. The main categories are ranked in descending order according to the number of textbooks in which each category appeared. The three main categories of misbehavior which were mentioned with highest frequency by the textbooks were (1) discourtesy to teachers and others; (2) violation

⁸² Lucia B. Mirrielees, Teaching Composition and Literature, Revised (New York: Harcourt, Brace, and Company, 1952), p. 550.

⁸³ Kimball Wiles, Teaching for Better Schools (New York: Prentice-Hall, Inc., 1952), pp. 113, 150.

⁸⁴ Tonne, Popham, and Freeman, loc. cit.

TABLE II

RANKING OF MAIN CATEGORIES OF MISBEHAVIOR ACCORDING
TO FREQUENCY OF MENTION IN TWELVE TEXTBOOKS

Number	Categories of misbehavior	Textbooks
1.	Discourtesy to teachers or others Whispering Giggling or laughing Rudeness Talking (disruptive) Outbursts (emotional) Applying make-up in class	8 Slamming doors or books Inattention Crowding, pushing Discourtesy Gum chewing Crashing door in front of elders
2.	Violation of school regulations or instructions Truancy Tardiness Disobedience Refusal to obey school regulations	7 Eating during school period Recalcitrance Note writing Throwing things
3.	Obstructing or interfering with the work of others Showing off Boasting Boisterousness Rowdiness	6 Horse-play Pranks Smart cracks Irritating teachers and others
4.	Destruction or mutilation of school property	5
5.	Dishonesty Cheating Lying Thieving	5 Stealing Taking something from another child

TABLE II (continued)

Number	Categories of misbehavior	Textbooks
6.	Insubordination, impudence, impertinence . Insulting Challenging Sneering Argumentative Talking back Impudent Stubbornness Defiance (deliberate)	4
7.	Fighting or quarreling with other students. Quarreling Scuffling Hitting (biting, scratching)	4
8.	Use of improper language Profanity Vulgarity Obscenity	3
9.	Failure to do school work Failure to pre- Incorrect responses pare assignments to questions when required Inability to follow Poorly prepared directions assignments Careless work	1

of school regulations or instructions; and (3) obstructing or interfering with the work of others. Only one textbook⁸⁵ mentioned behavior in the category "failure to do school work"; this behavior was mentioned in connection with a statement by the authors that some teachers use punitive measures in handling behaviors of this nature.

III. METHODS RECOMMENDED AND DISPARAGED

Careful examination of the textbooks revealed that authors of twelve textbooks recommended and/or disparaged a total of thirty-seven specific methods of handling classroom misbehaviors. These specific methods were classified under the following main categories: (1) Censure, (2) Group Pressure, (3) Ignoring, (4) Penalties, (5) Physical Punishment, (6) Removal, (7) Restraint, and (8) Redirecting Attention. The specific methods, listed under the eight main categories, are presented in tabular form in Table III. Columns to the right of the table, designated "recommended" and "disparaged," indicate the number of textbooks in which the specific method was recommended or disparaged. The ranking of the main categories of methods recommended by authors of the textbooks is shown in Table IV. The ranking of main categories of methods disparaged is presented in

⁸⁵Chamberlain and Kindred, op. cit., pp. 593-94.

TABLE III
TREATMENT OF VARIOUS GENERAL METHODS
OF HANDLING MISBEHAVIOR

Treatment	Recommended	Disparaged
Censure		
Bawling out	0	1
Censure	0	1
Criticism before classmates	0	1
Emotional outbursts	0	1
Forced apology	0	4
Public humiliation	0	2
Publicizing offenses and treatments	0	2
Rebuke before classmates	0	1
Ridicule	0	5
Sarcasm	0	7
Scolding before classmates	0	2
Tongue-lashings	0	1
Threats	0	5
Unfavorable comments	0	1
Group pressure		
Present problem to group for evaluation	3	0
Taking no action to permit group influence	1	0
Ignoring		
Ignore	5	1
Take no action if not sure what to do	2	0
Penalties		
Detention after school	0	2
Expulsion from school	0	2
Extra work, e.g., memorizing a poem	0	2
Forced standing	0	1
Lower grades	0	3
Punish entire group	0	3
Restitution	3	0
Withdraw privileges	2	0
Withhold approval	1	0

TABLE III (continued)

Treatment	Recommended	Disparaged
Physical punishment	0	5
Removal from the group		
Send or remove from the room . . .	7	1
Isolate	2	0
Reassign to different part of the room	1	0
Send to the principal	0	1
Restraint		
Take by arm and lead away	1	0
Redirect attention		
Call on student	5	0
Cease talking (teacher)	1	0
Change class activity	1	0
Speak to student: request cooperation	5	0

TABLE IV

RANKING OF MAIN CATEGORIES OF TREATMENTS
RECOMMENDED ACCORDING TO FREQUENCY OF
MENTION IN THIRTEEN TEXTBOOKS

Treatment	Number of textbooks in which treatment is mentioned
Removal from the group	7
Redirect attention	6
Ignoring	5
Group pressure	4
Penalties	3
Restraint	1

Table V. A comparative review of the treatments by authors of the thirteen textbooks of the various general methods (main categories) of handling misbehavior is presented in Table VI.

Censure. The authors of twelve textbooks mentioned fourteen kinds of censorious actions in connection with handling pupil misbehavior. The use of "censure" was disparaged by authors of the twelve textbooks, was recommended by none, and ranked highest among methods disparaged by authors of the textbooks (presented in Tables III, IV, and V). Specific kinds of censorious actions, appearing with highest frequency in the textbooks, were the following: (1) sarcasm, (2) ridicule and threats, and (3) forced apology. With perhaps two questionable exceptions, the disparagement of "censure" by authors of the textbooks was unqualified. Statements made by authors in connection with the use of "censure" were more direct and positive than those made in connection with any other methods of handling pupil misbehavior. The two "exceptions" referred to were in the textbooks by Schorling⁸⁶ and by Tonne, Popham, and Freeman.⁸⁷

⁸⁶Raleigh Schorling, Student Teaching, Second edition (New York: McGraw-Hill Book Company, Inc., 1949), p. 415.

