

THE HANDLING OF PROBLEM CASES
IN TUCSON SENIOR HIGH SCHOOL

by

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The problem is to compare the methods of handling of problem cases as used in Tucson Senior High School with those of other schools throughout the state and nation. An evaluation can be made after answering these two questions:

First, what are the methods used in Tucson Senior High School?

Second, what are the methods used by the other schools throughout the state and nation?

It will be necessary to define the words problem cases, related studies, and case study, because these terms will be used frequently in this paper. ¹Malrose defines

1. Malrose, F. C., "Behavior problems of High School students," *High School Quarterly*, 4:101-6, (July, 1927).

CHAPTER I

INTRODUCTION

To those who are directly concerned with Education, it is not a new subject to talk or write about case problems. In the opinion of the writer, however, it might be worthwhile to carefully check to find out how these case problems are handled. Because Tucson Senior High School seemed to have its share of case problems in 1936-37, curiosity has challenged the author to this investigation with the belief that any solution will be of interest to others who must contend with like problems.

The problem is to compare the methods for handling of problem cases as used in Tucson Senior High School with those of other schools throughout the state and nation. An evaluation can be made after answering these two questions:

First, what are the methods used in Tucson Senior High School?

Second, what are the methods used by the other schools throughout the state and nation?

It will be necessary to define the words problem cases, problem child, and case study, because these terms will be used frequently in this paper. Robinson¹ defines

1. Robinson, W. A. "Behavior Problems of High School Students." *High School Quarterly*, 21:181-6, (July, 1933).

the behavior problem child as, "one who is so far from responding to the routine instruction to which the group as a whole responds, that he must have special individual study and treatment."

The problem child according to Houtchens² is, "one whose behavior is aggressive and disturbing."

In his Case Study Method, Harper³ explains the case study as:

The best substitute we have for the actual observation of personality in the making. The method is essentially monographic and consists in the attempt to secure all the significant facts, individual and social, which have entered into the formation of the behavior patterns of the subject, classified, analyzed and arranged in such a way that a diagnosis of a particular problem of conduct under investigation may be done. It implies tests and measurements, history, observation, interrogation, and analysis of records, documents, and any other special technique that may prove of service. Yet it should not be identified with anyone of these methods. It is more than a life history or an analyzed test, for example, and should also be distinguished from case records as in teaching law.

The author does not have records of the case problems in this study that are as complete as the above explanation calls for.

The administrator and teacher must meet the different problems of attendance, discipline, scholarship, and personality every day of the school year.

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2. Houtchens, H. Max. "Teachers' Judgments of Pupil Adjustments." Journal of Educational Psychology, 27:672-6, (December, 1936).
 3. Harper, Ernest Bouldin. "The Case Study Method," Religious Education, 22:505-12, (May, 1927).

Granted that these problems take as many ways of solution as there are individuals, possibly one can find a conventional procedure to follow. In this paper the writer hopes to find out if the methods as used in Tucson Senior High School are conventional. If they are found to be so, then the results ought to be of importance to others.

In the investigation of studies that bear upon the problem, it was necessary to take into consideration those which would deal primarily with case studies in guidance and mental hygiene. In the field of guidance, the work of Allen⁴ is outstanding. He has dealt more specifically with methods and procedures of guidance. Perhaps the study of greatest worth to the writer is one by Healy⁵. The study concerns problem children in foster families.

In dealing with individual difficulties, Hirsch⁶ carried on a study in a Wisconsin high school which gives the causes of differences and a remedial program. Along the same line Olson⁷ writes on the diagnosis and treatment of

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4. Allen, Richard Day. Organization and Supervision of Guidance in Public Schools.
 5. Healy, William and others. Reconstructing Behavior in Youth.
 6. Hirsch, Everett C. "The Case Method of Dealing with Individual Difficulties in the Secondary School." School Review, 38:525-31, (September, 1930).
 7. Olson, Williard C. "The Diagnosis and Treatment of Behavior Disorders of Children." National Society For Study of Education, Yearbook XXXIV.

behavior disorders.

In treating the problem the author has endeavored to follow these several steps:

First, review of printed materials on guidance and mental hygiene.

Second, interview school administrators, deans, and teachers in Arizona.

Third, compare these findings with his own records.

The author, as Dean of Boys of Tucson Senior High School, Tucson, Arizona, had access to the records, made calls on the parents and in many other ways came in contact with each problem.

The records here referred to are those of the seventy-five cases in Tucson Senior High School in 1936-37. These cases were selected from a male student body of 900 and are considered by the author as typical problems. No attempt has been made to rank them. In addition to this data, the writer has selected from relevant literature, materials with which to collaborate on the information received from personal interviews with school people in the state that have had like problems.

