

PRESENT DAY PUBLIC SCHOOL DISCIPLINE
AS EXEMPLIFIED
IN THE ELEMENTARY SCHOOLS OF AUGUSTA,
KANSAS.

by

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Chapter I

Perhaps in the whole field of education no problem is more persistent in presenting itself and causes more perplexity to the school administrator and classroom teacher than the problem of school discipline.^{1*} According to Walter R. Smith in his book entitled CONSTRUCTIVE SCHOOL DISCIPLINE,^{2.} at least twenty per cent of all failures of beginning teachers can be traced to this source with perhaps an equal number who fall into the class of undesirables because of weakness in this particular. Statistics are not available, but it can hardly be doubted that in both the elementary and the high school many student failures are due either to the general laxity of discipline or to discipline wrongly applied.

However, there is still another reason for the importance of discipline as a factor in education. To discipline is to teach, according to the derivation of the word, and it is likely that through discipline rather than through any particular portion of the curriculum the character of children is developed. Precept is no longer considered adequate in character building. It is what children do rather than what they are told they should do that determines what sort of men and women they will be. Discipline controls

* Numbers refer to references on the first page in the appendix.

the "doing", or motivates it, and thus becomes the main factor in character building, which is conceded on all sides to be one of the chief functions of the public school.

Indeed, according to Dean William F. Russell of Teachers' College, we fail utterly if we fail in building in our youth right character. In his address to the Department of Superintendence at its annual meeting at Cleveland in February, 1929, Dean Russell makes the following statement: "Character education is not merely a matter of importance, it is the outstanding end of our education. To the degree we achieve it, we succeed; to the degree that it eludes our grasp, in that measure we fail." ^{3.} That the matter of character building is inextricably bound up with the problem of discipline is shown in a further statement of the same speaker when he says, "***research in character education points to the need of a happy pupil. *****I mean an unworried life, a respect for the teacher, a sympathy for the ideals of the school, an enthusiasm for the group to which he belongs." ^{4.}

William C. Bagley, professor of education in Teachers' College, in an address before the same body of administrators concludes his remarks by saying that there could be no better motto of an education theory to meet the needs of democracy in an industrialized civilization than "Through discipline to freedom." While Bagley had especial reference to discipline as

opposed to what he calls the "soft sentimentalism" of the newer "freedom" theory, it remains true that nothing in the school curriculum so lends itself to the training of character as that which is commonly known as "school discipline." Any study, therefore, which looks to the improvement of this phase of education is justifiable, no matter how meager may be its contribution to an ideal solution.

Chapter II

Related Literature

The literature on school discipline is almost unlimited. The earlier studies are given over quite largely to devices for maintaining order and methods of classroom control. Generally in these volumes the "school virtues" and "school vices" were enumerated and some advice given for the cultivation of the former and the elimination of the latter. Cases were frequently cited but seldom diagnosed except in the most rudimentary fashion. The psychology back of the pupil's act was seldom thought of. Lying was lying and stealing was stealing, whoever the guilty one might be, or whatever the motive prompting the act. Punishments were more or less stereotyped and were such as would best suit the convenience of the teacher and keep her out of trouble with her patrons.

The story of the EVOLUTION OF DODD was among the first efforts to study the child's behavior in the light of the teachings of psychology. This volume has not only been imitated, but of recent years writers on the subject of discipline have been at much more labor to find out underlying

causes of misbehavior or other unsocial attitudes in school and to determine remedies rather than punishments.

5.
Bagley in his SCHOOL DISCIPLINE gives an excellent treatment of the subject in general going quite deeply into methods of transforming the unruly school. Perry in his volume entitled DISCIPLINE AS A SCHOOL PROBLEM 6. closely approaches the idea that underlies this study as does Stableton, also, in his book entitled YOUR PROBLEMS AND MINE. 7. Stableton, however, is somewhat inclined to throw a sort of sentimental halo around his cases, too many of which have the popular "and they lived happily ever after" type of ending.

8.
Among the books on school discipline published during the past few years, that of Walter R. Smith of the University of Kansas is one of the best. Much more attention has been given by Smith to underlying principles than is customary. One of the latest books, and one which follows the plan of this study in some of its detail, is entitled CHILDREN'S BEHAVIOR AND TEACHERS' ATTITUDES. This book was published by the Commonwealth Fund and is a careful study of school discipline as it actually exists in two of the larger cities of the United States. If this book had appeared somewhat sooner, it would have proved of great service in the present study.

A large number of books on psychology as related to school problems contain valuable material for the student of

school discipline. Although published some years ago, THE
PSYCHOLOGY OF CHILDHOOD by Norsworthy and Whitley^{9.} is one of
the best of these. The educational magazines contain a large
number of excellent articles on various phases of the problem
of discipline. Conspicuous among these is a series of case
studies published in the JOURNAL OF THE NATIONAL EDUCATION
ASSOCIATION.^{10.} A list of the more valuable books and period-
icals dealing with this subject will be found in the biblio-
graphy appended to this thesis.

Chapter III

Character of School Enrollment

In most respects Augusta is a typical Kansas community with a population of somewhat more than four thousand. However, the town has some peculiarities that probably affect the problem under discussion, and these should be noted.

The population, with the exception of a few Mexicans employed by the Santa Fe Railway, is almost one hundred per cent American. Only three children in the total enrollment were born outside of the United States, and less than a half dozen have foreign born parents. The original settlers were largely from the Southern States, but for some reason the negro was not tolerated in the community until after the World War. Even now there are but three negroes enrolled in the Augusta public schools.

While the population of Augusta is American, it is far from being native Kansan, perhaps much less so than the average community of the State. Out of the 812 children enrolled in the Augusta schools on May 1, 1928, 300 were born outside of the State of Kansas. Three states, usually called "southern" furnished 217 of that total and seventeen others came from states south of the Mason and Dixon Line. Thus a total of 234 children in the Augusta schools on the first of

May, 1928, came from sections of the country where education is more or less backward. One hundred twenty-nine of these children, or somewhat more than one-half of those coming from Southern states, are enrolled in second or third divisions of their grades.

Many of these children present very real disciplinary problems. Because of their retardation, children of adolescent, and even post-adolescent age, have to be placed with much younger children. In one instance a seventeen year old boy, unable to read or write, was placed in a third division of the first grade. He did not return to school the next year as he had married during the summer. Similar instances of marriage in the lower grades have not been uncommon. Practically all truancy and attendance cases arise within this group.

The parents of these children are in many cases of the typical Southern "poor white" class. The men find employment at the commonest and most poorly paid labor in the oil fields or refinery. Families are frequently so large that in many cases home conditions are inconceivably bad. Mal-nourishment, incipient tuberculosis, and even venereal disease are not uncommon. More than one thousand quarts of milk were furnished free to undernourished children during the last school year. The eleven cases of scabies and the fifteen cases of pediculosis reported last year by the school nurse were all found among these children and the Mexicans.

Very little cooperation can be expected from the parents of these pupils. Only the fear of the Compulsory School Attendance law makes them keep their children in school. These people constitute a floating population which in itself presents a serious instructional and disciplinary problem. The turn-over of common labor in the oil field and refinery is very large. Withdrawals are exceedingly frequent, many children being in school only a few weeks. Sometimes the same child will enter school, move away, return and re-enter as many as two or three times during the school year. Under such conditions children find it hard to adjust themselves to the standards of the system and frequently become serious school problems not only in regard to discipline but instruction as well. Given two or three years of unbroken attendance, they frequently show great improvement, not only in their studies, but in their general habits of living.

Chapter IV

School organization and Teaching Staff

The Augusta elementary schools consist of a kindergarten, the five primary and intermediate grades, and a junior high school composed of the last three years of the elementary school,--the sixth, seventh, and eighth grades. The three hundred children of the kindergarten and first and second grades attend school in one building. Almost exactly the same number of third, fourth, and fifth grade children occupy a second building, while the 270 children of the sixth, seventh, and eighth grades, constituting the junior high school, have their own building fully equipped for the teaching of manual training and home economics. The organization of these last three grades, as well as the method of instruction, is that of the standard junior high school.

Playground is fairly adequate for each student group, although it has been somewhat encroached upon by new buildings during the last few years. All playground apparatus, with the exception of a few horizontal bars, has been removed, and, in this connection, it is significant that the only playground accidents of a serious nature that have occurred in several years have been connected with the use of the horizontal bars. Play is organized and adapted to the grade. In other words, play is considered

a part of the school curriculum and the teacher with the aid of the pupils plans for it the same as she plans any other part of her school work. All teachers are on the grounds at recesses and all students, unless physically unfit, take part in the play. While no reliable figures are available, this system has proved a great aid in eliminating fighting, profanity, and other misdemeanors from the pupil group.

The fact that there are no "ward" buildings in Augusta and that all students of one grade attend the same building, has made it possible to divide each grade on the basis of mental ability, or the ability to proceed with school work. In the lower grades there are regularly three divisions, but in the upper grades the decreased enrollment sometimes makes it necessary to reduce the number of divisions to two. In all cases, except in the junior high school where students pass from teacher to teacher as in the senior high school, one teacher handles one division only. As a rule the first divisions, that is, the divisions containing the brightest children, are the largest, while an effort is made to keep the number of students small in the third divisions. Divisions are based on the results of mental ability or achievement tests, though other factors, including teachers' judgments, are not ignored. Divisions are not hard and fast and it frequently happens that a child passes from one to another during the school year.

The teaching staff of the Augusta elementary schools is

at least average. Inexperienced teachers are sometimes employed, but all teachers are required to have at least sixty hours of training beyond the high school. As a matter of fact, the average number of hours of such training for teachers in the Augusta elementary schools is ninety. Seven of the twenty-five teachers concerned in this study may be called "home girls". Two of the twenty-five are men, one of these being the principal of the junior high school and the other the teacher of manual training in that department. Only two of the total number under consideration were teaching their first year.

Chapter V

The Specific Problem of This Study

This thesis does not deal with the problem of discipline in its larger aspects, except by implication. It is a study in the field of school discipline as it is actually maintained today. The investigation is limited to the elementary schools of Augusta, Kansas. No attempt has been made to parade successes or to hide failures. The situation with both its good and bad features is presented as nearly as possible as it actually exists. A few generalizations are made, but with no idea of extending their application beyond the confines of the school system under investigation.

The thesis includes a study of the common misdemeanors of the schoolroom* and playground and the remedial measures or punishments which the teacher uses. When the study was begun, it was hoped that the motive back of the methods used in securing discipline might be determined, but as tabulations have proceeded and the written comments of teachers studied, the idea of making this part of the study worth while has had to be abandoned.

As has already been said, many authorities claim that the lack of ability to control is the greatest factor in the

*A list of misdemeanors is found in the appendix.

failure of teachers. For that reason an attempt has been made to analyze the discipline of the various teachers in the elementary schools of Augusta with the idea of determining whether or not the individual teacher realizes the importance of discipline as an element in her success.

Since discipline is one of the chief means of building character, and as character governs conduct in all contacts of life, it is a part of the problem of this thesis to determine as far as possible how much "carry-over" into other places discipline has as it is administered in the Augusta elementary schools.

However, as intimated in the first paragraph of this chapter, it is the aim of this study to present as clearly as possible a view of present day school discipline as it exists in the elementary schools of Augusta.

Chapter VI

Methods of Procedure

The method used in this study has been the general one of investigation. An effort has been made to find out what the chief offenses against school discipline are in the elementary schools of Augusta, when they occur, what remedial measures are used by the teachers, and, as far as possible, to ascertain with what results.

The tabulations in this thesis cover the period of the school year 1927-1928, and only incidentally concern themselves with events either before or after those dates. However, preliminary studies were made in the school years 1925-1926 and 1926-1927 which proved very valuable in getting ready for the final investigation, of which this thesis is the result.

For instance, during the school year 1925-1926 an attempt was made to have all teachers keep individual conduct records of their students. These were to be filed with the superintendent at the close of the year. Blanks were prepared on the mimeograph and distributed to the teachers with what seemed at the time to be very definite instructions. The results obtained were exceedingly meager and could not be used as the basis of any conclusions.

The next year a new blank was made and printed, a definite list of offenses prepared, and more definite directions for reporting given. The results obtained were much better but not entirely satisfactory. Daily reports from each teacher were not required with the result that teachers were inclined to grow careless and failed to report many cases that should have been noted.

For the year 1927-1928 an improved Discipline Report Card* was provided, a revised list of offenses prepared, and still more definite directions for reporting given. A card was required to be properly filled in and sent to the superintendent each day by each teacher regardless of whether or not there had been any disciplinary cases in her classes. This system brought results that probably come as near to showing real conditions as it can be hoped to obtain. A perusal of the cards sent to the office of the superintendent will show that the teachers for the most part, at least, have given very accurate accounts of happenings. The fact that they have often reported items not to their credit would tend to prove this statement.