⁸⁷Tonne, Popham, and Freeman, loc. cit.

TABLE V

RANKING OF MAIN CATEGORIES OF TREATMENTS
DISPARAGED ACCORDING TO FREQUENCY OF
MENTION IN THIRTEEN TEXTBOOKS

Treatment	Number of textbooks in which treatment is mentioned
Censure	12
Penalties	7
Physical punishment	5
Removal from group	2
Ignoring	1

TABLE VI
TREATMENTS OF GENERAL METHODS OF HANDLING CLASSROOM MISBEHAVIOR

	Adams, <u>Educating America's Children</u>	Brown, <u>Managing the Classroom</u>	Chamberlain and Kindred, <u>The Teacher and School Organization</u>	Dykema and Gehrrens, <u>The Teaching and Administration of High School Music</u>	Klausmeier and Others, <u>Teaching in the Elementary School</u>	Kozman, Cassidy, and Jackson, <u>Methods of Physical Education</u>	Mirrielees, <u>Teaching Composition and Literature</u>	Ohlsen, <u>Guidance</u>	Rivlin, <u>Teaching Adolescents in Secondary Schools</u>	Schorling, <u>Student Teaching</u>	Schorling and Wingo, <u>Elementary-School Student Teaching</u>
Censure	Disparaged use of censure, criticism, or action impairing self-respect	No treatment	Disparaged use of censure in form of sarcasm, tongue-lashing, ridicule	Disparaged use of sarcasm. Implied desirability and efficacy of student's anxiety with respect to principal's office in case of being sent from room by teacher (non-verbalized threat)	Disparaged censure in nature of ridicule, forced apology, unfavorable comments on report cards	Disparaged "bawling out" student and use of threats	Disparaged scolding before classmates	Disparaged. Cited sarcasm and public humiliation as disciplinary measures which hurt child and cause hatred of teacher	Disparaged embarrassment of student by rebuking or humiliating in public, use of sarcasm, or forcing apology	Disparaged criticism before group, forced apology, sarcasm, threats. Advised against ridicule <u>except</u> in case of marked conceit	Disparaged public criticism, sarcasm, ridicule, threats, forced apologies
Group pressure	Stated teachers need to be careful about when to subject child's actions to group discussion	No treatment	No treatment	No treatment	Recommended child be left alone to permit group action	No treatment	No treatment	No treatment	No treatment	Recommended appeal to opinion of class	No treatment
Ignore	No treatment	No treatment	No treatment	No treatment	Recommended (see above)	Recommended. Wrote rarely good to take class time to deal with bad manners of one student	Disparaged. Wrote teacher should not permit second whispering, inattention, note-passing; never pretend to overlook serious disciplinary problem	No treatment	Recommended ignoring petty matters	Recommended and disparaged. Wrote teacher should do nothing if not sure what to do. On other hand, stated teacher should stop little things	Recommended and disparaged. Recommended doing nothing if not sure what to do. On other hand, stated teachers should stop little things
Penalties	No treatment (disparaged use of punishment and rewards)	No treatment (disparaged use of punishment and cited dangers of use; however, provided 14 rules for administering if used)	Disparaged deprivations, use of marks, extra work, forced standing	No treatment	Recommended and disparaged. Recommended specific punishment for specific offenses (penalties disparaged use of punishment, emphasized dangers involved in use)	Disparaged use of deprivation, e.g., withdrawal of privileges	No treatment	No treatment	Disparaged withdrawing privileges, use of marks, extra work	Recommended withdrawing privileges; restitution in case of property damage (if student is willing)	Recommended permitting child to suggest restitution (case of damaged property)
Physical Punishment	No treatment	No treatment	Disparaged	No treatment	No treatment	Disparaged	No treatment	No treatment	No treatment	Disparaged	Disparaged
Removal from the Group	No treatment	No treatment	Disparaged sending to principal and expelling from school pending parent interview	Recommended sending from the room	Recommended removal from the group	Recommended and disparaged. Wrote teacher may ask student to leave but stated nothing gained by excluding him	Recommended removal from group and sending to designated place, e.g., study hall, library, principal's office	No treatment. (Wrote that the "discipline office" is person in school to whom teachers refer problems they cannot handle)	Recommended. Reference to student quarreling, students to be assigned different parts of room. Wrote avoid sending from room <u>except</u> conduct having an <u>immoral</u> influence on others	Recommended sending from room only for serious misbehavior, e.g., obscene language. Disparaged "dumping on principal"	Recommended sending from room for serious misbehavior. Suggested isolating child "going to pieces" but not as a punishment
Restraint	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment
Redirect Attention	No treatment	No treatment	No treatment	No treatment	Recommended calling on child	Recommended (quiet voice, courtesy, and firmness)	Recommended calling on student. In case of whispering or talking suggested teacher stop talking	No treatment	Recommended calling on student, speaking to student, changing class activity, e.g., introduce written work	Recommended going to student and requesting cooperation; calling on student	Recommended going to student and requesting cooperation; calling on student