CHAPTER II

REVIEW OF RELATED STUDIES

There is nothing of greater importance in the whole field of education than that of effecting a satisfactory adjustment between pupils and school. There is a crying need for the better understanding of all children based upon a more exact and scientific knowledge of the conditions surrounding and facing the child as an individual. The child is going through development processes every day and every hour of his life. I refer to the child's⁸ intellectual development, which is mental; his educational development, which is academic; his physical development, and his social and emotional development; which is environmental.

The need is that of guiding the child to meet life's situations.

Educators generally, from the elementary schools to the colleges and graduate schools, have become interested in the problems of individual differences. Within the last decade thousands of books have been written upon such subjects as educational measurements, psychological tests, tests of special abilities, the revision of the school curriculum to meet the individual differences of pupils,

8. Williams, Mae F. "Let's Study the Whole Child,"
National Education Association Proceedings, 1936-395.

methods of instruction adapted to individual differences, problems of pupil adjustment, mental hygiene, educational and vocational guidance, and rehabilitation of those who need special care.

This chapter will take up the review of related studies, showing causes of many of the problems in individual differences.

An attempt will be made to show how the handling of certain cases in individual differences have become more or less conventional, and in some cases new ideas will be developed. Lastly, the legal interpretation of handling problem cases will be discussed to show what authority the school administrator has.

In the public schools organized guidance aims to individualize education.⁹ In recent years city schools have become so highly specialized that there is serious danger of losing the individual in a maze of teachers, subjects, activities, and program machinery. Organized guidance is the individualizing and articulating element in the school system.

It is very necessary to create a sense of happiness in school. If such is accomplished, that happiness is the best indicator of child health and adjustment. The emotional atmosphere is of equal or greater importance than the

9. Allen, Richard Day. Organization and Supervision of Guidance in Public Schools.

physical atmosphere of the class room.

The schools' principal contribution to personality integration is to shape its' program in a tailor cut fashion so that each pupil will discover and gain facility in utilizing keys to happiness.¹⁰

It has been stated on excellent authority that more than one fourth of the pupils of the elementary schools are seriously retarded, and that approximately eighty per cent of the truancy and juvenile delinquency come from this retarded group.¹¹ This group deserves careful scientific study in order that the educational processing of our human material may be improved.

The work of guidance is grouped under three heads: the first is that of personal records and research. The second is individual counseling, or individual interviews with pupils to assist them in problems of choices of studies, of educational or vocational planning, or leaving school, of failure, et cetera. The third is orientation or group guidance.

Today we find young people in four general groups: first, children of parents who have sufficient means to send them on to college or make it possible for them to continue higher education until working opportunities present themselves; second, children whose parents can and do provide

10. Patry, F. L. "Mental Hygiene and Happiness in Education," Educational Methods, Vol. 16, pp. 369-72 (April 1937)

11. Allen, Richard Day. op. cit., p. 2.

them with room and board, but are unable and unwilling to continue the responsibility of any more expense; third, children whose parents are dependent on some one of the different agencies and who are themselves subject to discouragement and temptations of idleness; and fourth, children of those parents who cannot or do not support them and who turn them out to shift for themselves.

Hundreds of thousands of these children are seeking the answers to the following questions: What are we going to do? What are the opportunities ahead of us? How can we take care of our health? What are the provisions for outdoor exercise and recreation? What hobbies can we develop? What can we do to fill in our leisure time? Where can we learn what we need to learn about clothes, dress, and good social behavior? How can we secure information with regard to city administration of public health and public works, in taxation, in government, and the fundamentals of politics?

Our young people are not going to sit around with their hands folded. We must provide work for them. Their energy must be directed into the right channels.

Changes are already very apparent. It is true the schools have not kept pace; there are a great many young people whom we in the high schools are not equipped to help. Many times we have forced the pupil to adapt himself to the school. He can take it or leave it and to our sorrow many

have left it rather than stay and take it. The school must adapt itself to the pupil and help him adjust himself.

Reorganization is in progress. The high school will do its part.

When there is a condition of unadjustment, the answer seems to be, a complete analysis of the particular case. The administrator or advisor must have a "picture", either mental or word, in order to follow some semblance of procedure.

What is a case study? In a word it is the best substitute we have for the actual observation of personality in the making. The method is essentially monographic and consists in the attempt to secure all the significant facts, individual and social, which have entered into the formation of the behavior patterns of the subject, classified, analyzed and arranged in such a way that a diagnosis of a particular problem of conduct under investigation may be done. It implies tests and measurements, history, observation, interrogation, and analysis of records, documents, and any other special technique that may prove of service.¹²

It is with a decided handicap in most cases that the investigator commences his work. A multitude of conditions might be the background for failure of a student to "line up" in an agreeable way.