In addition to these daily reports, each teacher in the elementary schools of Augusta has for some years been asked to make a careful study of her worst disciplinary problems. Toward the close of the school year the result of her efforts is written

*A copy will be found in the appendix.

in the form of a case study and sent to the superintendent of schools. These case studies have proved an excellent source for data used in this thesis and have shown the methods and attitudes of the teacher quite as much as they have revealed the problem of the pupil under discussion. It is from these studies and personal observation that conclusions regarding teachers' attitudes toward disciplinary problems are largely drawn.

The case studies mentioned in the preceding paragraph have formed the basis for the second method used in this investigation. Together with the personal contacts which come as the result of long tenure in the school system and the knowledge of home and family conditions thus secured, they give a fair basis for study of the individuals concerned. Tests, largely of the group type, but both for intelligence and achievement, have aided greatly. Definite personal contacts with the pupil-cases reported have been had in practically all instances.

A sincere effort has been made to have the study presented reflect actual conditions. The offenses listed are those actually encountered in the Augusta schools. Anything serious enough to cause irritation has been recorded. Punishments, however crude or inappropriate, have been noted. The result is not always to the credit of the teacher or the school system, but it

is hoped that it may be useful in showing what passes as school discipline in at least one Kansas town.

Chapter VII

Presentation and Interpretation of Data

This chapter presents a series of tables showing certain facts regarding the 1452 disciplinary cases reported by the teachers of the Augusta elementary schools during the school year 1927-1928.

The information for each table was secured from the discipline report cards made out daily by the teachers and filed in the office of the superintendent of schools. Interpretations of each table have been presented with the idea of making clear, and, in some instances, amplifying, the meaning.

TABLE I -- Number of Cases of Discipline by Grades and Divisions by months.

Gr.-	Div.	Enr.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Tot.
Kin.		<u>78</u>	<u>10</u>	<u>16</u>	<u>7</u>	<u>10</u>	<u>13</u>	<u>9</u>	<u>9</u>	<u>10</u>	<u>3</u>	<u>87</u>
1-1		39	23	13	6	6	4	2	8	0	2	64
1-2		40	11	7	5	1	7	3	1	5	1	41
1-3		49	8	13	6	11	10	10	5	9	0	72
1-4		<u>29</u>	<u>12</u>	<u>14</u>	<u>5</u>	<u>11</u>	<u>5</u>	<u>3</u>	<u>11</u>	<u>6</u>	<u>3</u>	<u>70</u>
		157	54	47	22	29	26	18	25	20	6	247
2-1		34	19	15	3	16	9	8	6	9	1	86
2-2		31	11	14	8	9	9	6	5	7	3	72
2-3		<u>28</u>	<u>14</u>	<u>7</u>	<u>5</u>	<u>14</u>	<u>3</u>	<u>16</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>80</u>
		93	44	36	16	39	21	30	17	23	12	238
3-1		45	22	16	11	15	3	6	11	4	1	89
3-2		44	29	9	5	5	6	2	1	5	5	67
3-3		<u>34</u>	<u>18</u>	<u>18</u>	<u>4</u>	<u>8</u>	<u>5</u>	<u>1</u>	<u>4</u>	<u>7</u>	<u>2</u>	<u>67</u>
		123	69	43	20	28	14	9	16	16	8	223
4-1		55	12	14	3	6	8	4	4	6	0	57
4-2		<u>48</u>	<u>16</u>	<u>25</u>	<u>8</u>	<u>14</u>	<u>10</u>	<u>10</u>	<u>15</u>	<u>8</u>	<u>6</u>	<u>112</u>
		103	28	39	11	20	18	14	19	14	6	169
5-1		42	4	3	2	2	2	2	9	4	0	28
5-2		35	16	12	2	4	7	6	8	6	3	64
5-3		<u>30</u>	<u>13</u>	<u>16</u>	<u>11</u>	<u>19</u>	<u>2</u>	<u>7</u>	<u>11</u>	<u>5</u>	<u>0</u>	<u>84</u>
		107	33	31	15	25	11	15	28	15	3	176
6-1		39	13	8	2	1	2	3	0	1	1	31
6-2		45	5	2	10	14	7	2	6	4	6	56
6-3		<u>27</u>	<u>2</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>11</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>16</u>
		111	20	15	14	15	10	9	6	5	9	103
7-1		38	5	8	2	5	5	1	3	1	2	32
7-2		<u>41</u>	<u>11</u>	<u>3</u>	<u>3</u>	<u>5</u>	<u>12</u>	<u>0</u>	<u>6</u>	<u>1</u>	<u>3</u>	<u>44</u>
		79	16	11	5	10	17	1	9	2	5	76
8-1		42	5	12	10	5	5	5	3	0	1	46
8-2		<u>44</u>	<u>25</u>	<u>15</u>	<u>14</u>	<u>8</u>	<u>10</u>	<u>9</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>87</u>
		86	30	27	24	13	15	14	4	4	2	133
Grand												
Total	1937	304	265	134	189	145	119	133	109	54		1452

Interpretation of Table I.

Table I shows the enrolment and number of reported cases of discipline in each division of each grade of the elementary schools of Augusta, Kansas, during each month of the school year 1927-1928.

With a total enrolment of 937 students, there were 1452 cases of discipline reported, or, an average of a little less than 1.55 cases per pupil. The variation in certain divisions will be treated elsewhere, but it is interesting to note that the three upper grades, which constitute the junior high school, rank below any of the other grades in the number of cases per pupil, with the exception of the kindergarten. The following tabulation, which shows the average number of cases of discipline per pupil by the grade will make this point clear.

Average number of cases of discipline per pupil shown for each grade.

Grade	Average No. of cases per pupil.
Kindergarten	1.11
First	1.57
Second	2.55
Third	1.81
Fourth	1.64
Fifth	1.64
Sixth	.93
Seventh	.96
Eighth	1.55

The incidence of discipline with reference to the school months is significant. September shows the highest

number of cases of any one month, 304. There is a significant drop in October and an even more decided one in November. In December there is an appreciable rise though it does not reach the figure for September. January and February both show a decline followed by another rise in March, which, however, does not equal the number for December. April follows with a slight decline while May ends the year with only slightly over one-sixth the number of cases reported for September. Data for one year are not sufficient for the drawing of conclusions, but the figures given indicate a wave-like fluctuation in the number of disciplinary cases. This is more significant because of the fact that aside from the kindergarten, the grades below the junior high school conform almost exactly to the same curve when considered separately. In the junior high school there is a considerable, but much less marked, agreement.

A reasonable explanation for the excessive number of cases falling in September and October is probably to be found in the difficulty of adjustment to school demands after the long summer vacation. It is possible that the Thanksgiving vacation and the anticipation of the Christmas holidays, with the consequent restlessness may account for the rise of the number of cases for December. But neither of these explanations will account for the increase shown in March, which may

be due to the malady commonly known as "spring fever". In fact, it is a rather strange coincidence that September, December and March are all periods of seasonal change and it is not impossible that imperfect physical and physiological adjustment to changing weather conditions may partly account for the increases noted. However, figures for one year do not allow one to draw definite conclusions.

TABLE II -- Enrolment and number of cases of discipline in each grade by divisions and a comparison of the average number of cases per pupil in each division with the average per pupil for the grade.

Gr. Div.	Enr.	Cases	Av. for Grade	Av. for Division
Kin.	78	87	1.11	
1-1	39	64	1.57	1.64
1-2	40	41	1.57	1.02
1-3	49	72	1.57	1.47
1-4	29	70	1.57	2.41
2-1	34	86	2.55	2.53
2-2	31	72	2.55	2.32
2-3	28	80	2.55	2.86
3-1	45	89	1.81	1.98
3-2	44	67	1.81	1.52
3-3	34	67	1.81	1.97
4-1	55	57	1.64	1.04
4-2	48	112	1.64	2.33
5-1	42	28	1.64	.67
5-2	35	64	1.64	1.80
5-3	30	84	1.64	2.80
6-1	39	31	.93	.79
6-2	45	56	.93	1.24
6-3	27	16	.93	.59
7-1	38	32	.96	.84
7-2	41	44	.96	1.07
8-1	42	46	1.55	1.05
8-2	44	87	1.55	1.98

This table shows rather plainly that in the Augusta elementary schools disciplinary troubles tend to concentrate in the third divisions. In every case, save one,-- the third division of the sixth grade, -- the third division of a grade has a higher average rate per pupil than the grade as a whole.

In using this table it should be kept in mind that the fourth division of the first grade is composed of the same type of pupil as the regular third divisions. The fourth grade, owing to its small enrolment had but two divisions in 1927-1928, but the influence of the pupils of third division ability is plainly discernible in the discipline record of the second division.

This tendency of discipline cases to concentrate in third divisions is shown even more clearly in the tabulations given below.

Div.	Enr.	No. of Cases	Per cent of Enr.	Per cent of No. of Cases
1	199	274	35.4	31.1
2	195	272	34.7	30.9
3	168	335	29.9	38.0

These figures are only for those grades which have first, second, and third divisions. They should be read as follows: All first divisions considered in this comparison had a total enrolment of 199 and furnished 274 cases of discipline. Their enrolment is 35.4 per cent of the total enrolment of the grades considered and their number of cases of discipline are 31.1 per cent of the total number of cases in these grades. Reading the other lines in the same way, it will be noted that the third divisions furnish the smallest percent of the enrolment but the largest per cent of the cases of discipline.

This same tendency is shown when the average number of cases per pupil is used. The tabulation shown below makes this plain.

Average number of cases of discipline per pupil in certain grades.

<u>Grade</u>	<u>Grade Average</u>	<u>Average for 3d Division</u>
First	1.57	2.41
Second	2.55	2.86
Third	1.81	1.97
Fourth	1.64	2.33*
Fifth	1.64	2.80
Sixth	.93	.59**

*As the fourth grade had no third division during the year 1927-1928, the second division contained those children who would have normally been in a third division. Their influence is readily seen in the figures given.

**The sixth grade shows an interesting variation. The first division of this grade shows an average of .79 cases per pupil and the second division 1.24 cases per pupil. This makes the third division the best of the three in a disciplinary sense.

TABLE III -- The proportionate number of cases of discipline for boys and girls of each grade by divisions.

Grade	Enrol. Boys	Cases Boys	Enrol. Girls	Cases Girls	Total
Kin.	<u>37</u>	<u>63</u>	<u>41</u>	<u>24</u>	<u>87</u>
1-1	17	46	22	18	64
1-2	25	30	15	11	41
1-3	21	44	28	28	72
1-4	<u>20</u>	<u>46</u>	<u>9</u>	<u>24</u>	<u>70</u>
	<u>83</u>	<u>166</u>	<u>74</u>	<u>81</u>	<u>247</u>
2-1	10	62	24	24	86
2-2	14	50	17	22	72
2-3	<u>16</u>	<u>48</u>	<u>12</u>	<u>32</u>	<u>80</u>
	<u>40</u>	<u>160</u>	<u>53</u>	<u>78</u>	<u>238</u>
3-1	12	35	33	54	89
3-2	26	57	18	10	67
3-3	<u>15</u>	<u>63</u>	<u>19</u>	<u>4</u>	<u>67</u>
	<u>53</u>	<u>155</u>	<u>70</u>	<u>68</u>	<u>223</u>
4-1	25	38	30	19	57
4-2	<u>22</u>	<u>84</u>	<u>26</u>	<u>28</u>	<u>112</u>
5-1	19	24	23	4	28
5-2	16	61	19	3	64
5-3	<u>17</u>	<u>75</u>	<u>13</u>	<u>9</u>	<u>84</u>
	<u>52</u>	<u>160</u>	<u>55</u>	<u>16</u>	<u>176</u>
6-1	22	29	17	2	31
6-2	21	32	24	24	56
6-3	<u>9</u>	<u>13</u>	<u>18</u>	<u>3</u>	<u>16</u>
	<u>52</u>	<u>74</u>	<u>59</u>	<u>29</u>	<u>103</u>
7-1	17	30	21	2	32
7-2	<u>23</u>	<u>31</u>	<u>18</u>	<u>13</u>	<u>44</u>
	<u>40</u>	<u>61</u>	<u>39</u>	<u>15</u>	<u>76</u>
8-1	23	39	19	7	46
8-2	<u>21</u>	<u>78</u>	<u>23</u>	<u>9</u>	<u>87</u>
	<u>44</u>	<u>117</u>	<u>42</u>	<u>16</u>	<u>133</u>
Grand Total	448	1078	489	374	1452

If the figures of Table III mean anything, boys are responsible for the large majority of disciplinary troubles in the elementary schools of Augusta. In fact, a glance at the table will show that several teachers could practically eliminate their discipline problem by eliminating the boys from their enrolment.