TABLE VI
TREATMENTS OF GENERAL METHODS OF HANDLING CLASSROOM MISBEHAVIOR

	Dykema and Gehrrens, <u>The Teaching and Administration of High School Music</u>	Klausmeier and Others, <u>Teaching in the Elementary School</u>	Kozman, Cassidy, and Jackson, <u>Methods of Physical Education</u>	Mirrieles, <u>Teaching Composition and Literature</u>	Ohlsen, <u>Guidance</u>	Rivlin, <u>Teaching Adolescents in Secondary Schools</u>	Schorling, <u>Student Teaching</u>	Schorling and Wingo, <u>Elementary-School Student Teaching</u>	Tonne, Popham, Freeman, <u>Methods of Teaching Business Subjects</u>	Wiles, <u>Teaching for Better Schools</u>
and Kindred, <u>and School Organization</u>	Disparaged use of sarcasm. Implied desirability and efficacy of student's anxiety with respect to principal's office in case of being sent from room by teacher (non-verbalized threat)	Disparaged censure in nature of ridicule, forced apology, unfavorable comments on report cards	Disparaged "bawling out" student and use of threats	Disparaged scolding before classmates	Disparaged. Cited sarcasm and public humiliation as disciplinary measures which hurt child and cause hatred of teacher	Disparaged embarrassment of student by rebuking or humiliating in public, use of sarcasm, or forcing apology	Disparaged criticism before group, forced apology, sarcasm, threats. Advised against ridicule <u>except</u> in case of marked conceit	Disparaged public criticism, sarcasm, ridicule, threats, forced apologies	Disparaged use of threats	Disparaged use of ridicule and sarcasm
use of cen- suring, sarcasm, ng, ridicule	No treatment	Recommended child be left alone to permit group action	No treatment	No treatment	No treatment	No treatment	Recommended appeal to opinion of class	No treatment	No treatment	Recommended presenting problem to class for evaluation and judgment
	No treatment	Recommended (see above)	Recommended. Wrote rarely good to take class time to deal with bad manners of one student	Disparaged. Wrote teacher should not permit second whispering, inattention, note-passing; never pretend to overlook serious disciplinary problem	No treatment	Recommended ignoring petty matters	Recommended and disparaged. Wrote teacher should do nothing if not sure what to do. On other hand, stated teacher should stop little things	Recommended and disparaged. Recommended doing nothing if not sure what to do. On other hand, stated teachers should stop little things	Recommended. Wrote discipline problems solve themselves easily if minor transgressions are not taken too seriously	No treatment
privations, extra standing	No treatment	Recommended and disparaged. Recommended specific punishment for specific offenses (penalties disparaged use of punishment, emphasized dangers involved in use)	Disparaged use of deprivation, e.g., withdrawal of privileges	No treatment	No treatment	Disparaged withdrawing privileges, use of marks, extra work	Recommended withdrawing privileges; restitution in case of property damage (if student is willing)	Recommended permitting child to suggest restitution (case of damaged property)	Disparaged use of grades	No treatment
	No treatment	No treatment	Disparaged	No treatment	No treatment	No treatment	Disparaged	Disparaged	No treatment	Disparaged
ding to expelling nding par-	Recommended sending from the room	Recommended removal from the group	Recommended and disparaged. Wrote teacher may ask student to leave but stated nothing gained by excluding him	Recommended removal from group and sending to designated place, e.g., study hall, library, principal's office	No treatment. (Wrote that the "discipline office" is person in school to whom teachers refer problems they cannot handle)	Recommended. Reference to student quarreling, students to be assigned different parts of room. Wrote avoid sending from room <u>except</u> conduct having an <u>immoral</u> influence on others	Recommended sending from room only for serious misbehavior, e.g., obscene language. Disparaged "dumping on principal"	Recommended sending from room for serious misbehavior. Suggested isolating child "going to pieces" but not as a punishment	No treatment	Disparaged sending from room
	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	No treatment	Recommended in case of child hitting another, take by arm, lead away, and speak to child
	No treatment	Recommended calling on child	Recommended (quiet voice, courtesy, and firmness)	Recommended calling on student. In case of whispering or talking suggested teacher stop talking	No treatment	Recommended calling on student, speaking to student, changing class activity, e.g., introduce written work	Recommended going to student and requesting cooperation; calling on student	Recommended going to student and requesting cooperation; calling on student	No treatment	No treatment

Schorling wrote that teachers should never ridicule a student except in a case of "marked conceit," and then only if the teacher had firm control of the group.⁸⁸ Tonne, Popham, and Freeman stated that teachers should "scold" only in private.⁸⁹ In the one other textbook in which "scolding" was mentioned, the author wrote that it was unwise to scold a student before classmates.⁹⁰ It might be inferred that authors who disparaged public "scolding," "ridicule," and/or "humiliation" were not necessarily indicating disapproval of these actions in private. The writer of this study, however, determined that inferences of this nature would be too highly subjective to permit inclusion in a factual study. Viewed from this standpoint, it is probably more accurate to state that the comment by Schorling⁹¹ represents the one exception to unqualified disparagement of the censorious actions reported.

Group pressure. The use of "group pressure" as a method of handling misbehavior problems ranked fourth among methods recommended by the authors of the textbooks (presented in Table IV, page 47). No disparagement of its use

⁸⁸Schorling, op. cit., p. 97.

⁸⁹Tonne, Popham, and Freeman, op. cit., p. 416.

⁹⁰Mirrielees, op. cit., p. 551.

⁹¹Schorling, loc. cit.

was noted. Included in this general method are action by the teacher to present a specific behavior problem to a class with the intention of having the group discuss the problem and form an opinion regarding it, and deliberate ignoring of a problem by the teacher to permit some kind of group pressure on the individual.

Schorling⁹² wrote that an appeal to the opinion of the class was often effective in stopping misbehavior difficult to investigate. Wiles⁹³ stated that bringing an issue before the class for discussion might lead to an acceptance on the part of the offending pupil of the policy involved and an agreement to abide by it.

The authors of another textbook described a situation involving three students in which class disapproval was invoked by the teacher. The authors wrote, however, that teachers should use careful discrimination about when to subject a student's action to group discussion.⁹⁴ Klausmeier and others,⁹⁵ with reference to non-disruptive behavior, stated that if a child were left alone the group

⁹²Ibid.

⁹³Wiles, op. cit., p. 154.

⁹⁴Fay Adams, Educating America's Children (New York: The Ronald Press Company, 1946), p. 86.

