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Living in the Classroom in Montreal, Quebec and the Problems of Discipline

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LIVING IN THE CLASSROOM
IN MONTREAL, QUEBEC
AND
THE PROBLEMS OF DISCIPLINE

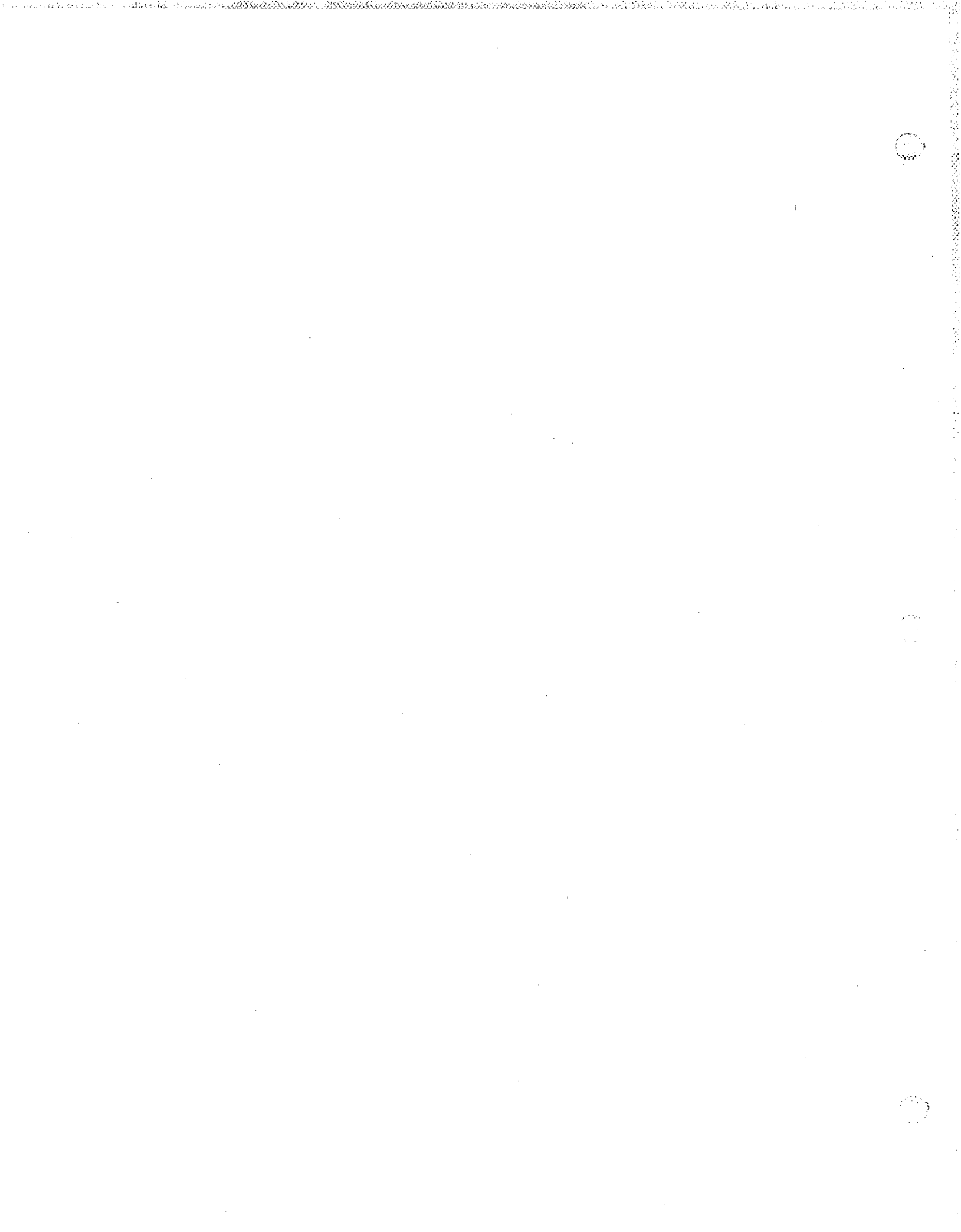
PRESENTED AS A STUDY
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BRATTLEBORO, VERMONT
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"Learning is but an adjunct to ourself"

Wm. Shakespeare

Henry IV Act III



--Our earth is degenerate in these latter days. Children no longer obey their parents.--

An Egyptian priest in the fourth century B.C.

--The Children now... have bad manners, contempt for authority. They show disrespect for elders, and love chatter in place of exercise. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize over their teachers.--
Socrates, in the fifth century B.C.

Webster's definition of discipline.

- (a) The treatment suited to a disciple or learner; education; development of the faculties by instructing and exercise.
- (b) Training to act in accordance with established rules; accustoming to systematic and regular action; drill
- (c) Subjection to rule; submissiveness to order and control; control; habit of obedience.
- (d) Correction; chastisement inflicted by way of correction and training; hence training through suffering.