Out of a total of 1452 disciplinary cases reported, the boys furnished the subjects for 1078, or 74.2 per cent of the entire number. The girls with an enrolment slightly larger than that of the boys had 374 reported cases, or only a trifle over one-fourth of the whole number of cases reported. In only one case, the first division of the third grade, were there more cases reported against the girls than the boys, and in this division the girls outnumbered the boys almost three to one. In many divisions the number of girls reported is almost negligible. It would be interesting to see what differences there would be in these figures if men could be substituted for the women teachers.

TABLE IV -- Facts concerning the number of different pupils involved in the disciplinary cases reported in the Augusta elementary schools.

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Enrolment	448	489	937
Reported cases	1078	374	1452
Single Offenders	76	88	164
Repeaters	217	81	298
Total offenders	293	169	462
Total number with two offenses only			99
Total number with less than five offenses			83
Total number with nine or more offenses			27
Highest number of cases reported for one pupil			36

According to Table IV, all reported disciplinary cases in the Augusta elementary schools are caused by slightly less than one-half the pupils. Of the 462 pupils who had cases reported against them 298, or 64.5% are persistent offenders. Boys, so it seems, are far more persevering in their misconduct than are the girls, furnishing more than two and one-half times as many repeaters as the girls, though the latter comprise slightly more than one-half of the total enrolment.

It is interesting to note that the pupil having the highest number of cases reported against him is a boy in a first division of the second grade. This pupil contradicts almost all of the theories regarding the causes of misconduct in school. A complete history of the case will be found in the section of this thesis devoted to Case Studies in which this student is known as Number One.

TABLE V -- The number of disciplinary cases for each day of the week during each month of the school year.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Sept.	47	64	79	64	50	304
Oct.	49	46	67	67	36	265
Nov.	24	48	31	21	10	134
Dec.	27	59	47	28	28	189
Jan.	31	31	24	31	28	145
Feb.	22	17	25	33	22	119
Mar.	24	31	26	29	23	133
Apr.	16	33	19	22	19	109
May	<u>13</u> 253	<u>7</u> 336	<u>12</u> 330	<u>12</u> 307	<u>10</u> 226	<u>54</u> 1452
Median	5	9	7	8	6	

Table V shows that in the elementary schools of Augusta Monday and Friday are the best days of the week in the point of discipline. When one considers the total number of cases, the advantage of these two days is somewhat striking. The median number of cases for each day of the week confirms the superiority of these two days in regard to discipline.

During the thirty-six weeks of the school year, Monday ranked lowest in the number of discipline cases reported eight times, while Friday was lowest seven times and tied for lowest place four times.

Taking the school month as a unit, Monday ranked highest in number of cases reported only once. Friday failed to rank highest at any time. Monday ranked highest, however, in six weeks out of the thirty-six, while Friday ranked highest twice and tied for highest place four times, one of these ties being with Monday. No other days of the week make so favorable a showing.

If these figures have any significance, Monday in the Augusta schools cannot be considered "blue". This appellation belongs rather to Tuesday, which of the five days seems to be a little the worst. Tuesday placed highest in monthly score four times out of nine and tied for the place once. When weeks are taken as the unit, Tuesday had the highest score

TABLE VI -- The distribution of cases of discipline in the elementary schools of Augusta according to the hours of the school day.

Kindergarten and Grades I and II.

Month	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-
Sept.*	0	0	0	0	0	0	0	0	0
Oct.	5	3	10	15	3	16	16	13	2
Nov.	0	7	8	7	1	6	10	6	0
Dec.	5	9	11	13	5	10	18	11	3
Jan.	4	4	9	8	2	5	8	13	2
Feb.	0	8	2	11	3	8	7	7	8
Mar.	1	6	6	5	5	10	9	5	1
Apr.	1	2	10	9	0	11	7	14	2
May	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>1</u>	<u>5</u>	<u>1</u>
	16	39	62	70	23	68	76	74	19

Grades III, IV, V.

Sept.*	0	0	0	0	0	0	0	0	0
Oct.	0	9	13	16	8	11	10	18	1
Nov.	0	3	7	10	0	1	7	10	3
Dec.	1	11	17	1	4	4	6	14	10
Jan.	2	3	4	6	6	4	2	9	2
Feb.	1	2	6	3	6	3	11	5	0
Mar.	2	5	14	6	2	2	5	8	13
Apr.	0	3	9	3	1	4	16	7	4
May	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>0</u>

Grades VI, VII, VIII

Sept.	5	6	4	3	0	14	5	25	0
Oct.	4	4	5	4	0	8	10	15	1
Nov.	6	3	1	3	2	9	6	7	1
Dec.	5	7	4	3	0	10	3	11	1
Jan.	4	3	2	6	2	10	4	9	1
Feb.	5	2	4	1	0	2	4	7	3
Mar.	0	1	3	2	1	3	7	2	2
Apr.	2	0	2	1	0	0	0	4	2
May	<u>2</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>4</u>	<u>2</u>	<u>3</u>	<u>0</u>
	33	27	26	26	5	60	41	83	11

*Teachers of these grades failed to report the time definitely during the month of September.

TABLE VI -- Continued.

All Grades Combined

Month	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-
Sept.	5	6	4	3	0	14	5	25	0
Oct.	9	16	28	35	11	35	36	46	4
Nov.	6	13	16	20	3	16	23	23	4
Dec.	11	27	32	17	9	24	27	36	14
Jan.	10	10	15	20	10	19	14	31	5
Feb.	6	12	12	15	9	13	22	19	11
Mar.	3	12	23	13	8	15	21	15	16
Apr.	3	5	21	13	1	15	23	25	8
May	3	1	7	7	4	7	7	13	1
	<u>56</u>	<u>102</u>	<u>158</u>	<u>143</u>	<u>55</u>	<u>158</u>	<u>178</u>	<u>233</u>	<u>63</u>

Table VI does not present a complete distribution of disciplinary cases because of the fact that during the month of September the teachers of the kindergarten and first five grades failed to record the time accurately. Throughout the year teachers would occasionally forget to specify the exact time, using some indefinite expression instead. The figures for the sixth, seventh, and eighth grades are more exact.

In the Augusta schools the first five grades and the kindergarten convene at nine-o'clock in the morning. The junior high school begins its session at twenty minutes after eight. The influence of the hour of convening is reflected in the number of cases occurring at the first hour in the various grades. The kindergarten and first and second grades are dismissed at a quarter of twelve in the morning and at fifteen minutes until four in the afternoon.

The table shows that the kindergarten and grades one and two experience their worst disciplinary troubles from eleven until twelve in the morning and from two to three in the afternoon. However, the period from three to four is only two points better, and, it must be remembered is fifteen minutes shorter. These figures could be used as an argument for a shorter day in the primary grades.

In grades three, four, and five, from ten to eleven

in the morning and from three to four in the afternoon are the periods of greatest disturbance. It is quite quite likely that the period from ten to eleven gains its pre-eminence from the fact that it includes the recess period at which time children of both sexes pass to the toilets and to the drinking fountains, a performance which gives an excellent chance for trouble to arise.

For some reason hard to explain, the worst hour of the morning in the junior high school is the first hour from eight until nine o'clock. In the afternoon the period from three to four has the largest number of cases.

When all grades are considered together, the worst hour of the day is from three until four in the afternoon. This is probably what should be expected, as at that time both teachers and pupils are more or less fatigued and therefore more easily irritated.

The hour from nine until ten, the first hour during which all the elementary grades are in session, is the best from the point of view of the discipline obtained, both of the morning and of the day as a whole. The first hour following the noon recess, from one until two, is similarly the best hour of the afternoon. It is interesting to note that the junior high school, that is, grades six, seven, and eight, does not conform to this rule, a fact which may indicate that the disciplinary troubles in these grades have a somewhat dif-

ferent cause from those in the lower grades. Figures for one year are not sufficient for the forming of definite conclusions.

TABLE VII -- Discipline and the Weather.

Month	Max. Temp.	Precip.	Char. of day	Wind	No. of cases of discipline
Sept. 5	89	Rain	Cloudy	South	0
6	85	Rain	P.cloudy	South	14
7	93		Clear	South	11
8	91		Clear	South	20
9	89		Clear	South	15
12	92		Clear	South	23
13	91		Clear	South	21
14	90		P.cloudy	South	19
15	90		P.cloudy	South	14
16	92		Clear	South	9
19	74		Clear	S-West	12
20	61		P.cloudy	North	25
21	72		Clear	South	30
22	80		Clear	South	11
23	67		Cloudy	South	14
26	52	Rain	Cloudy	North	10
27	45	Rain	Cloudy	North	12
28	61		P.cloudy	South	17
29	74	Rain	Cloudy	West	16
30	72	Rain	P.cloudy	East	11
Jan. 2	12	Rain	P.cloudy	N-east	4
3	18		P.cloudy	South	10
4	36		Clear	South	6
5	44		Cloudy	South	8
6	48		P. cloudy	North	7
9	62		Clear	West	12
10	68		Clear	N-west	5
11	65		Clear	East	6
12	65		P. cloudy	West	1
13	68		Clear	South	1
16	45		Cloudy	N-east	10
17	41	Rain	Cloudy	North	10
18	54	Rain	Cloudy	South	7
19	44		Clear	North	9
20	28		Clear	North	10
23	56		Clear	South	5
24	40		Clear	North	6
25	52		Clear	South	7
26	38		Clear	N-east	12
27	40		Clear	North	9

Many teachers have an idea that the weather has much to do with the conduct of their pupils and that so-called "bad" weather results in numerous disciplinary difficulties.

In order to see if there is really any foundation for such a belief, an attempt was made to correlate the incidence of discipline with the weather. Two representative months, September and January are shown in the table, the data for which were taken from the records of the United States Weather Bureau at Wichita, Kansas. As this city is only twenty-two miles from Augusta in a direct westerly direction and has practically the same altitude, the data should show weather conditions at Augusta quite accurately.

After a careful study of the records for the nine school months of 1927-1928, it seems impossible to find any appreciable relationship between the character of the weather and the incidence of discipline cases in the elementary schools of Augusta.

TABLE VIII -- Reported disciplinary offenses classified and the number shown for each of the three grade groups.

	<u>Kin. 1,2</u>	<u>3,4,5</u>	<u>6,7,8</u>	<u>Total</u>
1. Boisterousness*	6	9	11	26
2. Cheating	15	18	9	42
3. Chewing gum	16	7	25	48
4. Dwdling	10	45	38	93
5. Discourtesy	6	19	9	34
6. Disobedience	74	38	16	128
7. Fighting	29	32	3	64
8. Impudence	6	16	10	32
9. Inattention	36	56	17	109
10. Indecency	0	3	0	3
11. Indolence	4	25	2	31
12. Lying	24	13	7	44
13. Marring furniture	19	2	0	21
14. Misconduct in ranks	65	57	8	130
15. Note Writing	2	7	11	20
16. Obscenity	2	8	4	14
17. Profanity	5	1	0	6
18. Quarreling	13	15	6	34
19. Smart Aleck acts	5	41	43	89
20. Stealing	6	9	1	16
21. Unfairness in play	11	17	0	28
22. Use of tobacco	0	0	0	0
23. Talking without per.	30	16	50	96
24. Tattling	1	2	0	3
25. Violation safety rules	4	0	0	4
26. Wilful tardiness	40	5	2	47
27. Annoying others	96	69	10	175
28. Irritating attitude	13	12	11	36
29. Whispering	34	26	19	79
	<u>572</u>	<u>568</u>	<u>312</u>	<u>1452</u>

*See Appendix for explanation of terms and directions for reporting.

The list of offenses given in Table VIII is by no means complete, and is, perhaps, more or less arbitrary. It was compiled after a careful study of the lists of schoolroom misdemeanors given in various books dealing with school discipline. The experience which this study has given shows that it might well have been changed in several particulars. Certain items, apparently, could as well have been omitted. For instance, the use of tobacco by students in the elementary schools of Augusta does not constitute a disciplinary problem. Doubtless there are students in this group who use tobacco, but not in such a way as to permit the school authorities to take cognizance of it. In the same way several other items are seemingly only of very slight importance.

It is quite likely that some of the items of the list are too inclusive and should have been particularized. In a recent and very interesting study of discipline entitled CHILDREN'S BEHAVIOR AND TEACHERS' ATTITUDES*, forty-nine behavior problems are listed. In this number there are twenty of those used in the investigation for this thesis, while many of the remaining twenty-nine could be made by subdivision of the twenty.

However, there is a real difference between the two lists in the fact that the list in the volume mentioned above takes into account states of mind and attitudes to a far greater

* By E. K. Wickman. See Bibliography.

extent than does the list used in this study. Some such items are, sullenness, shyness, nervousness, suspiciousness, and unhappiness. Another difference between the two lists shows very clearly in the treatment of the offense of stealing. While in this study all stealing is considered under one head, in Wickman's investigation it was divided into three, -- stealing articles, stealing money, and stealing food and candy. There is probably a good reason for these divisions if a close study of the motive lying back of the offense is to be made.