12. Harper, Ernest Boulden. "The Case Study Method," Religious Education, Vol. 22, pp. 505-512 (May 1927)

Broken homes and unsympathetic parents have much to answer for.

Forty-three percent of the bad boys in our six-year high school come from broken homes. Only thirteen percent of the good boys come from such homes.

In the same school not a single boy with desirable behavior has strained relation with his parents. One third of the boys with undesirable behavior experience have strained relations with their parents.¹³

There are many reasons for the boy to be mentally out of step. Many of the so called bad boys are covering up complexes with braggadocio manners and make themselves distasteful to society because of their actions.

Fear of anything that smacks in any way of the feminine is part of the intensely masculine complex so striking a feature of the bad boy personality pattern.¹⁴

Patience is necessary. There are too many obstacles in the way of the bad boy. Some of the pitfalls are: he is morbidly curious about sex, he pretends to despise girls, he hates squealers, tattle-tales, stool-pigeons of any kind, most bad boys belongs to groups, and he is afraid of polysyllabic pedagogy.

13. Mathews, C. O. "Do Broken Homes Specialize in Bad Boys?", Nation Schools, Vol. 19, No. 3. pp. 47 (March 1937).

14. Lass, A. H. "More About the Bad Boy," Journal of National Education Association, Vol. 25, pp. 119-20 (April 1936).

How can the school meet this problem? First, a sane and frank discussion of the principles of sex hygiene. Second, the boy is truthfully afraid of girls because he does not understand them. Most boys are hungry for information on how to be a gentleman. Third, do not use the stool-pigeon to catch the so called bad boy. The teacher or one in charge must do it alone. Fourth, the teacher who can interest himself in the club life of the boy will touch one of the vital arteries of the bad boys life. Fifth, the best procedure is to use simple and even colloquial language to disarm the boy's distrust. Be a regular guy.

To sum up, try to be to the boy what you want him to be.

Many boys are in school only because it is their good fortune to be able to eke out enough to buy those necessities which either his parents can not or will not provide.

Part-time work for boys who are attending school is often used as a device to help the boys to remain in school when economic pressure would tend to cause them to withdraw. Those interested in boys make the criticisms that the boys who work are deprived of time to play, that they are forced to neglect their lessons, and that they have no time to participate in extra-curricular activities and that work is a menace to health.¹⁵ It is certainly necessary to

15. Palmer, Chas. W. "A Study of Part Time Jobs for Boys," School Review, Vol. 39, pp. 673-82 (November, 1931).

plan with the boy who must attend school under this type of difficulty.

The procedure of working out the problem of the adjustment of the individual to his world, may be impossible because of a defective nervous system, inadequacies of early training, or the extreme harshness of an environment which cannot be coped with.¹⁶ Atypical or handicapped children, in nine out of ten cases, must be reckoned with by some administrative favor or special compensation.

There is nothing disgraceful or abnormal about the presumption that in high school there are behavior-problem children. The business of the school is to assist children to achieve maturity intellectually, socially, and physically. In the case of the school's effort to assist toward achieving intellectual maturity, there has grown up a very effective methodology and psychology of learning. With regard to social and physical maturity, far less progress has been made. Very little research has been done in the second field except in the case of problem or atypical children.¹⁷

The American Council on Education, Washington, D. C., is setting up a Commission to study comprehensively all problems in the care and education of American youth. To

16. Williams, J. F. and Brownell, C. L. The Administration Of Health and Physical Education.

17. Robinson, W. A. "Behavior Problems of High School Students," High School Quarterly, Vol. 21, pp. 181-186 (July, 1933)

make this study possible the General Education Board has granted to the Council a sum of \$100,000 a year for five years, with an additional sum of \$300,000 for special projects which the Commission may develop during 1935-36.¹⁸

Recognizing the existence of defects in the current provisions for the care and education of American youth, the Commission will undertake:

1. To collect and coordinate important available data bearing on the protection, guidance, and education of American youth.
2. To promote needed investigation in important fields thus far unexplored or explored only partially.
3. To develop--and as conditions might require, progressively revise--basic plans for education and protection of American youth, in agreement with the goals which seem best to fit American ideals, conditions, and institutions.
4. To cooperate with all agencies and instrumentalities dealing with the youth problem, in order that a united front may be presented in attacking the common problems.
5. To encourage the translation of these plans into definite action.

This particular study will extend over several years and will no doubt have much information that would be of value to this paper.