⁹⁵Klausmeier and others, op. cit., p. 528.

might take action which would help him to change his behavior.

The authors of four textbooks recommended use of "group pressure" as a method of handling pupil misbehavior; however, authors of only two of the textbooks suggested that teachers deliberately invoke group disapproval in cases where the offending individual could be publicly identified.

Ignoring. Most of the authors of the thirteen textbooks implied that certain "minor transgressions" should be ignored or, at least, not exaggerated by teachers. Authors of five textbooks, however, specifically recommended ignoring certain misbehaviors as a means of handling certain behavior problems in the classroom. This method, "ignoring," ranked third among methods recommended by the authors of the textbooks (Table IV, page 47). Only one author⁹⁶ appeared to definitely disparage use of this method.

The recommendation of Klausmeier and others⁹⁷ has already been noted (e.g., leave the child alone to permit group action). Kozman, Cassidy, and Jackson⁹⁸ wrote that it is rarely good practice to take the attention of the class away from a planned activity in order to deal

⁹⁶Mirrielees, op. cit., pp. 550-51.

⁹⁷Klausmeier and others, loc. cit.

⁹⁸Kozman, Cassidy, and Jackson, op. cit., p. 438.

with the "bad manners" of one student. Schorling⁹⁹ and Schorling and Wingo¹⁰⁰ stated quite positively that teachers should do nothing if they were not certain what to do. The authors of these two textbooks further stated that teachers might have to overlook many undesirable things; that any effort to punish would be futile if it opposed the standards of the group (e.g., cheating could not be eliminated until group opinion was against it).¹⁰¹ On the other hand, they appeared to disparage the practice of ignoring pupil behavior by their statements that teachers should "stop the little things"; that many problems which seemed insignificant might become serious.¹⁰² Tonne, Popham, and Freeman made a general statement that the teacher's disciplinary problem would probably solve itself easily if the teacher did not take "minor transgressions" too seriously.¹⁰³ Definite disparagement of ignoring misbehavior was noted in the textbook by Mirrielees. She wrote that a teacher should

⁹⁹Schorling, op. cit., p. 95.

¹⁰⁰Raleigh Schorling and G. Max Wingo, Elementary-School Student Teaching (New York: McGraw-Hill Book Company, Inc., 1950), p. 131.

¹⁰¹Schorling, op. cit., p. 91; Schorling and Wingo, op. cit., p. 127.

¹⁰²Schorling, op. cit., p. 95; Schorling and Wingo, op. cit., p. 131.

¹⁰³Tonne, Popham, and Freeman, op. cit., p. 416.

"never tolerate" for a minute whispering, inattention, and note passing; that a teacher should never pretend to overlook a serious disciplinary problem.¹⁰⁴

Penalties. The use of "penalties" as a general method of handling misbehavior was both recommended and disparaged by authors of the textbooks. Authors mentioned nine types of penalties (shown in Table III, page 45). The use of penalties ranked second among methods disparaged by authors of the textbooks (Table V, page 49), and ranked fifth among methods recommended (Table IV, page 47). The use of penalties was recommended by the authors of three textbooks. Only three types of penalties were recommended: (1) restitution, (2) withdrawal of privileges, and (3) withholding approval.

Seven types of penalties mentioned in the textbooks were disparaged by authors (presented in Table III, page 45). In descending order of frequency mentioned, they are (1) lowering of grades and punishing the group for individual misbehavior; (2) detention after school, expulsion from school, extra work, and withdrawing privileges; and (3) forced standing. With the exception of "withdrawing privileges," none of the disparaged penalties were recommended by any authors of

¹⁰⁴Mirrielees, op. cit., pp. 550-51.

the textbooks, and although only three textbooks recommended the use of restitution, no disparagement of this penalty was found in the textbooks.

With respect to penalties disparaged, disparagement was couched in general terms of disapproval. Recommendations regarding "penalties" referred to specific measures and not to penalties as a general method. Those penalties that were suggested were presented as "emergency measures."

Schorling¹⁰⁵ mentioned "restitution" in connection with damaged property, stating that if the pupil was willing, an offer on his part to pay for or restore it might be sufficient. Schorling and Wingo,¹⁰⁶ also in reference to damaged property, suggested letting the child propose a method of restitution. No mention was made by the authors of either textbook as to what action might or should be taken if the students concerned failed to propose or were unwilling to make restitution. In connection with serious misbehavior problems, Schorling¹⁰⁷ made one reference to "withdrawal of privileges." He recommended isolation of the offending student and withdrawal of privileges until the case was settled.

¹⁰⁵Schorling, op. cit., p. 96.

¹⁰⁶Schorling and Wingo, op. cit., p. 132.

¹⁰⁷Schorling, loc. cit.

Klausmeier and others, with considerable reservations, recommended use of three penalties: (1) withdrawal of privileges, (2) restitution, and (3) withholding approval.¹⁰⁸

Under the topic "punishments," the authors suggested repair in the case of property marred, and returning or giving a substitute in case of something having been taken from another child.¹⁰⁹

The authors of this textbook were the only ones to suggest that teachers, in using punishment, should select a form of punishment as closely related to the offense as possible. In those cases where no form of punishment was closely related to an offense, the authors recommended that "withdrawal of privileges" be used.¹⁰⁹

Despite these apparent "recommendations," Klausmeier and others wrote in a summary statement that the use of punishment is so fraught with the unknown that a teacher should consider the consequences seriously before he decides to punish; that if the teacher considers all the factors he will probably decide not to punish.¹¹⁰

Physical punishment. None of the textbooks reviewed recommended the use of physical punishment. Disparagement

¹⁰⁸ Klausmeier and others, op. cit., pp. 518-19.

¹⁰⁹ Ibid., p. 529.

¹¹⁰ Ibid.

of its use, for the most part couched in general terms, was noted in five of the textbooks.