A glance at Table VIII shows that certain offenses reach their peak in certain grade groups. Disobedience, lying, marring furniture, misconduct in passing, willful tardiness, annoying other students, and whispering seem to be most common in the kindergarten and the first two grades of the primary department. However, in the case of willful tardiness the excessive number of times it occurs in this group is due to the fact that the Mexican children are found very largely in these grades.

In grades three, four, and five, cheating, dawdling, discourtesy, fighting, impudence, inattention, indolence, obscenity, quarreling, unfairness in play, and tattling all rank higher than in the other two groups. This group seems to be at the most turbulent age, the shyness of babyhood having worn off and the reserve of youth not having yet been acquired.

In grades six, seven, and eight, many problems that have hitherto been more or less serious, or at least, numerous, disappear entirely or tend to do so. Offenses not having a single instance recorded in these grades are indecency, marring or destroying furniture, profanity, unfairness in play, use of tobacco, tattling, and violation of the rules of "safety first". Five other items are represented with fewer than five cases. On the other hand, boisterousness, chewing gum, note writing, acting the smart Aleck, and talking without permission reach their highest mark in this group.

Perhaps the chief significance of Table VIII is that it tends to show a relationship between disciplinary offenses and certain age groups. The primary child finds it hard to obey definite commands after several years of the lax discipline of the ordinary home, hence we find disobedience ranking high in this group. The kindergarten and primary child is also more or less unsocial so that he is likely to be annoying to his schoolmates. Cases of biting, kicking, pinching, and spitting at or on others are common in this group.

The youngster in the middle grades presents a different set of problems. Cheating, discourtesy, impudence, fighting, unfairness in play, and numerous other shortcomings are more outstanding here than elsewhere, at least, they seem

to cause more trouble in the schoolroom. However, it should be kept in mind that the older grade group may be just as guilty in many of these things as the younger students, but experience and skill acquired by practice make it possible for them to keep out of trouble with their teachers. Stealing is a good example of this. Anyone acquainted with conditions knows that this problem grows more and more acute through the upper grades and into the senior high school, and yet, Table VIII records only one case of stealing in grades six, seven, and eight against nine such cases in grades three, four, and five, and six in the kindergarten and grades one and two. This difference in reported cases may lie partially in the fact that the smaller children are the more easily detected and less skillful in carrying out their thefts. What applies in regard to stealing, is probably applicable to other items listed.

TABLE IX -- The penalties imposed in disciplinary cases shown by grade groups.

<u>Punishment or penalty</u>	<u>Kinder. and grades 1,2</u>	<u>Grades 3,4,5</u>	<u>Grades 6,7,8</u>	<u>Totals</u>
Paddle	100	73	22	195
Reprimand	72	235	139	446
Repet. of act	12	9	1	22
Dep. of privil.	23	10	3	36
Dep. of playg'd	45	15	10	70
Isolated	156	38	2	196
Detained	90	61	71	222
Sent from room	2	7	19	28
Slapped	0	3	6	9
Apology	14	32	7	53
Ferule	2	6	0	8
Rep. and det.	17	18	41	76
Miscellaneous	66	107	23	196

Table IX shows the punishments and penalties that were imposed upon students for the breaches of discipline reported in this study. These punishments have been classified into twelve groups with a thirteenth added to take care of those cases which seemed unclassifiable. This miscellaneous group is large taking care of almost exactly one-eighth of all cases of punishment. The character of some of the penalties classed as miscellaneous will be discussed later.

The paddle was used 195 times which means that exactly one-eighth of all punishments were corporal. This number seems high and probably is so. Compared with the record for the present year, 1928-1929, it is more than twice as large, although the enrolment for the last year showed an increase of more than one hundred pupils in the grades under consideration. However, since every case in which the paddle is used must be reported whether one stroke or twenty were given, perhaps the number reported is not so much out of reason.

The use of corporal punishment rapidly diminishes as we ascend through the grades until in grades six, seven, and eight it is only a little more than one-fifth as common as in the primary grades. A point not shown in the table, but of considerable importance, is that in the kindergarten and grades one and two one-half of the teachers did exactly three-fourths of the corporal punishment, while two of the teachers each did one twenty-fifth of it. In grades three, four, and

six, seven, and eight one-ninth of the teachers performed one-third of all such punishments. The teachers who used corporal punishment to the greatest extent were, with but one exception, in charge of pupils of second and third divisions.

The term "reprimand" as used in Table IX includes most forms of verbal correction of sufficient severity to be reported, but in the larger number of cases it applies to a conference with the pupil regarding his conduct. There is no doubt, however, that in some instances it amounts to nothing more than scolding and does but little good, a fact brought out rather clearly by the ingenuous remarks of teachers in their reports of cases. Probably because of the comparative ease with which it can be administered, this "punishment" constitutes somewhat more than one-fourth of all penalties used.

In the lower grades some teachers in the Augusta schools seemed disposed to make the child repeat or continue his misconduct before the school as a penalty. A child who hummed in school was made to come to the front and hum while the school stopped its work and listened. If he was caught eating an apple, he was compelled to come to the front and finish it while his classmates giggled. In one instance a boy who was caught crawling on his hands and knees was made to follow the teacher up and down the aisles in the same manner. One does not like to say that such methods of punishment should

never be used, but certainly no one will question the danger lying in their common use.

Perhaps one of the most logical punishments to use with children is the deprivation of privilege. If misconduct leads to the withdrawal of some cherished or much desired privilege, the child is likely to think twice before he again allows himself to commit the untoward act. Nevertheless this penalty was used in only 106 cases including those in which the privilege withdrawn was that of play in the group games.

Isolation from the group generally means the more or less temporary withdrawal of the child from his classmates. In the kindergarten and primary grades it frequently means that the pupil must lay his head on his desk or sit apart from his group and its activities. In other cases the child is given a seat where he can neither see the group nor be seen by it until he is willing to try to be a "good citizen". With small children this punishment is effective and has a good deal to recommend it.

The fact that there were 222 cases of detention shows that the Augusta teachers have not been able to get away from this method of punishment. In seventy-six additional cases it was used in connection with the administration of a reprimand. In such cases, it is doubtless legitimate as a teacher has but little other opportunity to speak to a pupil alone. In many

instances children were detained because it seemed impossible for them to walk home with their group without getting into more or less serious trouble. Practically all detention is after school hours there being little chance for it at recesses, as all teachers must be on the playground during intermissions.

Sending children from the room as a method of punishment becomes more popular, according to the table, as we reach the upper grades, nineteen out of the 28 cases occurring in grades six, seven, and eight. In one or two instances teachers were so thoughtless as to send children from high divisions to lower divisions in order to shame them. It was thought best not to allow this practice to continue.

One would think that we should have outgrown such punishments as slapping the face or striking the hand with a ruler, but the teachers of the Augusta elementary schools were truthful enough to report nine cases of the former and eight of the latter punishment. Just how many more would have occurred, or been reported, had the practice not been frowned upon is problematical. Slapping, violent shaking, hairpulling, and other such punishments are all specifically forbidden to teachers in the Augusta schools, and, yet, every year one or more cases of such punishments occur.

Requiring an apology as an expiation of guilt is probably questionable procedure in most cases, but teachers used this means of punishment fifty-three times during the year

under consideration in this study. Its use was far more frequent in the lower than in the upper grades, perhaps because it is easier to compel little children to go through with the performance.

Under the term "Miscellaneous" are grouped all those penalties that occur too infrequently to be grouped by themselves and some others that seem to fit nowhere else. If a teacher pulls a child's hair, or pinches him, because he has performed these acts upon some schoolmate, it is difficult to dispose of such a case other than in a miscellaneous column, unless, perhaps, one might carry the heading "cruel and unusual".

In many instances more than one penalty is inflicted for the same offense and for that reason the total number of punishments as shown in Table IX somewhat exceeds the total number of misdemeanors as shown in Table I.

Chapter VIII

Summary and Conclusions

It has been the purpose of this study to give as true a picture as possible of the disciplinary problems of the elementary schools of Augusta, Kansas, together with the methods used for their solution. In order that the picture might have the proper setting, conditions of population, enrollment, and preparation of the teaching staff, have been discussed in their relation to the problem of discipline. In this discussion it has been shown that while Augusta is a typical Kansas community in many respects, there are some conditions that seriously modify the matter of school discipline.

The study has embraced 1452 cases of discipline reported during the school year of 1927-1928. Twenty-nine schoolroom misdemeanors have been tabulated and their frequency of occurrence shown as to grade, division, month, day of the week, and time of day. An attempt was made to correlate the incidence of discipline with the state of the weather, but no such correlation was discoverable.

Below are presented some of the facts which the data collected have furnished. These have been treated at some length in the body of the study.

SUMMARY

A total of 1452 cases of discipline have been tabulated to form the basis for this study.

Out of a total enrollment of 937 considered in this study, 475, or a little more than half were not reported for breaches of discipline.

Boys comprise 46.7% of the enrollment and furnish slightly more than 74% of all reported cases of discipline. Boy "repeaters" were two and one-half times as numerous as girl chronic offenders.

The average number of disciplinary cases per pupil in the Augusta elementary schools for the year 1927-1928 was 1.55, nearly.

Pupils of third, or "slow", divisions compose 29.9% of the enrollment and furnish 38% of all reported cases of discipline.

The Augusta elementary schools have not abandoned corporal punishment or the practice of "keeping in" after school as punishments for infractions of discipline. During the year 1927-1928 there were 195 cases of paddling and 222 cases of detention after school. However the reprimand was the most popular "punishment" and was used 446 times out of a total of 1557 cases of punishment.

The largest number of cases of disciplinary trouble

were reported in September, while the month of May had the smallest.

Monday and Friday are the best days of the week from a disciplinary point of view. Tuesday is the worst.

From three to four o'clock in the afternoon is the hour during which the greatest number of disciplinary problems arise. The first hour of each session is better than the hours succeeding it, except in grades six, seven, and eight. These grades show several variations when compared with the grades below them, both in number and type of disciplinary problems.

Data in regard to several questions raised in this thesis are not susceptible to tabulation and all that can be done toward answering them is to give opinions formed after careful study of available material concerning them.

One such question was whether or not the individual teacher realized the importance of discipline as a factor in her teaching success. A careful study of disciplinary reports made by teachers, conferences over disciplinary problems with them, and casual conversations, all point to the fact that few teachers actually realize the importance of discipline as a factor in their success.

Conversations about students, naive remarks on discipline report cards, and the customary attitude of the teacher toward

cases of discipline all tend to show that discipline is a matter of the moment to be taken care of in the way most convenient to the teacher, and then forgotten as soon as possible. The occasional teacher makes disciplinary troubles a careful study, and tries to diagnose each case according to its symptoms, in order to find a suitable remedy, one that will really cure, not merely arrest the ailment.

Another question suggested in this study is how much of a carry-over into the life of the community does the public school discipline have. However much it is to be regretted, the answer to this question will have to be made the negative. After conversations with Sunday School superintendents, managers of moving picture theaters, merchants, and others, one would be conceited, indeed, if one tried to believe otherwise. A few examples will illustrate the situation.

Numerous members of a fifth grade, so well behaved that it could be left alone for considerable periods without undue disturbance arising, attended an entertainment. This group sat in the balcony of the auditorium and amused themselves by spitting on the occupants of the seats below. Girls as well as boys, who were models of conduct in their schoolroom were concerned in this incident.

The manager of the picture theater has had continual trouble with his juvenile patrons. In fact, many adults will not attend his shows because of the disturbance caused by large num-

bers of boys and girls in the audience.

Sunday Schools and young people's societies have had very serious behavior problems. In some cases there have been forcible expulsions of boys from the building. In others, leaders have given up the work in despair, or have threatened the offenders with the police.

Each school building in Augusta is fortunate in having considerable frontage landscape and planted with trees, shrubs, flowers, and grass. A thousand tulips bloomed unmolested on the school grounds in the spring. Corners are practically never "cut" and there is practically no molestation of trees and shrubs. Never-the-less, not a year passes without numerous complaints reaching the school authorities regarding trespassing or the wilful destruction of private property by school pupils.

It is the purpose of this thesis to state facts, not to theorize, but one can not help wondering what is wrong. If the task of the public school is to train character, and if discipline is one of the chief means to that end, one will have to admit that when judged in the light of the facts, the Augusta elementary schools have not made a complete success. The order maintained in them is excellent, but perhaps order is not discipline.

CASE STUDIES

In preparing these studies, no attempt has been made to "play them up". Many details have been omitted which probably would have proved interesting as they did not seem necessary to the purpose of this study, which is to show what is done in the Augusta elementary schools in problems of discipline such as those found in the cases presented.

The data used have been gathered through personal contact with the students and their parents, and with the help of the teachers and the school nurse, who is also the attendance officer.