P r e f a c e

In December, 1970 I received a call from David Trumbull. He informed me that our original plan for the student teaching time had not worked out. Originally, I was going to teach in the English program at S.I.T., but because of low enrollment this plan did not work out. We then decided that I should make plans to go to Montreal and take part in that program. It was understood that Student Teaching was not a requirement for me because it was felt that I had had sufficient previous classroom teaching experience.

I contacted Mrs. Claudette Robinson, the woman who was the supervisor for the Montreal student teaching program. We had been acquaintances since we had worked on the Peace Corps Philippines XIX, training program the preceding summer at Vermont Academy in Saxtons River, Vermont. I asked Mrs. Robinson if it would be possible for me to do the student teaching program with her in Montreal, and also to arrange for a Homestay with a French speaking family, I was interested in learning French and living with a family. She said that she would try to arrange something and would call me back.

The following week, Mrs. Robinson called me back and informed me that she had successfully found me a teaching position and a family with which to live. I was most grateful and made preparations to go to Montreal on the 22nd of January 1971.

THE BACKGROUND

On the 22nd of January 1971 I arrived in Montreal in the midst of a minor snow storm. It was a Friday afternoon, and the following Monday I began to teach in an elementary school, an assignment which was to last for two weeks. After the two weeks were completed, I was to have one week with free time and then to begin on my regular school assignment.

These two weeks were rather pleasant except for the occasional time when the school was closed for teacher strikes or for a snow storm. Mrs. Robinson had informed me that I would be teaching in a Junior High School which contained the 7th and 8th grades. This school was an annex of a major secondary school but was in another building because of lack of space. The school was administered by a headteacher who was called, the Cheff de Etude or Chief of Studies.

The Chief of Studies had volunteered to take a student teacher when Mrs. Robinson had asked for schools to volunteer to take part in this program. Mrs. Robinson had told the schools that the people in this program were student teachers and that they were there principally to student teach. She had failed to tell the school that I had had five years of experience in the ESL field. This was a minor fault and it did not present a major problem, as far as the school was concerned, I was, in fact a student.

This program which we took part in was not an official program as far as the Montreal Catholic School Commission was concerned. It was on this basis that I was to enter the school, Le Plateau Annexe (secondaire). Four teachers had volunteered to give me one class each. They in turn were going to observe my teaching and I theirs. When I arrived in the school the structure had been established and there was little flexibility.

for me in which to maneuver.

It is a sad commentary on the system of education with which I became familiar during the three months that I spent in one school in Montreal, Quebec.

The school and Mrs. Robinson expected me to teach. The MAT program expected that I would teach and I wanted nothing more than to teach. This unfortunately, was not the case. I did not teach English in the three months which I spent at the Plateau Annexe. I did not have the opportunity to teach, but I did learn something and this learning is the basis for this Independent Study Project. It is deeply desired that others can share this experience with me, and if the occasion should arise in the future, when another MAT candidate will encounter the problems which I will set down here now, I hope that they will read that was happened to me. I say this because it is comforting to know that others have been there before. Finally, as a result of what has happened and what I am saying here, I have collected and annotated a Bibliography involving the topic of Discipline in the school and classroom. It is a complete bibliography, drawing from many sources and hopefully it will be of help to someone who is interested in the problems of discipline in the classroom.

The people who were involved in this situation besides myself were Mrs. Claudette Robinson, the supervisor for student teaching in Montreal. M. Frenette the Chef de Etude of Le Ecole Secondaire Le Plateau Annexe, M. Gohier the teacher of the eighth grade class that I worked with and Messieurs Lemieux, Cossette, and Berard with whom I worked with their seventh grade classes.

On later examination it was found that the teachers did in fact accept me as a student teacher and we had worked on that basis, with them essentially giving me the responsibility for these classes. M. Frenette did essentially feel that I had contributed something to his English program mainly in the area of the philosophy of education. Methodology was not very effective as little time was available for successful demonstrations.

This then pretty well sums up the situation up until the time that I entered the school. The school had been contacted, the teachers had been selected, they basically understood the teaching situation that I would be working in. At this moment I knew nothing more than that I was going to do student teaching in a secondary school.

It was felt by Mrs. Robinson that I should get a change to meet the teachers before I began teaching. We tried on three occasions to come this to happen, but because of rotating teacher strikes, each of the three meetings had to be cancelled. Finally, on the Thursday before the Monday on which I was supposed to begin teaching we finally had a meeting with M. Frenette and we discussed the program. The teachers were still on strike. He informed me that they were glad to have me in the school and that I would be working with four classes. It was as clear and as simple as that.