In a discussion of general methods used by teachers in maintaining discipline, Kozman, Cassidy, and Jackson wrote that the "harshest" method was fortunately no longer approved when it took the forms of "floggings, deprivations, and other cruel acts."¹¹¹ Schorling¹¹² and Schorling and Wingo¹¹³ stated that, although the "rod" has disappeared from most schools, the philosophy which caused it to be wielded still persists.

In a discussion pertaining to the "aggressive" child, Wiles wrote that the use of physical punishment would multiply the symptoms already being felt by the child.¹¹⁴ Chamberlain and Kindred¹¹⁵ referred to physical punishment as one of the disciplinary actions strongly resented by students.

No mention of the legal status of corporal punishment in public schools was made in any of the textbooks reviewed.

Removal from the group. The general method "removal from the group" was recommended by the authors of seven

¹¹¹Kozman, Cassidy, and Jackson, op. cit., p. 437.

¹¹²Schorling, op. cit., p. 90.

¹¹³Schorling and Wingo, op. cit., p. 126.

¹¹⁴Wiles, op. cit., p. 256.

¹¹⁵Chamberlain and Kindred, op. cit., p. 594.

textbooks and ranked first among methods recommended (presented in Table IV, page 47). Authors of two textbooks disparaged the practice of excluding students from the room.

Dykema and Gehrkens suggested that if students knew when they were sent from the room that something "serious" would probably happen in the principal's office, they would think twice before engaging in "thoughtless pranks."¹¹⁶

Klausmeier and others briefly stated that, when necessary, a child should be removed from the group.¹¹⁷ Referring to disruptive behavior problems requiring immediate attention, Kozman, Cassidy, and Jackson¹¹⁸ said the teacher might "ask" a student to leave but should never demand he leave. The authors went on to state that nothing would be solved for the student by excluding him from class activities.

Mirrielees¹¹⁹ stated that teachers should designate the place students were to report when they were sent from the room (e.g., the library, the study hall, or the principal's office). Rivlin cited an instance of students

¹¹⁶Peter W. Dykema and Karl W. Gehrkens, The Teaching and Administration of High School Music (Boston: C. C. Birchard and Company, 1941), p. 48.

¹¹⁷Klausmeier and others, op. cit., pp. 518-19.

¹¹⁸Kozman, Cassidy, and Jackson, op. cit., p. 441.

¹¹⁹Mirrielees, op. cit., p. 551.

quarreling and recommended, in such cases, they be separated and assigned activities in separate parts of the room. In reference to misbehavior having an "immoral influence" on other students, the author stated that teachers should ask a superior to remove the student from the class.¹²⁰

"Isolation" of an offending student was recommended by the authors of two textbooks. The treatment by Schorling was not entirely clear. The author wrote that where a pupil obstructed the work of the group, he should be "expected" to leave the room, preferably to sit alone in a room provided for that purpose. In the same paragraph, he stated that students should be sent from the room only for serious forms of misbehavior, e.g., obscene language.¹²¹ Later in a presentation of guides for handling "serious misbehavior," the author recommended that students be isolated from other pupils and privileges be withdrawn until the case was settled.¹²²

Schorling and Wingo also stated that students who were obstructing the work of others should be expected to leave the room and sit alone in a place provided for such purposes. In the same paragraph the authors recommended

¹²⁰Harry N. Rivlin, Teaching Adolescents in Secondary Schools (New York: Appleton-Century-Crofts, Inc., 1948), pp. 359-60.

¹²¹Schorling, op. cit., p. 95.

¹²²Ibid., p. 96.

that "isolation" not be used except for serious forms of misbehavior. Under the topic "Serious Behavior Problems," they commented further on the use of isolating, stating that a child should be isolated if he were "rapidly going to pieces" but that isolation should be used to relieve the child and the group and not as punishment.¹²³

Authors of two textbooks,¹²⁴ in brief general statements, disparaged removal of students from the group, e.g., sending students from the room and sending them to the principal's office.

Restraint. Only one author recommended the use of "restraint" as a method of handling a behavior problem. Wiles, referring to conduct on the part of a child which was "harmful" to others, stated it might be necessary to take the child by the arm, lead him away from the group, and talk to him.¹²⁵ No direct disparagement of this method was noted.

Redirecting attention. The general method of "redirecting attention" ranked second among methods recommended by authors of the textbooks (Chapter IV, page 47).

¹²³Schorling and Wingo, op. cit., p. 131.

¹²⁴Chamberlain and Kindred, op. cit., p. 594; Wiles, op. cit., p. 95.

¹²⁵Wiles, op. cit., p. 263.

Authors of five textbooks recommended "speaking to the student" and/or "requesting his cooperation."¹²⁶ One author recommended the teacher "cease talking" if any member of the class was talking.¹²⁷ The author of another textbook suggested that the teacher change the class activity (e.g., introduce written work) in cases of general inattention or rowdyism.¹²⁸

IV. SUMMARY

The results of examining the textbooks for purposes of identifying kinds of pupil misbehaviors mentioned and ascertaining methods of handling classroom misbehavior revealed that thirteen textbooks out of the thirty-seven reviewed treated one or more of these topics. Results in the area of kinds of misbehavior mentioned disclosed fifty-eight kinds of pupil misbehavior. Seven specific kinds of misbehavior were mentioned by authors of four or more textbooks. Ranked in descending order according to the number of textbooks in which the behaviors were mentioned (see

¹²⁶Kozman, Cassidy, and Jackson, op. cit., p. 441; Mirrielees, op. cit., p. 551; Rivlin, op. cit., p. 363; Schorling, op. cit., p. 95; Schorling and Wingo, op. cit., p. 131.

¹²⁷Mirrielees, op. cit., p. 550.

¹²⁸Rivlin, op. cit., p. 363.