The following tests have been used in various grades for securing intelligence quotients and mental ages:

Detroit Kindergarten Test

Haggerty's Intelligence Examination -
Delta I and Delta II

Stanford Achievement Test

Terman's Group Test of Mental Ability

Otis' Classification Test.

Case Number 1

Number One

The Abnormal Child of Good Mental Ability
C.A., 8-1; E.A., 7-10.

Physical condition: Excellent. Large for his age and of the type called the picture of health.

Home conditions: Father and mother both living. Home has more wealth than culture. However, nothing is spared to give the best to the children without spoiling them. Parents give the most complete cooperation with the school even in the most trying circumstances.

Problem: Number One is fine looking and likable, but has something lacking in his make-up. Ever since he entered the kindergarten at the age of five he has been an outstanding disciplinary problem. As a kindergarten he disdained the work so much enjoyed by the other children. At the close of the year when the kindergarten was given the Detroit test, Number One showed no ability whatever, being unable to mark the objects called for or even to hold his pencil except in the crudest way. All during his kindergarten year the teacher was compelled to keep a close watch to see that he did not destroy the work of the other children or literally "beat them up". He was the terror of children's parties and would not have been invited had it not been for the prestige of his parents.

As a first grade pupil, Number One showed a rapid improvement in mental ability but with no diminution of his undesirable traits. At the end of this year the Haggerty test placed him

in a first division of the second grade where he was placed by the superintendent of schools over the protest of the teacher and principal, both of whom said he would not work. His record in the second grade justified this action, but he remained the chief disciplinary problem of his building, being reported to the superintendent of schools thirty-six times during the school year. For a considerable time he was compelled to take his exercise on the playground by himself, as he was a real menace to the other children.

In the third grade, Number One has shown a marked decline in the character of his work which was very clearly reflected in the results of the Stanford Achievement tests. Graver faults have appeared including stealing and indecent conduct. These misdemeanors have not been confined to the school, but have taken place in the home and neighborhood.

Treatment: Home cooperation was sought from the first and readily secured. Very frank discussions have been held with both parents and they have sought other means of understanding the boy's case. Much that he does causes them the greatest chagrin, as when he pulled up a neighbor's flowers and placed a good quantity of fishworms in her refrigerator.

Punishment at home has taken various forms ranging from severe whippings to deprivation of privileges, putting to bed for a whole day, and so forth. On one occasion when Number One had willfully torn the shirt off a boy at school, his mother took him to

the store and allowed him to pick out the prettiest shirt he could find without saying a word that would lead him to think it was not for himself. The next day she compelled him to take this shirt to school and present it to the boy whose shirt he had ruined.

At school various methods of dealing with Number One have been tried. He has been given duties to perform that carry much honor in the eyes of children only to be deprived of them because of untrustworthiness. He has been punished corporally, deprived of privileges, and given extra tasks. Nothing seems to have more than a temporary effect.

Results: Improvement in Number One has been slight. His last teacher felt that he had made some progress toward more social conduct in the schoolroom and on the playground. He will have to work in a second division of the fourth grade during the next school year. Perhaps he can be stimulated to leadership in this group, but as yet the problem of Number One is unsolved.

Number Two

Number Two

The day-dreaming, careless child
C.A., 13; E.A., 14-6

Physical condition: Excellent, except for twenty-four pounds over-weight.

Home conditions: Father and mother both living. The father holds an executive position in an oil company and provides liberally for his family. Both parents seem to be very much interested in their children and are willing to cooperate with the school. They seem to be fully aware of the faults of Number Two.

Problem: Number Two's day dreaming and careless, absentminded habits have constituted a real problem for his teacher for the past several years. He forgets his books and lesson materials and fails to remember to attend orchestra practice and to keep other appointments. He often reports to class without book, tablet or pencil and when spoken to says he thought he had them. Assignments are seldom prepared correctly and frequently give no sign that the directions of the teacher have been heard. Once, having lost his speller he was sent to the store to buy another. He made the purchase, but misplaced the book before he reached home.

Number Two has superior mental ability, but the character of his work does not indicate it. He is exceptionally poor in manual training and arithmetic, two subjects in which boys usually excel. He is in the fourth quartile in all his subjects.

Treatment: Number Two seldom resents a reprimand, but once when his conduct seemed to call for corporal punishment, he showed extreme resentment and had to be prevented from attacking the teacher. For the most part his teachers have tried to reach him through confidential talks, conferences with his parents, and appeals to his manhood. So far athletics has given the best hold upon him and it is possible as more chances arise for his participation in this work some of his difficulties will be overcome.

There are indications that some of the difficulties of Number Two are due to the approach of adolescence. Various incidents indicate that his mind is dwelling unduly on the opposite sex. Nothing that would indicate perversion has so far been noted, except that stories of cruelty, such as the recent Hickman affair, seem greatly to appeal to him. He even went so far as to assume one of Hickman's pseudonyms as his nickname. At the moving picture, Ben Hur, he laughed with apparent heartiness at the scenes of extreme cruelty and pathos.

Results: No appreciable change has been made in Number Two. He will pass into high school next fall and the next two years will probably tell whether his peculiarities are to be permanent or gradually disappear as he arrives at physical maturity.

Number Three

Number Three

An over-indulged, youngest child
C.A., 9-0; E.A., 11-9.

Physical condition: Excellent. The very picture of good health.

Home Conditions: Number Three comes from a good home. Both parents are generally sensible and interested in their children. The three children which they have had are widely spaced in age so that each has grown up practically alone. Number Three is the youngest and has been more or less spoiled by his parents.

Problem: Number Three is exceedingly mischievous. He will go just as far as he can and when his misconduct at last brings him punishment he is very resentful. His reports of these episodes at home are badly biased and sometimes downright untruthful. He has shown a tendency toward indecency both in word and act. He is inclined to play the smart Aleck and to pout and sulk when reprimanded for his conduct.

Treatment: Number Three has generally succeeded in securing the ill will of his teachers probably because of his exaggerated accounts to his parents of his troubles at school. For this reason his case has been hard to handle. An older woman, or a man, would probably be better suited to deal with him.

Number Three's last serious breach of discipline caused his teacher considerable unpleasantness, but perhaps has had beneficial results for everybody concerned. The difficulty arose over

the teacher's mistake of promising a paddling for the "very next thing" that Number Three did of a reprehensible character. It happened that the "very next thing" was extremely trivial, but the paddling was administered never-the-less, with the result that the teacher had a very painful interview with the parents held, at their request, in the office of the superintendent of schools. The whole proceeding resulted in good, however, as the teacher was forced to acknowledge that she had allowed Number Three to "get on her nerves" and the parents got some first hand information about their son from both the teacher and the superintendent.

Results: Number Three completed the year with very little more trouble. In the next grade where he has had to come into contact with several teachers, his contact has been quite satisfactory. An impartial observer would probably have to say that the troubles of Number Three have been somewhat aggravated by the attitude of his teachers toward him.

Number Four

Number Four

Highly nervous child

C.A., 14; E.A., 14-11

Physical condition: Poor. Number Four is 17 percent underweight.

He is highly nervous, biting his finger nails and playing with his pencil or with some trinket.

Home conditions: Father and mother both living. Neither has much education and know but little about the proper rearing of children.

The father, a section foreman, has neither the time nor the inclination to be a companion to his sons.

Problem: The chief problem with Number Four in his nervousness and the constant irritations that arise because of it. He shows an extreme indifference to his work, which he could get very well if he were willing to try.

Treatment: Number Four's case was taken up with his mother who showed a willingness to cooperate. It was suggested that he no longer be permitted to sell popcorn at the moving picture theater and that an effort be made to get rid of his underweight. The fact that certain things that had been noticed pointed toward masturbation on the part of Number Four was mentioned to the mother.

Results: Results have been more than ordinarily gratifying. Number Four was no longer permitted to sell popcorn at the theater. His father gave him some needed instruction with the result that much

of his nervousness has disappeared. He displays a much more manly bearing, participates in athletics, and in his frequent walks to school with the principal of the building he shows considerable interest in discussing his own problem.

Number Five

Number Five

A child uncontrolled at home

C.A., 5-8; M.A., 7-1

Physical condition: Fair. Number Five is slightly under weight and seems to take all contagious diseases very easily. He is of a nervous temperament and very active.

Home conditions: Number Five's father and mother are both living. The father is a college graduate and the mother has a fair education and is a woman of good sense. Number five is the oldest of two children and the only boy. During his babyhood his waywardness was mistaken for cuteness, especially by his father. He became such a menace to children of his own age and younger that friends of his parents were obliged to discontinue their social relations. It was inevitable that the boy would prove to be a school problem.

Problem: Number Five will have to be called either non-social or anti-social. He is apparently devoid of any respect for the rights and property of others. He is willfully cruel and rough and delights in kicking and slapping his schoolmates. He has frequently left his seat to go across the room to knock down some child's block house or to tear up some kindergartner's attempt at art. The unfortunate victim could well be thankful if he himself was not molested.

Treatment: It is quite possible that Number Five should not have been allowed to attend kindergarten, although he had had no home training that would take its place. The more exacting regime of

the first grade might have served to keep him out of part of his troubles. As it was he managed to keep the kindergarten teacher busier than she was able to keep him.

Various methods were used to make Number Five a more desirable member of the kindergarten group. His parents were consulted, and while his mother spent considerable energy weeping over his shortcomings, these consultations were not without result. The father has shown a somewhat sterner hand and not without effect on the conduct of the boy. In school, the teacher proceeded on the theory that unsocial conduct called for isolation from the activities of the group. This method was pursued consistently, no matter how much the boy desired to participate.

Results: Toward the last of the year outbreaks grew fewer and less violent. Friendly amonitions which previously had no effect are now heeded.

Number Six

Number Six

A dull child with a nagging mother
C.A., 11-9; E.A., 10-11

Physical condition: Number Six is very large for her age. She is rather awkward in her movements due to a paralysis which left her with knock-knees. Her general muscular coordination is poor and she becomes agitated and nervous upon the slightest provocation. She is pretty and has a rather pleasing personality.

Home conditions: Both father and mother are living. The mother is of good average mental ability, but the father is "slow". However, he has been rather successful financially and the family lives well. The mother is over anxious for her children.

Problem: The problem in this case concerns the mother quite as much as it does the child. The girl is below average in mental ability and the mother never lets her forget the fact for a minute. She continually calls her stupid and tries to shame her by comparing her work at school with that of her little brother who is considerably brighter. In consequence of her mother's attitude, Number Six has developed a decided "inferiority complex".

Treatment: For some years Number Six was placed in the third division of her grade, where she doubtless belonged in so far as her ability was concerned. But as her mother constantly twitted her and used the fact of her placement in school as confirmation of her accusation of stupidity, it was decided to put the girl

into a second division on the theory that her "social destiny" will be different from that of the ordinary pupil of the third division. Exceedingly plain talks were had with the mother. An effort has been made to let the girl proceed with the things she can do regardless of what she fails to do in other lines. She has always been promoted, though sometimes the card has stated that the promotion is "on trial".

Results: Most has been accomplished with the mother. She has at least been convinced that Number Six's lack of mental ability can not be removed and has even decided that the child inherits it -- from her father. Placing the girl in a second division has given her more confidence in herself and she has actually done somewhat better work. The greatest improvement is in her increased self-confidence and willingness to try. She is too large and physically mature to be held back because of failure to get subjects which she will never be able to comprehend. Her good looks and her family's financial and social position will probably carry her through life on a plane much above that of many of her mental superiors.

Number Seven

Number Seven

A possible pathological case
C.A., 7-3; I.Q., 89

Physical condition: Normal, except for a slight defect in vision.

Home conditions: The father and mother are separated. A stepfather does very little for the support of the family. Home conditions are extremely poor, though other children of the family have given but little trouble in school.

Problem: Number Seven has been a continual source of trouble not only at school but on the way back and forth. She is stubborn, is inclined to show off, and has had several tantrums the causes of which are hard to explain. In one or two instances, these bordered on hysteria or an insane frenzy. Lying and stealing seem to come natural and are indulged in without any exhibition of conscience whatsoever. Many symptoms point to the pathological nature of her case.

Treatment: Considerable time has been spent on the case of Number Seven. Neither kindnesses nor undue severity have much effect, except temporarily. Paddling creates an extremely unpleasant scene and does no good. In regard to her tantrums it has been found best to ignore her altogether. Once when Number Seven had thrown herself on the ground and was screaming and kicking, the gong rang for convening school. Teacher and children went into the building without so much as looking at Number Seven. In a few minutes the girl walked into the room and took her seat as

though nothing had happened. Pains are taken to see that she does not "get by" with lying and stealing, and, because of her inability to go home with the other children without getting into trouble, she is often detained. This punishment she takes cheerfully and even as though it was an honor.

Results: No appreciable improvement has been noticed in the conduct of Number Seven over a series of several years. In fact there is reason to believe she grows worse. The mother, a weak willed creature seems to want to help, but can not muster sufficient energy to do so. The destiny of Number Seven can be predicted with certainty unless something can be done for her within the next few years.