P r o b l e m s

When I entered the school on the first day M. Frenette introduced me to the teachers. We arranged what would be my activities for the first few days. Essentially, I was going to observe the classes and get a feel for them. Also, it was hoped that I would observe what the teachers were doing and offer suggestions for improvement.

The students and teachers were totally involved with a translation method curriculum. The classes as I observed them were quiet and proper. Generally I felt that there was a lack of good teaching methods. Discipline seemed very austere. I didn't observe or sense any real human communication going on in the classes of three out of the four teachers whom I observed those first few days.

The class day was structured into fifty minute periods with one and a half hours for lunch. The classes were on a rotation basis, ie: The first period on Monday becomes the second period on Tuesday and so forth throughout the week. After a couple of days of observing the classes it was decided that I would take over the teaching responsibilities. For the first few days things went along quite well. The students of course had never had an oral approach to language teaching before so there was some necessity to teach them what was to be expected of them. The teachers remained in the classroom for those first few days. I was anxiously awaiting the time when they would leave me alone with my classes. Occasionally, one teacher would discipline one of my students and I didn't appreciate it. The first time that I taught with out the regular teacher sitting in the back of the room, the problem that was going to confront me for the entire time hit me right between the eyes. What I had interpreted as attentiveness by the students

was merely a strong dose of discipline which had been maintained by the regular teacher. I was about to become involved in the toughest battle of my professional experience. I was going to be confronted with people who were not going to cooperate with me in the classroom.

Before I go any further I would like to describe to you the four people with whom I worked most closely during this period. It is essential, I feel for the reader to understand my impressions of these four men and the part which they played in shaping this experience for all of us. For after all this was not just an experience for me, but an experience for all of us, the teachers and the students all of us being the learners. The impressions which I will briefly try to convey here are as closely as I can reconstruct my first impressions of these men. Given the fact that these men were English teachers we did not on first occasion speak in English. Mrs. Robinson had extracted the promise from the school that they would deal with me in French. This put me at an extreme disadvantage since I had never studied French until approximately six weeks before this encounter. Therefore my first impressions were through a second language with which I was struggling eternally.

M. Gohier was a young man with a short beard. He was tall and lean. He had completed one year of teaching in Ste. Agathe a small community in the Laurentian Mountains north of Montreal. He seemed to have a good rapport with his students. He was teaching the translation method. For a French Canadian school, his classroom was relaxed. He told me that he wanted to learn new methods and that he hoped that he could learn some during my time in the school. He said that he was going to give me his best class.

M. Lemieux was middle aged and short. It appeared that he wore a toupe. He had had several years of teaching experience. His class on observation were the best behaved. He seemed to be doing some interesting things. He was using the translation method. He said that he was looking forward to working with me and that he would be of any assistance that would be needed. Mrs. Robinson had told me that he was a good teacher.

M. Cossette was short and middle aged. He looked and talked tough. He had taught in the public schools for many years. His language was difficult to understand. On observation, I noted that he was extremely austere in using physical punishment for discipline. He knew from the beginning that I would have trouble and he told me so. He was going to observe all of my classes.

M. Berard was young. He had taught for one year. He was tall and heavy. He liked to play hockey. He wanted to learn methods and told me so. He seemed very cooperative. I felt that I was going to get along very well with him. He appeared interested in new teaching techniques.

ATTITUDES

As I had earlier mentioned, Le Ecole Secondaire Le Plateau (Annexe), was a branch of a large secondary school. The building which was occupied by the school (our branch) was built in the 1890's. It had originally been an elementary school which had now been converted into a secondary school to house these boys, which comprised of Secondaire 1 and Secondary 2 (7th and 8th grades). The building was very dreary with high window sills which could not be seen over by a boy of that age. Each room had a large Crucifix on the front wall and in many rooms there was a raised platform upon which rested the teacher's desk. The students' desks were the common desk with the top on hinges so that they could be raised for storing books inside. The seats were connected to the main part of the desk by a steel bar of approximately 1 1/2 inches in diameter. The chairs were very strong looking and they had the appearance of defying destruction, if indeed anyone had destruction in mind. Except for the lone Crucifix the walls were bare, usually grey green in color.

The students who attended this school were from the neighborhood in which the school was located. It was generally poor and old. It was an old section of Montreal but to the un-educated viewer it appeared to be in good condition but then Montreal is in better condition in comparison to an American large city of comparable size. The students came from a cross section of the community. From the very poor to the working middle class. There was a certain amount of friction between these groups. The students for the most part seemed to be people who were active and alive and in need of having their energies channeled into productive means of expression. My impression was that this was not going on in this school.

I feel that the majority of these students wanted to learn in my classroom.

Besides the four teachers with whom I was working, there was a whole staff of people teaching the various subjects. Of the whole staff, only one woman was present on the faculty besides the two secretaries in the main office. One of my observations would be that having some more women on the staff certainly couldn't have hurt the atmosphere in the school.