Table I, page 39), results were as follows: (1) inattention; (2) discourtesy and destruction or mutilation of school property; (3) cheating, giggling or laughing, and talking. Specific kinds of misbehaviors were classified under nine main categories and ranked according to the number of textbooks which mentioned misbehaviors falling within a main category (Table II, page 42). In descending order the main categories of misbehaviors ranked as follows: (1) discourtesy to teachers and others; (2) violation of school regulations and instructions; (3) obstructing or interfering with the work of others; (4) destruction or mutilation of school property, and dishonesty; (5) insubordination, fighting or quarreling; (6) use of improper language; (7) failure to do school work. Relatively few of the misbehaviors mentioned in the textbooks appeared in direct relation to recommended methods of handling classroom misbehavior.

Analysis of the textbooks' treatment of methods of handling pupil misbehavior disclosed treatment of the topic by twelve of the thirty-seven textbooks reviewed. Authors of ten textbooks recommended certain specific methods. These methods were classified under eight main categories and ranked according to the number of textbooks in which recommendations were found (Table IV, page 47). Ranking of main categories of recommended methods were as follows: (1) removal from the group, (2) redirecting attention, (3) ignoring,

(4) group pressure, (5) penalties, and (6) restraint. General methods which were disparaged by authors of the textbooks (presented in Table V, page 49) ranked as follows: (1) censure, (2) penalties, (3) physical punishment, (4) removal from the group, and (5) ignoring. As has been noted, few of the specific methods recommended were related by authors of the textbooks to specific kinds of misbehavior or specific classroom situations. In general most of the recommendations were couched in vague terms and were presented with considerable qualifications and/or warnings to teachers. A comparative analysis of treatments by the thirteen textbooks of general methods of handling pupil misbehavior was presented in table form (Table VI, page 50).

General methods prescribed in the areas of guidance, teaching, and mental hygiene and general statements by authors suggesting referral of students to others for professional help or calling on others for unspecified kinds of assistance at unspecified times were not included in this study. The desirability of using constructive measures, teaching techniques to provide the best possible learning conditions in the classroom situation, and the importance of using mental hygiene approaches to behavior problems have long been accepted as basic concepts of modern educational philosophy.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

Review of research. A review of research in the general area of classroom discipline revealed that much has been done to (1) ascertain the seriousness with which teachers regard certain kinds of pupil misbehaviors, (2) compare teachers' attitudes toward behavior problems with attitudes of mental hygienists toward the same problems, (3) identify the kinds of misbehaviors common to classroom situations and methods used by teachers in handling these behaviors, and (4) ascertain important problems of beginning teachers. Little research has been done within the last three decades in the area of contributing causes to misbehavior; however, one recent study sought teachers' opinions regarding factors involved. No investigations of the textbooks' treatment of classroom misbehaviors have been made.

Studies in the area of teacher attitudes resulted in conclusions that teachers stress the importance of problems relating to maintenance of order in the classroom and that this emphasis is consistent with unique demands made on teachers by their profession. Mental hygienists and teachers are not in complete agreement regarding the seriousness of certain behavior problems but are in closer agreement

today than they have been in the past.

Studies relating to the kinds of pupil behaviors which are common to classroom situations revealed that the kinds of misbehaviors are numerous. Some of the general misbehaviors which are of concern to teachers are (1) disturbing others, (2) excessive noise, and (3) failure to work together or quarreling. Comparison of misbehaviors encountered by today's teachers with those encountered by teachers in previous periods revealed few differences in kinds or incidence of misbehavior.

With respect to causes of pupil misbehavior, teachers considered the most important factors to be those associated with the home life and family backgrounds of the students.

Studies attempting to identify methods used by teachers in handling misbehavior revealed that "censure," "deprivation," and other punitive measures ranked high among methods used.

Efforts to identify problems of beginning teachers have, in general, led to the conclusion that maintenance of discipline, or classroom control, is a major problem of beginning teachers and a factor in beginning teacher failures.

Examination of the textbooks. Thirty-seven textbooks used in undergraduate education courses at Appalachian State

Teachers College were examined to (1) identify the kinds of misbehaviors mentioned in the textbooks, and (2) ascertain methods of handling classroom misbehaviors which were recommended and/or disparaged by authors of these textbooks.

A total of fifty-eight misbehaviors was noted in twelve textbooks. Main categories of misbehavior mentioned with highest frequency were (1) discourtesy to teachers and others, (2) violation of school regulations or instructions, and (3) obstructing or interfering with the work of others.

Thirty-seven specific methods of handling misbehavior in the classroom situation were recommended and/or disparaged by authors of eleven textbooks. A large per cent of these specific methods involved some kind of censure or penalty, most of which were disparaged. General methods recommended by authors of the textbooks, ranked according to the number of textbooks in which recommendation was found, were (1) removal from the group, (2) redirecting attention, (3) ignoring, (4) group pressure, (5) penalties, and (6) restraint. General methods disparaged were (1) censure, (2) penalties, (3) physical punishment, (4) removal from the group, and (5) ignoring. Although "removal from the group" ranked highest among methods recommended by authors of the textbooks, the authors of only seven textbooks recommended this method. The only method recommended which might be classified as "punitive" was "penalties"; use of this general

method was recommended by authors of only three textbooks. On the other hand, the use of penalties ranked second among methods disparaged by authors of the textbooks. No attempt was made to interpret the meaning of an author's failure to mention a specific method of handling misbehavior. Based purely on specific mention, either as recommending or disparaging, it was noted that no disagreement was found regarding the following recommended actions: (1) redirecting attention, (2) group pressure, and (3) restraint. Further, no disagreement was noted regarding disparagement of (1) censure and (2) physical punishment.

II. CONCLUSIONS

Considerable research has identified kinds of classroom misbehavior problems, teachers' attitudes toward behavior problems, methods used by teachers in handling pupil misbehaviors, and the significance of classroom discipline to beginning teachers. Little of the research done has led to specific recommendations regarding the kind of actions teachers should take when misbehavior in the classroom situation disrupts class activities. Failure of research in other areas of the general problem has not led to an investigation of how the problem is treated in textbooks, despite the significant role of the textbook in preparing students for teaching.