Number Eight

Number Eight

A sub-normal boy

C.A., 15-6; E.A., 10-1

Physical condition: Normal.

Home conditions: Number Eight's parents are both living. The father is a common laborer of fairly steady habits, but unable to provide more than the necessities for his family. The general condition of the home is poor and there is little to inspire the children.

Problem: He has never been able to do his school work creditably. If he knows his mental shortcomings, he is the last one to admit them. In fact, he is a braggart and makes sad attempts at being clever. He is "bossy", and as his retardation places him with much younger children he is particularly troublesome in this matter.

Treatment: Eight does so little in the third division of his grade that it is out of the question to place him elsewhere. His ability to read is unusually poor so that interesting him in the ordinary school work is out of the question. For the past two years he has been allowed to take manual training with the boys of the junior high school. He seems to enjoy this work, but shows little aptitude for it. He has the fine quality of courtesy and this has been used to keep him in line. He likes to perform errands and does them well if coached in reference to what to say.

Results: Measurable results are small. In tracing Number Eight's record over a period of years there is little that would indicate an improvement either in his scholastic work or in his general conduct. His neat appearance and his courtesy are his chief assets. It is quite likely that he presents a problem with which the ordinary public school is very poorly prepared to deal. It is indeed unfortunate that there is so little to offer to a boy with the limited mental capacity of Number Eight.

Number Nine

Number Nine

An inattentive child with an over solicitous mother
C.A., 7-8; M.A., 8-2.

Physical Condition: Normal.

Home Conditions: Average. The mother is inclined to nervousness and over solicitousness for her child.

Problem: Number Nine had all the marks of the spoiled child and was exasperatingly inattentive. General directions to the class had no meaning for her. She invariably had to be told individually and emphatically what to do. Even this had no results unless good follow-up work was done.

Treatment: Number Nine's seat was moved to the front of the room where the teacher's commands would be more impressive and in no danger of being unheard. No beneficial results were noticed. At the end of her first month at school her grade card was sent home with the word "Inattentive" checked. It is quite improbable that the child understood the meaning of this word or why it was checked, but the mother did.

That very afternoon the mother of Number Nine appeared at school. In conversation with the teacher she related that Number Nine had come home heartbroken because of this bad mark. In fact, she was hysterical, so the mother said, though there were no signs of such an emotional upheaval in the child. It was necessary, according to the mother's statement, that she come with the child in order to get her to return to school at all.

The teacher listened but refrained from comment. She asked the mother to stay for the afternoon's work, which she did. At recess the mother again started the conversation but was asked to look at Number Nine's desk. Although the children had been told to put away their books and pencils, everything that Number Nine had been using was lying in disorder on her desk, while not another desk in the room presented such a condition. The mother was somewhat confused, but excused her child by saying she had always given her all the time she wanted in which to get a thing done.

After recess the recitation was in silent reading. In this work the children are taught to keep their books closed until told to open them and to close them again promptly when the specified time for a given amount of reading is up. Number Nine's mother sat where she had an excellent view of the class, including Number Nine. As the lesson proceeded, it was quite evident that it was the mother and not Number Nine who was nervous. This little girl opened her book before the class was told to do so and kept it open regardless of the teacher's directions to the class, throughout the whole recitation. Not once did Number Nine offer to answer a question though every other member of the class did so. Her time was spent in gazing around the room, turning the pages of her book, and in other ways doing as she pleased. Not a word was said to her by her teacher, though it looked a time or two as if the mother was going to take her in hand. After school was dismissed, the teacher

hurried back to her room to discuss the child's conduct with the mother, but to her surprise that lady was gone.

Results: Number Nine returned to school the next morning with an entirely different attitude. Directions were followed promptly and attention was all that could be desired. Just what happened at home has never been learned, but the transformation has been permanent.

Number Ten

Number Ten

An anti-social child

C. A., 9-11; E.A., 9-2

Physical condition: Fair. One eye is quite defective.

He is small for his age and somewhat under weight. He is exceedingly fond of sweets and shows other signs of diabetes.

Home Conditions: The father deserted the mother leaving her with four children to support. She works hard and does very well considering everything, but home conditions are far from ideal.

Problem: Early in his school career Number Ten manifested an intensely anti-social attitude. For the first year or two a constant effort had to be made to keep him from actually harming his schoolmates. Rocks and fists were used constantly to make everybody afraid of him. His language was lurid.

Treatment: Number Ten's case has had the attention of several teachers and they have agreed that he was not all bad notwithstanding surface indications. It was noticed that the idea of good citizenship had a strong appeal to him, especially when he was given some rather heavy responsibilities in connection with his group's activities. He has proved to be a good leader, though it is possible that he depends partly upon the fear that he inspires in the other children.

Results: His present teacher has taken great pains to show con-

confidence in him and to praise him in a wholesome way. Results have been quite remarkable. The whole appearance of the boy has altered. His school work has improved slightly and is accomplished much more willingly. He has been given a chance to play in the orchestra of his building, a fact of which he is very proud. He still loves to fight occasionally, but is not continually forcing an altercation as the case used to be. Altogether, much credit is due to the boy and his teachers for the change.

Number Eleven

Number Eleven

A deficient child

C.A., 12-8; E.A., 8-9

Physical condition: Much below par. This boy has headaches and complains of feeling dizzy. He is nine pounds under weight and has a slight defect in vision. He is a cigaret smoker.

Home conditions: The father died some years ago and a step-father has since deserted the family. The mother and a step-brother support the household. The mother has always expressed a desire to cooperate but is ignorant and without much force. An older brother has had slight epileptic seizures for years.

Treatment: Number Eleven has formed the basis of considerable experimentation in discipline. When he first entered the Augusta schools his misconduct seemed of such a willful nature that corporal punishment was not infrequent. Truancy, with lying to evade its consequences became so frequent that the superintendent was called and administered an unusually severe paddling. Truancy has been less frequent since that time.

His present teacher has accomplished more with him than anyone else. Her method has been one of gentle firmness, discreet praise, and trustfulness. She has set reasonable goals for him to reach and he seemingly does his poor best to attain them.

Results: This is doubtless the case of a deficient boy who

will always be more or less a problem. The school needs something by which such as he might be trained to make an honest living in spite of their inability to learn from books.

Number Twelve

Number Twelve

A morbid child

C.A., 8-8; E.A., 8-4

Physical Condition: Fair. Enlarged tonsils and frequent severe colds probably hinder her progress. She is slightly under weight.

Home conditions: Number Twelve's home conditions are very unusual. The word home is out of place in speaking of them. The father and mother seemingly hate one another and still continue to live together. If the reports of neighbors can be believed, the father has not worked for two years, though perfectly able to do so. The mother and an older daughter "hitch-hike" to surrounding towns and are gone for as much as a week at a time. Both have been arrested for shoplifting and both are attendants at notorious dances in a neighboring city. While the mother is away on these expeditions, the children are left to shift for themselves, or are left with their grandmother, an old woman unable either to understand or to control them.

Problem: It is easy to see that the problem here is the home problem and that the trouble in school arises from home conditions. Number Twelve is morbid, dreamy, and sneaking. She is selfish and delights to see others in trouble. But here again it is quite likely that taunts and gibes from children who know something of her family story are partially responsible for her attitude.

Treatment: Although at times Number Twelve's conduct was exasperating, her teacher decided that much of it was due to the feeling of inferiority in the child engendered by home conditions and decided to give her special recognition and a chance for leadership. She was made the captain of her row and while before she had been the willing cause of its failure to receive any classroom honors, she not led it to victory again and again. Great pains were taken to commend her for her successes and little responsibilities were added to her daily program from time to time.

Results: Although relapses have been frequent, there has seemingly been some real progress. Twelve is happier and shows a somewhat better and more moral disposition. With conditions in the home unchanged, permanent improvement is almost impossible but the results obtained make further trial of the methods used desirable.

Number Thirteen

Number Thirteen

A bashful boy

C.A., 8-9; E.A., 8-0

Physican condition: Good, with the exception of somewhat enlarged adenoids.

Home conditions: The father and mother are both living. They are people of very moderate means, respectable, and interested in their children.

Problem: Number Thirteen was placed in a first division because of his rating in the Haggerty test. Here he was in charge of a well meaning but inexperienced teacher who completely misunderstood him. To her he appeared to be lazy and impudent and soon became one of her chief disciplinary problems.

Treatment: Fortunately this teacher had good judgment enough to consult Number Thirteen's parents concerning his attitude in school. After her conference with them she displayed further good sense in admitting that she had wrongly diagnosed the case. What had seemed laziness was due to the fact that the boy had found himself completely lost with first division children, although tests had shown him of equal mental ability with many of them. The grin which had so irritated the teacher was found to be involuntary and induced largely by fear. Once these things were understood, the teacher set about to overcome them. Every slight occasion for praise was seized upon. Little tasks that

would take him about the room and bring him before the other pupils were given him to perform. He was allowed to lead frequently in the games and pride in his accomplishments was stimulated. If relapses to idleness occurred, some cherished privilege was temporarily suspended. The parents assisted greatly by following a similar plan in the home.

Results: Number Thirteen has developed almost normal self-confidence. He has become a fairly diligent worker and gives practically no trouble in the schoolroom. He still needs considerable encouragement, but there is no doubt that results have justified the methods used.

Number Fourteen

Number Fourteen

A colored girl with an inferiority complex
C.A., 10-0; E.A., 9-0

Physical condition: Normal

Home conditions: The father and mother are dead and Fourteen and her twin sister make their home with a half-sister and her husband, who are respectable colored people, quite well educated. They have no children of their own and are trying to give these two orphan girls a good home.

Problem: Fourteen had never attended a white school until she came to Augusta where members of her race are very rare. She and her twin sister constituted two-thirds of the negro enrollment in the Augusta schools.

Fourteen made it her chief occupation to look for slights to herself and to her race. She found them, and her methods of retaliation were primitive but thorough. She "chucked" rocks, as she called it, bit, and scratched. In fact she was a real terror in the schoolroom, on the playground, and on the way to and from school.

Treatment: At first Fourteen's teacher was inclined to be lenient. The child had had almost no opportunity to go to school, but because of her age showed considerable ability in the first grade to which she had been assigned. Because of this, and for other considerations, it was thought expedient to promote

Fourteen and her twin sister, who not only did better work but had a gentler disposition, to a second grade with the hope that this mark of good will might bring a show of gratitude in the terms of better conduct.

The experiment was a failure. Fourteen proved that she was able to do the advanced work, but the effect upon her conduct was exactly opposite to that which had been hoped for. It finally grew so bad that the principal of the building decided to administer corporal punishment. Fortunately the rules of the school provide that at least one teacher beside the one giving the punishment must witness the affair. Before Fourteen got all she needed four teachers had not acted merely as witnesses but as participants. Finally, however, the proper dosage was administered and for once in her life Fourteen was subdued.

Results: If the end ever justifies the means it did it in the case of Fourteen. While she can hardly be called a model child, she gives no more trouble than the average pupil of her group. A word is usually enough to settle her. She has since made the fourth grade, completing the work of the third with considerable credit, though she has had to work in a second division while her twin sister has been able to do the work of a first division. She has lost her pugnacious disposition, attends a white Sunday School--there is no colored church in the community-- and usually takes a prominent part in school and church programs.

Number Fifteen

Number Fifteen

An irrepressible child

C.A., 8-9; E.A., 10-5

Physical condition: Fair. Very small for his age, but is well built and only a little under weight. He has to wear glasses and is nervous and irritable.

Home conditions: Most of Fifteen's troubles can be traced to his home. His father, though coming from a prominent family, has not lived up to his opportunities. His mother is downright lazy, and, if gossip can be believed, worse. Fifteen often says that his mother is still in bed when he comes to school. This is often given as an excuse for his unkempt condition. The children are frequently left alone at night while their parents are out, but not together.

Problem: Fifteen has constituted a problem from the first day he entered school. During the first year almost nothing could be done toward settling him down. Fighting, swearing, and disobedience were normal for him. His progress was fair notwithstanding his misconduct.

Treatment: Upon reaching the third grade he had for his teacher a woman of maturity who was determined not to come out second best. Fifteen sensed the difference immediately, but had no intention of giving up without a struggle. One of Fifteen's failings was a desire to be cute. To satisfy this longing, he will

often do things to show off that would not look well in a child of three years. His new teacher decided to treat him as though he were really of the age he seemed to like to imitate. Accordingly she watched her opportunity and once after Fifteen had especially acted like a baby, she brought him to the front and held him in her arms while she talked to him as she would have talked to a three year old child. No tone of irony or sarcasm was used, just the simple, matter of fact tones a mother would use in impressing a very small child that certain conduct was "naughty".