The teachers as a group did not impress me as very dedicated, although I did observe people who appeared to be very much involved in their profession. Many of the teachers impressed me as people who were teachers simply because it was a secure position and paid a decent salary. At the time that I was in the schools there was a lot of unrest due to problems between the Quebec government and the teacher's union. I feel that this was a definite contributing factor to the problems which I encountered during my stay in Montreal.

The administrators with whom I came in contact across the spectrum upon first impression from very competent to very pompous. My dealings with all of the administrators were very excellent. They were always cordial and appeared to be understanding.

There cooperation was forthcoming and appreciated. They had a big job to do and although some were just maintaining their positions for themselves they were in many cases trying to change things more up at the top than the others were trying to do down at the bottom.

As I have previously said, when I first taught a class without the regular teacher in the room the problem of discipline presented itself to me. What I had interpreted as attentiveness in the classroom was merely the teachers' imposition of effective discipline.

I knew then that I was going to have to deal with this problem. I had to prove that my way of teaching language was a superior way. I had always had that confidence before and now that confidence was being challenged by four classes of approximately one hundred and twenty active twelve and thirteen year old boys.

Dealing with the Issue

On the first occasion I decided that I would follow the philosophy of "Teach and they will fall into line" theory. Basically, I was going to go into the class and do my lessons. This would take place irregardless of their attentiveness. After they could observe what I was doing they would begin to cooperate. I tried this approach. It didn't work. I felt that they would not react to the oral approach well. They had always been educated out of a book and that was the only way that they would be quiet.

Getting them quiet: This philosophy of "Wait until everyone shuts up and listens" was my second approach to gaining the class attention. My approach was basically one of having all of the students put their books in their desks, face the front of the class, fold their hands and be quiet. It was too difficult to get them to be quiet for a whole period. They were too active. Too many would not cooperate. I didn't give them any room for compromise. I wrote in my diary the following: "They have always depend on the teacher for discipline, now I am asking them to help with their own discipline. The eighth grade class is the most tricky and difficult to deal with. If I move too fast or too hard I am done. It's like walking on egg shells. I have confidence in what I am doing but the challenge is very big. I feel and know that for effective teaching the temporary teacher must establish his own order in the classroom. The situation and atmosphere must be such that both the teacher and the students feel comfortable."

Living in the Classroom
(The day to day experience)

The following accounts come from my journal which I kept while teaching in Montreal. The frustrations which are evident in the dialog are real ones and contributed greatly in my desire to arrive at a solution to this problem of discipline in the schools.

The Problem seventh grade class:

The teacher has stayed in the back of the class since I began to teach three weeks ago. His discipline is harsh. Finally he said today that he would let me handle the class alone.

Fine, now I have told the class that I will not teach them until they are quiet. That's a laugh. A big one. They will never be quiet. The slow and painful realization that these kids are not there out of any miniscule desire to learn or have they decided to make any compromises. How does a teacher reconcile his desire to teach with the students desires not to cooperate in the learning process? To become concerned with methodology becomes a rather minor consideration. To think that these kids will respond because of good methods or good teaching has not worked.

I have been reading and thinking about other possible approaches.

I have decided to negate my desire to teach to the task of establishing a workable relationship between the teacher and the class. This week I am going to work on building up some trust with the students. It seems impossible for us to improve with this type of atmosphere. The experimentation must continue. I have developed a working relationship with one of the teachers. We will share the responsibilities with the eighth grade class.

The discipline problem cannot be adequately solved during this short period of time. There has to be a definite effort made to show that methodology itself cannot change the learning situation. It is necessary to have an attitudinal change. The teachers must see the students as people and so must the students see the teachers as people. The students seem to be so programmed as to only learn through translation and reading. There seems to be a general attitude of levity toward the idea of learning through oral means.

The problem of rotating teacher strikes, large snow storms, and a new teacher with new approaches have put stumbling blocks in the way of any noticeable accomplishment. The frustrations are numerous.

I am angry because the things which I perceive as being asked of me have no real relevance to the real life and death situation of this school and neighborhood.

Very simply and dispassionately, how do you, or why teach English to children who: 1. Don't eat at home, 2. Have no clothes except those on their backs, 3. Or have no mother or in other cases no father at home? The rationale that they have to be good little children and be quiet in their seats is unacceptable to me. They have to eat first, it's simple to see that.

The easy thing to do:

I have found that the easy thing to do in this situation is for the teacher to do what is expected of him: Which is:

1. have quiet orderly classes.
2. teach the curriculum as it comes from the book.
3. mind your own business and do not be friendly to the students.

In other words the teacher should not at any cost be himself. He or she should not display emotions or feelings. He should not allow his students to explore or to be curious.