Examination of the textbooks used at Appalachian State Teachers College revealed that:

1. Authors of most textbooks listed or mentioned pupil behaviors but appeared unwilling to classify behaviors of students as "misbehavior" or "misconduct," or indicate what attitude teachers should have toward these problems.

2. Relatively few specific methods of handling pupil misbehavior were recommended for use by the classroom teacher, and only a small per cent of the textbooks recommended any methods at all.

3. Few methods recommended were related to specific kinds of misbehavior or to specific classroom situations.

4. In general, authors refrained from recommending specific actions on the part of the teacher other than referring the child or the problem elsewhere, redirecting the attention of the child by some verbal means, and ignoring the problem altogether.

5. Authors, for the most part, disparaged any form of censure or penalty and, in general, cautioned against use of any punitive measures.

6. Despite the legal sanction of corporal punishment in public schools in forty-seven states, the topic of corporal punishment was ignored by authors of practically all the textbooks.

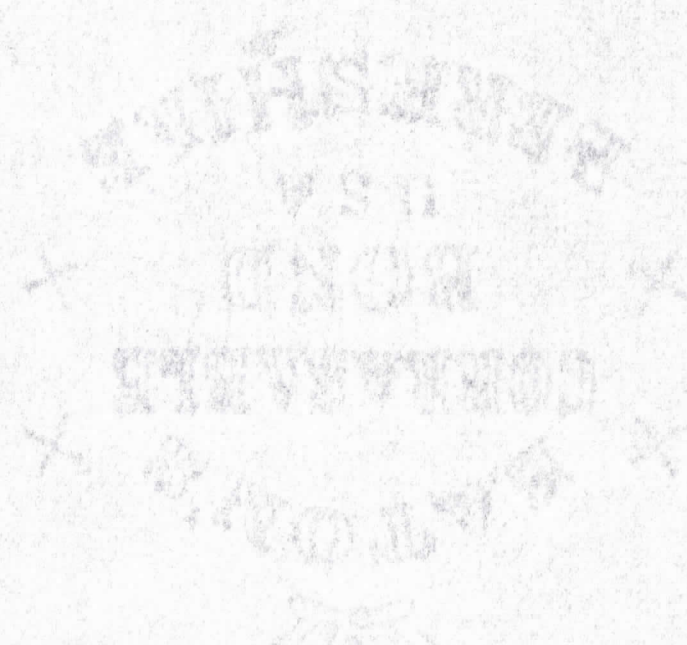
7. In general, authors of the textbooks dealt with the topic of pupil misbehavior in terms of understanding the causes of misbehavior and treating these causes, rather than the misbehavior itself.

8. The textbooks contained few suggestions regarding what a teacher should do when faced with disruptive behavior problems in the classroom situation. The admonition by authors of two textbooks that teachers should do nothing if not certain what to do exemplified the tendency of most authors to avoid dealing directly with the classroom teacher's immediate problem of handling misbehavior in the classroom situation, particularly that of a disruptive nature.

9. The textbooks reviewed make little, if any, contribution toward the solution of the teacher's problem of how to handle classroom misbehavior except in so far as they strengthen one's understanding of general principles and provide basic insight into the problem.

10. Further evaluation of the treatment of the problem of pupil misbehavior in textbooks is needed in order that action may be taken to improve the contribution of textbooks in this area.

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- Strang, Ruth. "Contributions of Research to Discipline and Control," The Scientific Movement in Education, pp. 211-22. Thirty-seventh Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1938.
- Washburn, Ruth Wendall. "Discipline in the World of Childhood," Discipline an Interpretation, pp. 1-6. Washington: The Association for Childhood Education, 1944.
- Whipple, Guy Montrose (ed.). The Textbook in American Education, pp. 1-6. Thirtieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1931.

Zirbes, Laura. "The Contributions of Research Toward Discipline for Freedom," Discipline for Freedom, pp. 29-34. Association for Childhood Education International. Washington: Government Printing Office.

E. UNPUBLISHED MATERIALS

O'Brien, Charles Francis Xavier. "The Legal Status of Corporal Punishment in the Public School Systems of the United States: A Comparative Study." Unpublished dissertation, New York University, New York, 1941.

APPENDIX

APPENDIX

TEXTBOOKS USED IN UNDERGRADUATE EDUCATION COURSES

APPALACHIAN STATE TEACHERS COLLEGE

Education 221, 222, Music in the Elementary School

1. Thompson, Carl O., and Harriet Nordholm. Keys to Elementary School Music. Minneapolis: Paul A. Schmitt Music Company, 1949. 271 pp.

Education 302, Primary Social Studies

2. Preston, Ralph C. Teaching Social Studies in the Elementary School. New York: Rinehart and Company, Inc., 1950. 337 pp.

Education 303, Grammar Grade Social Studies

- Preston, Ralph C. Teaching Social Studies in the Elementary School. New York: Rinehart and Company, Inc., 1950. 337 pp.

Education 318, History and Organization of Education in North Carolina

3. Newsome, Albert Ray, and Hugh Talmadge Lefler. The Growth of North Carolina. New York: World Book Company, 1947. 472 pp.
4. Noble, M. C. S. A History of the Public Schools of North Carolina. Chapel Hill: The University of North Carolina Press, 1930. 463 pp.

Education 322, 323, Music in the High School

- * 5. Dykema, Peter W., and Karl W. Gehrckens. The Teaching and Administration of High School Music. Boston: C. C. Birchard and Company, 1941. 614 pp.

Education 331, The School

6. Brammell, Roy P. Your Schools and Mine. New York: The Ronald Press Company, 1952. 438 pp.

- * 7. Chamberlain, Leo M., and Leslie W. Kindred. The Teacher and School Organization. Second edition. New York: Prentice-Hall, Inc., 1949. 681 pp.