Results: While the method used by this teacher is somewhat questionable and would lose all force if practiced frequently, it was certainly effective in the case of Fifteen. It was a real punishment, for one of Fifteen's main ambitions was to be the "big boss". In fact a good share of his fights seemed to come about by an effort on Fifteen's part to prove that his small size was no handicap.

Fifteen has now completed the work of the fourth grade with fair credit to himself. He still constitutes a problem, but his teachers believe the solution is under way. His last teacher by a combination of sympathy, appreciation, and firmness was able to accomplish much with him. Corporal punishment is not used with Fifteen, partly because reports have it that he is severely whipped at home and partly because experience has proved that it is ineffective in his case.

Number Sixteen

Number Sixteen

A dirty, lazy boy

C.A., 9-11; E.A., 10-11

Physical condition: Clarence is small for his age. He is otherwise normal, except for a slight defect in vision and an oversusceptibility to colds.

Home conditions: The father is shiftless and a poor provider. The mother earns most of the living over the washtub. The home is in a poor part of the town and has none of the luxuries and few of the comforts. The mother wants to do things for her children, but her work gives her but little chance. The children of this family show a wide variation in mental ability and general character.

Problem: Sixteen has always presented a problem in school. He likes to be dirty and is extremely lazy. While his mental ability is good, he simply will not do his work unless the teacher literally makes him do so. His teachers assert that he has never made a passing daily grade unless he has been forced to do so.

Treatment: Sixteen has been tried both in slow and in fast divisions without any appreciable difference in his attitude or the quality of his work. He is sent regularly to the basement to clean up, but unless inspection is sure upon his return, he will slight the job. Penalties of all sorts for failure to get his work have been tried without lasting result. Conferences with the mother only show how helpless she is.

Results: All methods have failed so far to bring about any changes worth while.

Number Seventeen

Number Seventeen
A bright smart Aleck
C.A., 9-0; E.A., 11-2

Physical condition: Normal

Home conditions: The home life is average or above. The father makes a good living, but his work calls him away from home a large part of the time. The mother has been ill a great deal and unable to properly supervise the conduct of her children.

Problem: Seventeen is sophisticated. He is bold and thinks himself equal to any emergency. He is generally quite likable, but is inclined to act the smart Aleck, especially if strangers are present. He is much older socially than the children of his grade and has a marked influence upon them.

Seventeen's cuteness often passes over into impudence, and he has proved himself untruthful and sneaking. During the past year he forged his father's name to several checks, although he has a bank account of his own and a weekly allowance. Seventeen's parents do not antagonize the school, but they do not know how to cooperate. In their opinion it is usually some other boy who is really to blame when their son gets into trouble.

Treatment: Kindly reasoning has little effect on Seventeen. His promises are fair, but are not kept. His teachers say he must be "squelched" periodically. No form of punishment or penalty seems to be lastingly effective.

Results: We have failed with Seventeen. He has passed into the sixth grade, as he is naturally bright. The next few years will largely determine what type of man and citizen he is to be. We hope to find a solution for his case before it is too late.

Number Eighteen

Number Eighteen
A deficient boy
C.A., 9-5; E.A., 6-2

Physical condition: Fair, except for a slight defect in vision which makes glasses necessary. Somewhat nervous.

Home conditions: The father and mother are not completely in harmony regarding the disciplining of their children. The mother is ambitious for children, but is a nagger. Her mistakes are due largely to her ignorance as her intentions are good and she has always cooperated with the school.

Problem: Eighteen has always been a problem in school. He has absolutely no interest in his books and enjoys only the rougher sports. He is subject to moods and does not hesitate to lie. He is exceedingly inquisitive and can be counted upon to do the unexpected thing.

Treatment: The mother has been consulted many times in regard to Eighteen and his work, but with only slight benefit. She has tried hard, but not wisely, to help, even resorting to corporal punishment to make him get his work. It is hard for her to understand that the real problem is his inability to get the work of his grade. At school all privileges must be denied Eighteen until he accomplishes what the teacher feels he can really do.

Results: Unfortunately the public school has no way of properly dealing with such cases. It is not at all likely that Eighteen

will ever succeed in learning from books. There may be other things that he would be able to do well, if properly trained for them. It is too bad that he will have to spend years in trying to do what for him is the impossible instead of getting training in something by means of which he could make a livelihood.

Number Nineteen

Number Nineteen
Suspected tobacco poisoning
C.A., 14; E.A., 10-11

Physical condition: Nineteen's physical condition is very poor, though better during the past year than at any time since he has been in school. This case has been one for the attendance officer and nurse rather than the teacher.

Attention was first drawn to Nineteen when he was in the primary grades because of the fact that he was both smoking and chewing tobacco. Upon inquiry, the parents revealed the fact that he had been using tobacco ever since he was a baby. Nineteen is very much under size and weight. He has the appearance of a drug addict, is inclined to giggle or cry at trivial things, and is listless in his work.

Problem: As indicated, the principal problem with Nineteen has not been one of outbreaks in school, but rather of keeping him in school and arousing interest in him for his work when he was there.

Treatment: Every absence from school is investigated immediately and many times Nineteen is brought to school after his parents have consented to let him stay at home. His real ailments have had careful attention and an effort has been made to get him to give up the use of tobacco. He was taken to the

tuberculosis clinic in the fall of 1927 and pronounced a suspected case. It was impossible, however, to induce the parents to follow the instructions of the doctor. Frequent fainting spells and other symptoms made further diagnosis advisable. An X-ray examination revealed nothing of importance and the Wassermann test proved negative. All attempts to get the boy to drink milk at school, even though furnished free of charge, have failed.

Results: Results have been slow, but during the past year a considerable change for the better has been noted. The boy reports that he is succeeding in giving up the use of tobacco. He is more alert, has a better color, and is decidedly more interested in his work. He has missed but little school during the past year and only when there seemed to be a good reason. He will be promoted to a third division of the sixth grade and will be given an opportunity to take manual training.

Number Twenty

Number Twenty

A moron

C.A., 15-5; E.A., 9

Physical condition: Excellent. Number Twenty is an exceptionally well developed boy. He is slightly overweight, but has no known physical defects.

Home conditions: Number Twenty is an older brother of Number Sixteen.

Problem: Twenty not only shows the retardation of the typical moron, but in addition he has long exhibited criminal tendencies. He is familiar, through experience, with the police court, his offenses ranging from the breaking of church windows to burglary. Twenty is personally filthy. He has no interest in school work and accomplishes practically nothing. In reality, he has no business in the public school, as it has no benefits to offer him.

Treatment: Conferences with the mother, punishment, and kindly patience have all been tried. Corporal punishment has been used for his most serious offenses but without lasting results.

Results: Failure. The boy has now passed the compulsory school age and has dropped out of school. Already he has every mark of the professional hobo. If the school could have taught him to do something useful, perhaps much grief both to the boy and to society at large might have been prevented. It takes more than an

"ungraded" or so-called "opportunity" room to do anything
worth while with such cases.

Number Twenty-one

Number Twenty-one
An incorrigible girl
C.A., 14-10; E.A., 12-2

Physical condition: Good. Twenty-one has no physical defects, unless over development for her age might be called such. She is pleasing in appearance, and on first acquaintance would give one quite a favorable impression of herself.

Home Conditions: The father is a steady worker, but a large family and much illness have tended to keep them near the poverty line. The children are quarrelsome, and the mother seems to be unable to control them. Twenty-one was born very shortly after the marriage of her parents.

Problem: As is so frequently the case, Twenty-one's problem is quite as much with the home as with the school. She boasts of the fact that she is a problem to her parents. She is sophisticated to the last degree and has almost no wholesome interests common to girls of her age. She dislikes housework and is so cruel to her younger brothers and sisters that her parents dare not leave her alone with them. She has been guilty of striking her mother. Twenty-one loves to be the center of a group, does not hesitate to lie, and laughs when her falsehoods are found out. She is plainly interested in the opposite sex and uses the boldest methods to attract their attention.

Twenty-one would probably not have been considered a

serious school problem if she had confined her sex adventures to time outside of school hours. This she did not do, and her repeated absence from school brought her parents into conflict with the attendance law. It was then discovered that Twenty-one not infrequently spent the whole night away from home and that on several occasions when she had been absent from school she had been off on expeditions with men twice her age.

Treatment: As the attendance problem became more acute, the parents were forced into action looking to the better control of their daughter. The father seemed willing but helpless. Finally, however, the girl was taken to juvenile court where the judge sentenced her to a term in the Girls' Industrial School, but paroled her to her father during her good behavior.

For some time Twenty-one showed a marked improvement. Her teachers encouraged and complimented her and her father purchased a piano in order that she might have something to interest her at home. The old urge was too strong, however, and the parole was broken with the result that Twenty-one was taken to the Girls' Industrial School at Beloit.

Results: Reports received from Twenty-one from time to time indicate that she has greatly changed and is doing well. She expresses gratitude that she was placed in the industrial school and says that she intends to be a good woman.

Number Twenty-two

Number Twenty-two
An "only" child
C.A., 8-9; E.A., 10-8

Physical condition: Good, except for a slight defect in vision.

Home conditions: Twenty-two is an orphan adopted at birth. Her foster parents fairly worship her and give her more and better things than she really needs.

Problem: Twenty-two has always constituted a school problem, or, perhaps, one should say she and her mother have done so. Twenty-two has not been very popular either with pupils or teachers. She is inclined to be selfish and fails to recognize the rights of others. Her quarrelsome disposition has been the source of much trouble and the fact that she draws upon her imagination when recounting things at home has frequently aggravated the situation. The parents have failed to secure exact obedience and this has made it hard for the teachers to do so. Twenty-two does not like to work to capacity and spent one year in a second division of her grade largely because of her stubbornness and indolence. Worst of all, this little girl has been guilty of taking things that do not belong to her and is rather bold about lying.

Treatment: An earnest effort has been made to secure the full cooperation of the parents, especially the mother, who has always been inclined to criticize the teachers rather than the child.

Firmness in carrying out necessary measures in connection with school discipline has been beneficial to both mother and child. The fact that pleadings and tears did not keep Twenty-two from spending a year in the second division of her grade resulted in giving both mother and daughter a more circumspect attitude. Excellent cooperation on the part of the home in the matter of lying and stealing has almost solved that problem, a whole year now having passed without its recurrence. Condemnation by her group has also proved effective.

Results: There is a notable improvement both in the child and her mother. The latter has been more careful in her criticism, and the child appears to be really trying to overcome her faults. Firmness and tact have seemingly accomplished much worth while.

Number Twenty-three

Number Twenty-three

An awkward, overgrown adolescent boy
C.A., 14; E.A., 14-3

Physical condition: Number Twenty-three is almost six feet tall with normal weight for his height. He is not prepossessing in personal appearance and less so because he does not take the best of care of his skin. His face is covered with "blackheads" and his sprawling positions in class are not conducive to the peace of mind of some of his teachers. Apparently he has no physical defects, but shows a mental and physical indolence that his teachers find hard to endure.

Home conditions: Home conditions are fair. The father holds a good position, but does not devote much time to his family.

Problem: Twenty-three is bashful and awkward. There is no doubt that he is lazy and does not do his school work as well as he should. He succeeds in working up considerable enthusiasm in the athletic part of the school program, and is known among the boys as a "good sport". It is not unlikely that his teachers should utilize a little more their knowledge of adolescence in their dealings with this boy. Failure to pass in several subjects of the seventh grade constituted the most serious problem.

Treatment: Both the principal of the building and the superintendent of schools held conferences with Twenty-three's teachers

with the hope of getting a little more sympathetic attitude from them. His failure seemed to be a real calamity for the boy and after careful consideration of the case it was decided to let him proceed with the work of the eighth grade. However, no move to this effect was made until after Twenty-two had begun the repetition of the seventh grade work at the beginning of the new term.

Results: Twenty-three has finished his eighth grade work with considerable credit and has enrolled for work in high school.

His general improvement is only fair, but is never-the-less noticeable. Teachers who were skeptical and did not hesitate to criticize the action in allowing a "lazy" boy to go on with his class when he had failed to do his work had to admit that he had done his eighth grade work better than his seventh and with considerably less trouble to his teachers.

Number Twenty-four

Number Twenty-four

A fully developed smart Aleck

C.A., 13-5; E.A., 14-6

Physical condition: Twenty-four is perhaps normal physically, except that he has always been a mouth breather.

Home condition: In many respects Twenty-four's home conditions are good, but being the youngest son of a rather large family has not been the best thing for him. He is distinctly a "mother's boy" and while his mother is a good woman, she is more or less peculiar. Some of these peculiarities she has impressed indelibly upon Twenty-four. To paraphrase, her motto seems to have been, "My Twenty-four, may he always be right; but right or wrong, my Twenty-four."