The premier problem in the school when introducing an oral method is getting the students to listen. Obviously in an oral approach there must be listeners and a speakers. The students in the inner city Montreal system are only accustomed to visual and written work. The good class, as I have mentioned, is one where all is quiet, the discipline is strong.

I personally like the spirit of these boys. I would like to find ways to channel this energy into productive work. What I have found in this school are all of the aspects of what you might consider to be a person. Not only have I to fight the old translation method but the whole system. I am sick with fatigue and how I see the situations and the levels in which potentially good human beings find themselves. This is without a doubt the most difficult job that I have ever undertaken as a teacher.

It comes down to where your priorities are: you, the students, the other teachers, the administration, the supervisor, or the School Commission.

I am mad at myself for not having the capacity to be patient enough. I am mad at the students at not giving me the chance to prove that learning doesn't always have to be drudgery. I am mad at the other teachers for not seeing their students as people. I am mad at the administration for allowing what happens to happen. I am mad at my supervisor for not being able to appreciate the real problems of teaching in this environment. Finally, I am very mad at the school commission for allowing the schools to operate in this manner.

It dehumanizes the teachers, the students and the directors. I am frustrated at all of this and I am very tired. Tired of being asked to do what I consider to be the wrong things. Tired of cooperating with a perversion which is the system within which I find myself. The conditions which determine the type of class which one might have are determined by the following:

1. The period of the day

Never expect a good class before lunch or the last period of the day. Friday afternoons.
NOTE: The mornings are better than the afternoons.

2. Individuals

- a. if two or three leaders decide to not have class, there won't be any class.
- b. if two or three leaders decide to have class, there can be a class.
- c. hungry students are easier to have in class as they don't have the energy to disrupt.
- d. some trouble makers will always be trouble makers.

The eighth grade class with the other teacher working with me has not worked out. Mainly, because I don't think that he can handle the idea of both of us working together.

The truths' beginning to come through, the teachers who have used strong discipline in their classes have given me the classes with the biggest problems. The idea of punishment through failure instead of reward through success is something, which has to be changed. It is difficult to see. I finally decided that the class that I taught for M. Lemieux would be given back to him. It was useless to teach the class without his cooperation. His attitude was a superior know it all one, from the beginning. I feel that without the other teachers support and cooperation, student teaching in this type of situation is impossible. I don't want to say too much about this particular teacher.

Two other teachers have been very good to work with. They have cooperated and have shown interest and understanding in what I am trying to do. They occasionally visit class and help me with problems. One of these classes is my best and the other the most difficult. The fourth teacher, the one with the very strong discipline has tacitly cooperated with me and maybe just maybe, he'll be a little bit easier on the kids. But I feel that M. Cossette has made a genuine effort to change.

As I have said before the environment is against anything happening in this school of a constructive nature. I finally decided to have each class spend a one hour period decorating their rooms. I gave an assignment for the students to bring in pictures, - preferably in the form of magazines. I divided them into groups and distributed scissors, scotch tape, and large pieces of poster paper. They then made all forms of collages and decorations. At the end of the period each group chose the place in the room where their poster would be hung. I observed that they worked well with the groups and they really did do some good work. The rooms looked better and I stood and watched the reactions of the next class to use one of my rooms. Everyone, without exception noticed the difference and they were trying to talk their teacher into doing the same thing with their class.

The idea that fun can be educational and that learning can be if not fun all the time at least it can be palatable most of the time, is completely and absolutely absent from the atmosphere. It appears that the teachers are afraid to be themselves or at least to show that they are human. I have finally concluded that to drop into this school in the middle of the year is not practical. I say this because the establishment of discipline is essential before anything else can happen. This is of course essential in any class.

I have thought that maybe I have gone out of my mind, but I know I haven't done that. Other teachers are exhausted. They have taken days off because they are suffering from exhaustion. Here you are, in a very old cold school, the students have problems and they bring them into the school. The school and it's people inside are altogether a prison. To teach in a prison and to be a part of its staff is very exhausting. There is a crying desire everyday to assert your membership in the human race. I sometimes sit and think why, oh why, would people want their children and themselves to be a part of such a system. I just can't believe it!

The pressure that I have been subjected to about not giving up one class has been very intense. But, as far as I am concerned it is not possible to change every teacher or to teach every student. In my opinion this is not realistic. I have to consider what I have been

subjected to since I began to teach in the school. I feel that M. Lemieux's continuous snide remarks and generally negative attitudes would not be beneficial to either his teaching or our working together. Therefore I see no reason to change my decision. My supervisor sees this situation as a failure of her ability to supervise but in my opinion it isn't. It is simply my way of solving an unpleasant and unworkable situation. There are three other teachers with whom I have been working and I think that we have had varying degrees of success and for that I am very happy.