Education 332, The School

- * 8. Klausmeier, Herbert J., and others. Teaching in the Elementary School. New York: Harper and Brothers, 1956. 614 pp.
9. Otto, Henry J., Hazel Floyd, and Margaret Rouse. Principles of Elementary Education. New York: Rinehart and Company, Inc., 1955. 455 pp.

Education 333, The School

Klausmeier, Herbert J., and others. Teaching in the Elementary School. New York: Harper and Brothers, 1956. 614 pp.

- *10. Adams, Fay. Educating America's Children. New York: The Ronald Press Company, 1946. 490 pp.

Education 401, Primary Reading

11. Tinker, Miles A. Teaching Elementary Reading. New York: Appleton-Century-Crofts, Inc., 1952. 351 pp.
12. Adams, Fay, Lillian Gray, and Dora Reese. Teaching Children to Read. New York: The Ronald Press Company, 1949. 525 pp.
13. Hester, Kathleen B. Teaching Every Child to Read. New York: Harper and Brothers, Publishers, 1955. 416 pp.

Education 405, Primary Arithmetic

14. Morton, Robert Lee. Teaching Children Arithmetic. New York: Silver Burdett Company, 1953. 566 pp.

Education 407, Principles of High School Teaching

- *15. Rivlin, Harry N. Teaching Adolescents in Secondary Schools. New York: Appleton-Century-Crofts, Inc., 1948. 516 pp.

Education 406, Investigations in Teaching Arithmetic

16. Clark, John R., and Laura K. Eads. Guiding Arithmetic Learning. New York: World Book Company, 1954. 280 pp.

Education 410, School Management

- *17. Brown, Edwin John. Managing the Classroom. New York: The Ronald Press Company, 1952. 424 pp.

Education 411, Literature and the Child

18. Johnson, Edna, Carrie E. Scott, and Evelyn R. Sickels. Anthropology of Children's Literature. Cambridge, Massachusetts: Houghton Mifflin Company, 1948. 1114 pp.

Education 413, Grammar Grade Reading

19. McKee, Paul. The Teaching of Reading in the Elementary School. Boston: Houghton Mifflin Company, 1948. 622 pp.

Education 414, Student Teaching, Elementary Schools

- *20. Schorling, Raleigh, and G. Max Wingo. Elementary-School Student Teaching. New York: McGraw-Hill Book Company, Inc., 1950. 452 pp.

Education 415, Student Teaching, High School

- *21. Schorling, Raleigh. Student Teaching. Second edition. New York: McGraw-Hill Book Company, Inc., 1949. 415 pp.

Education 420, Teaching High School Mathematics

22. Reeve, William David. Mathematics for the Secondary School. New York: Henry Holt and Company, 1954. 547 pp.

Education 423, Teaching High School Science

23. Heiss, Elwood D., Ellsworth S. Osbourn, and Charles W. Hoffman. Modern Science Teaching. New York: The Macmillan Company, 1950. 462 pp.

Education 424, Teaching History

24. Bining, Arthur C., and David H. Bining. Teaching the Social Studies in Secondary Schools. Third edition. New York: McGraw-Hill Book Company, Inc., 1952. 350 pp.

Education 425, Teaching English

- *25. Mirrieles, Lucia B. Teaching Composition and Literature. Revised edition. New York: Harcourt, Brace and Company, 1952. 691 pp.

Education 426, Teaching Modern Languages

26. Handschin, Charles H. Modern-Language Teaching. New York: World Book Company, 1940. 458 pp.

Education 427, Teaching Home Economics

27. Williamson, Maude, and Mary Stewart Lyle. Home-making Education in the High School. Third edition. New York: Appleton-Century-Crofts, Inc., 1954. 423 pp.

Education 428, Teaching Physical Education

- *28. Kozman, Hilda Clute, Rosalind Cassidy, and Chester O. Jackson. Methods in Physical Education. Philadelphia: W. B. Saunders Company, 1948. 552 pp.

Education 446, Diagnostic and Remedial Teaching in Grammar Grades

29. Kirk, Samuel A., and G. Orville Johnson. Educating the Retarded Child. Boston: Houghton Mifflin Company, 1951. 434 pp.

Education 454, Teaching and Supervision of the Language Arts in the Elementary Grades

30. Dawson, Mildred A. Teaching Language in the Grades. New York: World Book Company, 1951. 341 pp.

Education 462, Science in Kindergarten and Primary Grades

31. Navarra, John Gabriel. The Development of Scientific Concepts in a Young Child. New York: Bureau of Publications, Teachers College, Columbia University, 1955. 147 pp.

Education 463, Science in Elementary Grades

- Navarra, John Gabriel. The Development of Scientific Concepts in a Young Child. New York: Bureau of Publications, Teachers College, Columbia University, 1955. 147 pp.

Education 470, Teaching Business Education

- *32. Tonne, Herbert A., Estelle L. Popham, and M. Herbert Freeman. Methods of Teaching Business Subjects. New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1949. 438 pp.

Education 483, Improving Elementary Instruction

- *33. Wiles, Kimball. Teaching for Better Schools. New York: Prentice-Hall, Inc., 1952. 397 pp.

Education 492, Diagnostic and Remedial Reading

34. Bond, Guy L., and Miles A. Tinker. Reading Difficulties. New York: Appleton-Century-Crofts, Inc., 1957. 486 pp.

Education 494, Audio-Visual Education

35. Dale, Edgar. Audio-Visual Methods in Teaching. Revised edition. New York: The Dryden Press, Inc., 1954. 534 pp.

Education 497, Teaching of Reading

36. Russell, David H. Children Learn to Read. Boston: Ginn and Company, 1949. 403 pp.

Education 498ab., Principles of Guidance in the School

- *37. Ohlsen, Merle M. Guidance. New York: Harcourt, Brace and Company, 1955. 436 pp.