Problem: The problem has been as much concerned with the mother as with the boy. The boy is loud, quarrelsome and self-centered. He has long been troublesome. As far back as the fifth grade his desire to be the center of attraction caused him to do outlandish things. On a certain patriotic occasion he seized a United States flag, threw it on the ground and stamped on it to the utter amazement of the horrified children. As a sixth grade pupil, he was discovered making an indecent exposure in the schoolroom. In the next two grades there was almost constant warfare between Twenty-four and his mother on one side and the teachers on the other.

Twenty-four has not confined his misbehavior to the schoolroom but has caused a great deal of trouble in the Sunday School of which he is a member. On one occasion he was ejected forcibly from the church, at another deposited bodily in his mother's lap, and at still another he was slapped.

Treatment: Notwithstanding the attitude of the mother, an attempt has always been made to get her to cooperate, sometimes with success. Advantage has also been taken of Twenty-four's good qualities, of which he has several. Chances to "show off" by making special reports and in other legitimate ways have been given him, while all irregular attempts have been frowned upon, or even punished. Corporal punishment has been used.

Results: In the grades nothing better than an armed truce was ever secured, but last year when Twenty-four entered the high school the case was different.

For twelve years at least, there had been no corporal punishment administered to a high school pupil. Doubtless Twenty-four felt secure on that score for from the very first day he made trouble. Finally, one of the teachers reported at the principal's office that he felt Twenty-four's case was one that merited corporal punishment. After due consideration a good sound paddling was administered. Reformation dates from that event. Perhaps one should call it a metamorphosis. At all events Twenty-four is a changed boy. Just how the punishment operated to bring this about is unknown, but there can be no doubt in regard to the change.

Number Twenty-five

Twenty-five

A writer of obscene notes

C.A., 15-5; E.A., 11-2

Physical condition: Twenty-five's physical condition is poor.

She is much under weight. Her tonsils are bad, and her vision is seriously defective. She has the appearance of a poorly nourished, uncared-for child.

Home conditions: The mother is dead and the father, a man of questionable morals, leaves his two children, a boy and a girl, to their own devices. There is nothing around the home to make it a desirable place.

Problem: Twenty-five is wise beyond her years in matters of sex. Her source of information has evidently been polluted as her notes are exceptionally foul. Her influence over younger children, to whom she was guilty of telling the most offensive stories, was distinctly bad.

Treatment: A climax was reached when Twenty-five wrote an exceptionally foul note and signed a boy's name to it. Just what she had intended to do with it is uncertain, but what she did do was to lose it. A decent little girl found it and handed it to Twenty-five's teacher. As her name occurred in the body of the writing, she was questioned and told a great tale in regard to when and where the boy whose name she had signed, handed her the note. Further details are not necessary except to say that she

was finally caught in her own entanglements and acknowledged being guilty.

After a rather severe "talking to", Twenty-five was allowed to return to her class with the understanding that some further penalty would follow. As it was impossible to believe the father would be of assistance, it was finally decided to let the nurse handle the case. Accordingly she secured all possible information regarding the home life of the girl from the neighbors, who in turn were told of Twenty-five's confessed activities with their children. The mothers of these children were asked to try to help, and several promised to do so.

The nurse then had a long talk with Twenty-five regarding what she had done and what she ought to do. She also told her the things that she had had no chance to learn from her mother. Twenty-five expressed considerable sorrow for her conduct and made promises of reform.

Results: Twenty-five has given no more trouble up to date. At least once she has on her own initiative assured the superintendent of schools that she was trying hard to do better. Her school work is still far from satisfactory, but with her low mental ability, too much must not be expected of her in her studies.

Number Twenty-six

Twenty-six

A habitual thief

C. A., 15; E.A., 11-6

Physical condition: This girl is twenty-three per cent under weight, but has never missed much school on account of illness.

Home conditions: Both parents are living and apparently have always been interested in their child.

Problem: Twenty-six is a thief. With the exception of one or two years she has never succeeded in getting through a school year without some trouble because of this failing.

Treatment: Twenty-six's tendency to take things has been fully discussed with her mother, who was not wholly unaware of it, as pocketbooks at home had suffered more than once. Upon one occasion Twenty-six purloined a ten dollar bill from an uncle's pocket, bought herself two pairs of roller skates, treated the children of her room to candy, and gave, or rather tried, to give her teacher a present. This latter generosity, together with the fact that she could offer no reasonable explanation for the two pairs of skates, led to her undoing. Punishment was administered in the home and for two years thereafter Twenty-six refrained from indulging her habit, or, at least, was not detected. Last year, however, she helped herself to a number of articles belonging to her schoolmates and finally was caught.

A confidential conference was held with Twenty-six and

her principal, the superintendent of schools being present. The girl admitted her guilt without hesitation, said shw was sorry, recalled that she had been guilty before, but called the superintendent to witness that she had stolen nothing for "a long time". She talked with more than usual good sense and seemed truly penitent. No punishment was imposed, and, upon the girl's earnest entreaty, the mother was not informed. A few days later it was learned that while she was making such good professions she had in her possession a fountain pen which she had just stolen from one of the teachers.

Results: Twenty-six has passed the compulsory school age and has quit school. She had long since reached her educational limit, and the public school as now constituted had little to offer her. It is possible that with Twenty-six we were dealing with a pathological case, but however that may be, we can not boast of our success.

Number Twenty-seven

Twenty-seven

An anti-social, abnormal boy

C.A., 14-5; I.Q., 114

Physical condition: Except for being slightly under weight, this boy is normal.

Home conditions: Twenty-seven is the oldest boy in a fairly good sized family. His father has held a responsible position for years and his mother is a hard working woman who spends most of her time in taking care of her children. The father is away from home a great deal of the time.

Problem: Twenty-seven has presented a problem ever since his enrollment in the first grade. Much of his misconduct has been of the irritating smart Aleck type, but now and then there have been incidents that have bordered on the criminal. In the fourth grade a serious theft from a down town store brought much chagrin to his parents and severe punishment to himself. In the junior high school he kept his teachers uneasy because of his anti-social attitude in his classes. The scoutmaster of Twenty-seven's troop was obliged to expel him because of his misconduct. Just as this is being written he is under arrest for the theft of some automobile tires.

Treatment: As a small boy, nothing but corporal punishment affected Twenty-seven, who is a physical coward. In fact, much of his trouble in school has been with those teachers whom he thought

he could "rag". During his junior high school years it was necessary to discuss with him things that his father should have informed him of some years before.

Results: It is doubtful whether much has been accomplished in this case. Removal to a larger city on the part of the family is going to place in the way of Number Twenty-seven temptations that it is very doubtful if he can resist.

Number Twenty-eight

Twenty-eight

A tease

C.A., 13-9; I.Q., 113

Physical condition: Normal, but with a slight tendency toward nervousness.

Home conditions: Twenty-eight is the only boy in a family of two children. His sister is several years his senior. The parents are good people with some rather striking peculiarities. They are independent financially and the mother is anxious that her children have every advantage. However, she does not always use the best methods. The father, according to the mother, has many of the traits which the son shows and which the school finds reprehensible.

Problem: As a small boy Twenty-eight did not constitute a disciplinary problem, it being in his sixth year that trouble began. Here he manifested unsuspected tendencies, among them indecent exposure in the schoolroom. Twenty-eight's chief fault is his inordinate desire to tease with some indications of actual cruelty. He has an abnormal temper and can be exceedingly stubborn.

Treatment: The mother has always been consulted regarding her son's offenses and has always manifested a disposition to help, though somewhat inclined to lay the shortcomings of the son upon the father's shoulders. Experience has taught that private conferences get much farther with Twenty-eight than public rebuke. Work is

his salvation and extra assignments, especially in subjects in which he is interested are the best preventives.

Results: Twenty-eight is showing some signs of improvement.

He is somewhat more manly and has less of the spoiled child attitude. He is still a "little boy" in his play, but perhaps another year or two of adolescence will cure that.

Number Twenty-nine

Twenty-nine

An abnormal child

C.A., 16; I.Q., 101

Physical condition: Number Twenty-nine has, until the last two years, been very much under size. Due to an injury at birth he is a decided cripple, a fact that has doubtless greatly influenced his conduct.

Home conditions: The father is a hard working man who doubtless has tried to rear his children correctly, but in a great measure has failed. The boy's mother died shortly after his birth, but the step-mother has shown considerable interest in the children. The parents belong to a fanatical religious sect and lack education. Twenty-nine missed twenty-one days of school this year, as his parents had conscientious scruples against vaccination.

Problem: Twenty-nine has been a problem ever since he entered school at the age of four and kicked and cursed his teacher. For years he exhibited the thieving propensities of a kleptomaniac.

Lying seemed to come natural just as profanity seemed to be his ordinary vocabulary. Twenty-nine has been in the clutches of the law numerous times, principally because of his thefts.

Treatment: His father has always been informed of the breaches of discipline of his son and has invariably cooperated with the school. Corporal punishment has always been the most effective form of punishment. A paddling administered by his father in the

principal's office probably did more than any one other thing to break him of the habit of stealing. In fact even now, after the lapse of several years, the best method of bringing this boy to time is to suggest calling his father. His crippled condition and the fact that his abnormal tendencies could easily be due to the injury he received at birth have made Number Twenty-nine an object of pity, and much patience has been used in studying his case and dealing with him.

Results: Something has been accomplished. Rebellions outbreaks have been fewer and thieving has apparently stopped. He is industrious in his out of school time and is partly self-supporting. His school work has improved and chances are good that he will complete the high school course, -- the only one of his family to do so.

Thirty

Thirty

A sub-normal boy
C.A., 8-9; I.Q., 71

Physical condition: Slightly nervous. Otherwise normal, except for a serious impediment in his speech. Thirty is the product of distinctly inferior parents. His mother, a feeble-minded woman died when Number Thirty was a baby. Of the four children of this family who have attended the Augusta schools, none has had average mental ability.

Home conditions: As might be imagined home conditions are decidedly poor.

Problem: The problem in Thirty's case does not really belong to the public school, but under the present law, it has to assume the burden of the solution. The first year Thirty spent in school he could not talk, although he was seven years old. It has taken him three years to get anything in the first grade. He will never be able to accomplish the work of the three lowest grades, and it is doubtful if he can perform manual tasks without immediate supervision.

Treatment: During his first year nothing could be done with him except to get him used to the ways of school. The second year Thirty took a great fancy to his teacher who had only a small group and was able to employ special methods. He managed to learn a few words temporarily. His third year in the first grade resulted in his

acquiring a small vocabulary and learning some of the smaller combinations. Owing to his age, he has been promoted first to the second and then to the third grade. His work has never approached even the lowest passing mark, but his age and size make it imperative that he should not be placed with the younger children.

Results: Number Thirty presents another example of the helplessness of the public school as it is now conducted to take care of such cases in which, by present methods, both the teacher's and the student's time is wasted.

APPENDIX

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A list of the schoolroom misdemeanors which must be reported to the superintendent of schools.

LIST

1. Boisterousness (Loud talking, "horse laugh").
2. Cheating (In schoolroom work).
3. Chewing gum (During school hours).
4. Dawdling (Wasting time while pretending to work).
5. Discourtesy
6. Disobedience
7. Fighting
8. Impudence
9. Inattention
10. Indecency (By gesture or act)
11. Indolence (Habitual laziness)
12. Lying
13. Marring or destroying furniture or equipment
14. Misconduct in moving into or out of the building
15. Note writing
16. Obscene or vulgar language, spoken or written
17. Profanity
18. Quarreling
19. Smart Aleck acts
20. Stealing
21. Unfairness in play
22. Use of tobacco
23. Talking without permission (Interruption)
24. Tattling
25. Violation of "Safety First" rules
26. Willful, or unnecessary tardiness
27. Annoying others (Tell in what way)
28. Irritating attitude (Tell in what way)
29. Whispering (Unnecessary annoying)

Directions to teachers for reporting cases of discipline.

A report on every case of discipline involving more than mere routine notice **MUST** be reported on the card provided teachers for that purpose. This card provides a place for the date and the time of day at which the offense occurred. Do not fail to record both of these items. Cards should be filed with the principal of the building each evening after the close of school. Principals will see that they are sent to the superintendent immediately after school convenes the following morning.

Try to classify the offense according to the list furnished. Make the history of the case as clear as possible and do not hesitate to use the back of the card for enlightening details. State facts as they actually occurred, even though they do not reflect particular credit upon yourself.

Please remember that a discipline report must be made every day, whether you have any cases of discipline or not. Failure to make such reports will be considered a serious dereliction of duty.

Report of Discipline

DATE May 9 TIME OFFENSE OCCURRED 3 p.m.

OFFENSE Stealing money from the teacher's desk
upon returning from the track meet.

PUNISHMENT Reprimanded and made to return the money.

Dorothy Blank

PUPIL

Maude Scandso

TEACHER

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The books which have been written on school discipline are entirely too numerous to be listed here. Only those books and articles which have been helpful in the preparation of this thesis, have been quoted in it, or have been read in connection with it are given.

Those volumes which have been found particularly valuable are starred.

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