There are less than three weeks left. I had hoped that by this time things would have been going more smoothly and I guess if you want to stretch things a little, they are. It is difficult and tiring. It seems that no amount of planning, reality, excitement, or enthusiasm that I can create or muster will make these students interested in me, what I am doing, or in English. They don't care and they will not cooperate, and that is the fact of life here and the crux of the problem. They have changed me much more than I have taught them anything. I am now very intolerant of any infractions of my structure of discipline and order. I ruthlessly confiscate magazines, trading cards and so forth and destroy them. I relentlessly pursue a course of making them sit down in their seats. I have become what I did not and do not want to be, a big powerful

prison guard. Why I stay I don't know. I wish it were all over, but what's the difference. I have been permanently scarred by this experience and I am very sad. Sad because I was not given a chance to give to these kids what I know I can give. They didn't allow it and I am very weak and tired as a result. I am smack in the middle of the type of situation that I vowed that I would never be in. If this is what I thought that the future of my teaching career would be like, I would stop right now. But, I know that I will never, never, allow this to happen to me again. I am much wiser now than when I began and my despair can very easily be turned into a relentless driving force to counteract any such future situation from occurring.

All I know is that this is all madness and you have seen the madness as it has unfolded for me during these last weeks. You can judge it for what it is worth. All I can say is that these have been my reactions of the time as they happened. What can a person do? I have asked for help. Help to teach. Help to have discipline. Goodness knows, I am not trying to be a martyr. There have been people who have tried to help but their frustrations have been similar to mine. I have tried to show that there are other ways to treat people. I still believe in those ways. Maybe this is just the inner city. But I really do feel that the school system has the most fault here. These kids for the most part, are not bad, but with all of the dehumanization that takes place, there is little room for improvement.

I am beginning the last week of my teaching here. There has been some perceptible progress. I have almost gained control over the classes. They are working which is a great deal more than they were doing before. It is true that they will respond to physical threats much better than verbal ones. Recently I have been trying to give them controlled writing exercises and they have responded well to them. Although this isn't the best way to introduce materials they are working and it works and they work and we have a class.

So I must conclude that since it works it's good because nothing else has worked. I know now that I will never allow this to happen to me again. Of that I am very sure. This has been a very educational experience for me, because:

1. I have survived the teaching period.
2. I have discovered a way to get the students to work.
3. I will never have the same discipline problems again.

Some suggestions which I have thought up for teaching in Montreal schools are:

1. The teacher must understand French and use it in the class for giving instructions.
2. There must be a swift and strong approach to discipline. (I don't mean harsh)

3. The students respond much better to written work and there can only be a very gradual changeover to oral work.
4. They respond well to role playing.
5. Marks are unimportant.
6. They will work in small groups if each group has a leader.

C O N C L U S I O N S

When I conceived the idea of writing this paper as my independent study I felt that I would be able to show a way to teach in these schools. I have not exactly done that but I have put down here many of the problems and frustrations which I came up against.

I have shown that it is possible to learn through an experience like the one which I have just related here. There must be much more work done on this subject of discipline in the classroom. I am convinced of the fact that there is a real correlation between the environment and the learning process.

There must be a climate created in which people may learn. I am convinced that these boys in the Plateau (Annexe) were learning something. They may not have learned much English language but I feel that there are other things which they have to learn before they will be able to learn to survive in their hostile environment.

When David Trumbull visited me in this school he observed me in one class and afterwards we went to a local coffee shop and had a cup of coffee. He said to me that he had never visited such an austere classroom before in his life. He felt that the boys in my classroom were reacting against the whole environment in which they had been placed. They were fighting for their individuality as humans. They were yelling to me to recognize that they were individuals with their own personalities.

I know now as a result of this experience that we must be aware of these things as educators. As a result of this experience I have compiled a Bibliography of Dissertations, Journal Articles, Eric Microfiche, and books on the specific area of discipline in the schools and classrooms of this country. There are a few articles from other countries as well. These are here as a reference list for those who care to further their readings in the field. It is a real problem in education in all places...

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The Teacher and Preventive Discipline

Adah Packenpaugh
NEA Journal September 1958

Tips for the Beginning Teacher

Martha W. Hunt
National Education Association Journal
September 1958

As Students See Their Teachers

Roy C. Bryan
NEA Journal April 1968

An Analysis and Evaluation of the Montessori Theory of
Inner Discipline

Burns, Sister Alicia
Loyola University Chicago 1970

"The child is a man deserving of Respect. Discipline must
come through liberty"

"It is not that we do as we like, but we like what we do."

"Discipline is a path in the following of which the child
grasps the abstract of goodness."

Montessori

ERIC DOCUMENTS

- The Impact of Aggression in the Classroom
ED 010-053
- Self Control in Children
ED 010-196-
- Reinforcing Productive Classroom Behavior: A Teacher's Guide
to Behavior Modification
ED 042-061
- Guidelines to Classroom Behavior
ED 0430978
- Current School Problems. Criminal Law and Order Problems
ED 041-373
- Discipline in the Classroom. From "Today's Education"
ED 035-964
- Discipline Behaviors of Different Teachers
ED 027-237
- The Teacher as Behavioral Manager
ED 029-821
- The Nature of a Discipline-Centered Curricular Approach
ED 018-306-
- Eau Claire County Study Phase II 1964-65
ED 020-812

BOOKS ON DISCIPLINE

Classroom Group Behavior
(Group Dynamics in Education)

Mary A. Bany

Lois V. Johnson

The Macmillan Company, New York 1964

"Some individual discipline problems are in fact group problems
Knowing how to use group dynamics can help to solve these problems"

Classroom Management

William Bagley

The Macmillan Company, New York 1915

Stresses the use of structured time and schedules to maintain
order in the learning process.

School Discipline

William Bagley

The Macmillan Company, New York 1915

"It is a paradox of the well disciplined school that "discipline"
is conspicous by its absence"

Discipline for Today's Children and Youth

Fritz Redl

Association for Supervision and Curriculum Development
Washington, D.C. 1956

There are different kinds of discipline. What kind do we want?

"The Choices:

The Individual or the group?

Managerial manipulation or attitude change?

How do we know whether it works?"

Changing Conceptions of School Discipline

Harris, P.E.

The Macmillan Company, New York 1928

Deals with the idea of "control" of the situation.

Corporal Punishment in the Public Schools

James, Keith Franklin

University of Southern California
Los Angeles 1963

Done as a study in California schools from 1956-62, ascertained
the extent and legality of corporal punishment in California schools.



Managing Student Behavior
William E. Amos

We do not Throw Rocks at the Teacher
K.C. La Mancusa

Teaching
Madsen, C.H.

Common Sense in Classroom Relations
Sylvester, Robert

The Teacher and School Organization
Chamberlain, Leo M.
Kindred, Leslie W.
Prentice Hall, New York 1949

Sees the teacher and students as part of an organization. Deals a lot with school administration problems.

Modern High School Administration
Burrup, Percy E.
Harper and Brothers, New York 1962

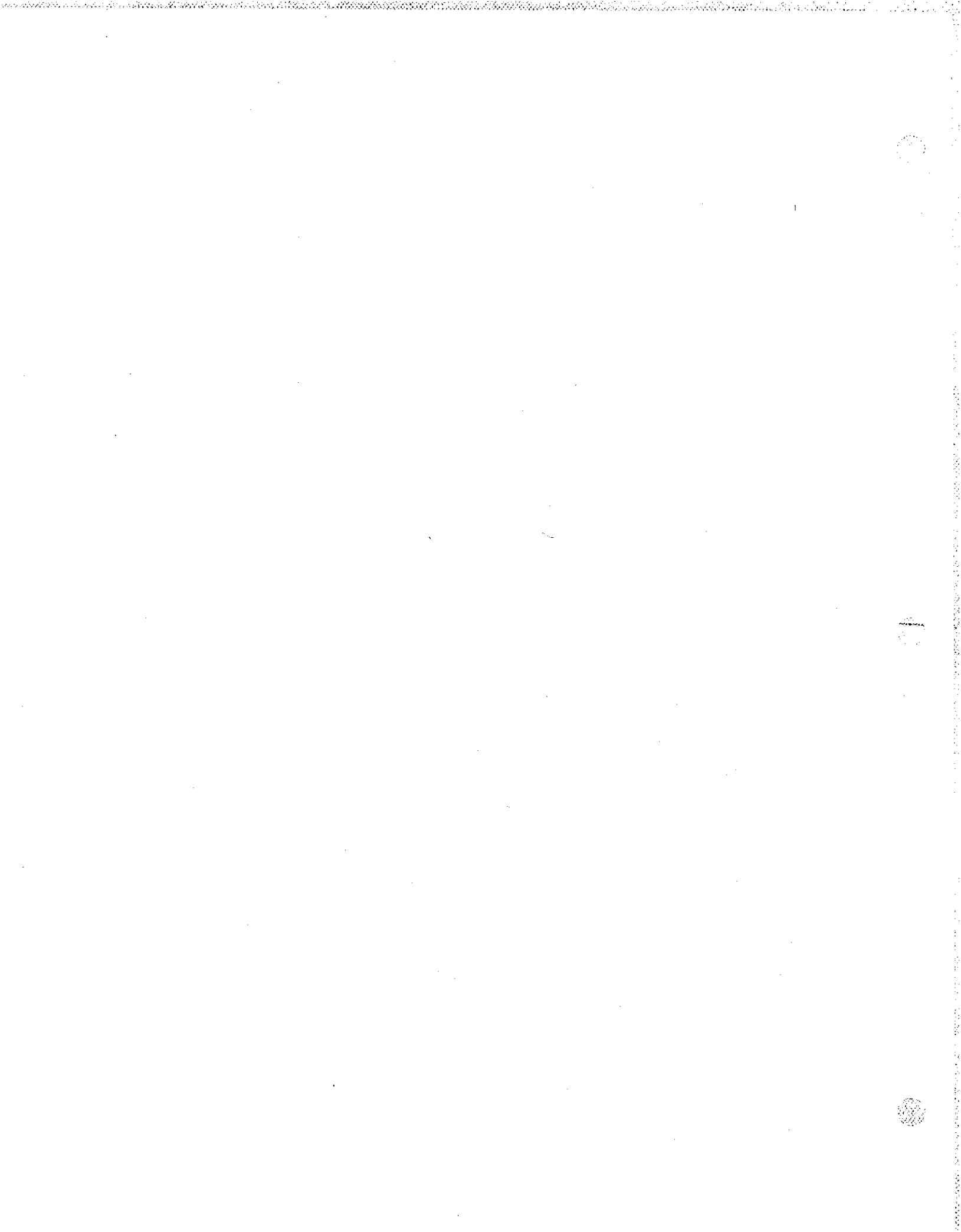
Deals with the problems and role of the high school principal including problems with discipline.

The Teacher and School Discipline
J.S. Kujoth

Discipline in Schools; A Symposium
Edited by Lawrence Stenhouse
Pergamon Press Oxford

Contains the following articles:

- Chapter 1. The Meaning and use of discipline.
- Chapter 2. The meaning and Use of Punishment.
- Chapter 3. Role of Discipline in Classroom Organization and Control.
- Chapter 4. The Effect of Pupils' Home Life On Discipline.
- Chapter 5. Problems of Discipline Growing Out of Improper or Immoral Conduct.



Discipline Without Punishment

Oskar Spiel

Faber and Faber, London 1962

The Story of an Austrian school and how the teacher develops a democratic discipline system.

Teacher's Question and Answer book on Discipline.

Arville Wheeler and

Hugh T. Stoddard

Croft Educational Services

New London, Connecticut 1962

Discipline: How to Establish and Maintain It.

Teachers Practical Press, Inc.

Valley Stream, New York 1961

Robert L. Schain

Discusses the problems of discipline and the setting of routines preventive discipline and corrective discipline, he states:

"The establishment and maintenance of good discipline is a skill, and, like other skills, requires good raw materials, careful training, and practice. Some of us who studied a musical instrument or tried to learn golf may recall the frustrations of the first days. After our firsts attempts, we probably thought we would never master the intricacies of these skills. However, with diligent application added to some basic ability, we made progress and developed varying degrees of competence. In developing disciplinary techniques, you may find similar experiences, and with the same ability and diligence, a skilled, effective, and respected disciplinarian will develop withing a relatively short time."

Law and Pupil Control

April 1935

Edward Butterworth

M. H. Anderson Co., Chicago, Ill.

Deals with legal aspects of pupil control, the laws and how discipline problems can become involved with the law. It is basically a law book.

Discipline and Misbehavior

J. L. Hynd

Prattice Hall, New York, N. Y.

"How to guide and discipline children. Harsh reprimands will not result in discipline, but leniency will result in good for children and the society."

The Administration of Discipline in the High School

Edward Garfield

Teachers College, Columbia University

1927 York

The Purpose of this Study

The present investigation was undertaken to study the methods used in American high schools in dealing with disciplinary problems, with special reference to the extent to which the newer concepts of disciplinary control are being introduced. Answers to the following questions are sought:

1. How serious for the future adjustment of the pupil does the school consider each of the specified offenses?
2. How frequent are these problems in the schools cooperating?
3. What is the administrative organization of the school for dealing with the discipline?
4. What are the disciplinary methods or devices employed by these schools for dealing with the problems?
5. How often are these devices used?
6. By whom are the disciplinary measures employed?
7. Is there a routine or procedure followed by the schools in dealing with disciplinary problem pupils?
8. To what extent do you consider the responsibility for the behavior of these pupils to rest on the school?

The answers to these questions will be of great value of the profession by pointing out the general and specific improvements on the basis of the study.

Discipline in the Secondary School
L. E. La Grand
Parker Publishing Co., Inc.
West Nyack, N.Y. 1969

This book will offer practical information on:

1. the important place of discipline in the learning process;
2. the traits that are essential for the teacher to develop if he is to establish a meaningful relationship with students;
3. how discipline problems can be reduced;
4. what requisites are indispensable to classroom management;
5. your teaching image;
6. principles of student-teacher relationships.