18. Marsh, C. S. "A Commission Plan For Youth," National Education Association Proceedings, p. 545, (1935)

From a study¹⁹ made by a research committee of the New York State Association of Deans there are records of nearly two thousand interviews with students concerning their personal problems. These records were kept by twenty-seven Deans for a period of one month. From these records three questions may be answered as follows:

First, what are the personal problems of students which come to the attention of the dean? This was answered by listing the types as academic, attendance, behavior, health, vocational guidance, social adjustment, and financial problems.

The percentage of academic problems which come to deans increases from 26 percent in the junior high school to 61 percent in senior high schools enrolling one thousand or more. These figures do not indicate an increase in academic problems, but an increased responsibility of the dean in dealing with problems of this kind.

In behavior problems it is indeed gratifying to find that the number decreased. Twenty-seven percent of all cases coming to the deans in junior high schools were of disciplinary nature, while in the senior high schools it was only nine percent.

Some of the problems of personality were lack of ambition, oversensitiveness, timidity, discouragement,

19. Strang, Ruth. "Problems of Adolescents Which Come to Deans," Junior-Senior Clearing House, Vol. 7 pp. 29-34 (September, 1932).

emotional instability, excessive self-consciousness, stuttering, and a few serious mental hygiene cases.

Second, how long are the interviews concerning the personal problems of students? The average interview lasts approximately ten minutes. It has been suggested that more time be taken in order to set up a friendly relationship with the pupil. It takes time to ascertain the real problem and its related factors in the course of an informal conversation with the pupil.

Third, do the students come voluntarily or not with their problems? Report shows an interesting increase in percentage of voluntary interviews. In junior high, thirty-two percent, in junior-senior, forty-five percent, and senior high enrolling over one thousand, fifty-one percent of the interviews were voluntary. However, the behavior problem interviews were in a large majority involuntary.

As a summary the report brought out the following facts:

1. Students bring their problems voluntarily to the dean, in an increasing degree, from junior to senior high school.
2. The deans in junior high school deal more with disciplinary cases.
3. The average time spent is ten minutes per interview.
4. The majority of the problems were complex, involving from one to seven other problems.

In the diagnosis of behavior, it is perfectly correct to rely mainly upon observation and interview. But both teachers and administrators should be aware of the impediments in the process of development. This is necessary until a more complete psychological treatise of behavior and its measurement has been written and until comprehensive record keeping is established as a phase of school work.²⁰

One valuable method of locating problem children is to keep a chronological record of types of behavior that call for special attention. This 'natural history' approach gradually defines the extent and nature of the problem for particular children. A cumulative record permits designated people (usually the principal or dean) to make an entry each time a child is referred to the office for a problem of conduct or personality. A note is made of the date, the complaint, the person who made the reference, the person who is interviewed concerning the child, and decisions or recommendation. Frequent entries point directly to the need for special study and treatment.

There is a rating schedule by Haggerty-Olson-Wickman (World Book Co: Yonkers on the Hudson, 1930) which enables the teacher to evaluate the type and persistence of certain overt behavior problems in children and also judgments on personality traits.

20. Olson, Willard C. "The Diagnosis and Treatment of Behavior Disorders of Children," National Society for Study of Education Yearbook, Vol. 34, pp. 363-97.

Symonds and Jackson²¹ say that the traditional method for handling problems of personal adjustment has been to wait until a bad situation has forced itself on one's attention and then to begin casting about for a remedy.

The time is now ripe for applying survey methods to the problems of social and personal adjustment.

The method used in their study was a questionnaire, addressed to each pupil, inquiring for knowledge concerning his satisfaction with various phases of home and school life. This questionnaire may be considered as a measure of individual adjustment--the degree to which he is happy, contented, and satisfied with his life as it is being lived. The second instrument was a form of rating sheet, asking each pupil to designate other pupils in the school who best fitted various descriptions symptomatic of maladjustment.

Thus the questionnaire studies the individuals own satisfaction with his life at school and at home while the rating studies his reputation for social adjustment among his school fellows.

The questionnaire was given under utmost confidential conditions.

The result of the experiment shows two things. First, that low scores on the questionnaire are most often made by the seclusive, introverted pupil who feels that he is not

21. Symonds, Percival M. and Jackson, G. E. "An Adjustment Survey," Journal of Educational Research, Vol. 21, pp. 321-30 (May, 1930).

making a success of things and believes he is unappreciated. Those who have the reputation on the other hand for exhibiting those characteristics commonly spoken of as symptomatic of maladjustment are the boisterous, attention getting, extroverted individuals.

The instruments described by these two authors enable one to recognize personality disorders when in incipient form and take steps to bring about mental health before the matter develops into a genuine pathological state.

In order to cope with problems of individual difficulties in the Rice Lake High School of Rice Lake, Wisconsin the authorities of that school handled their case problems in educational guidance with the following procedure:²²

First, by developing an outline with these items,

1. Classification of difficulty
2. Personality difficulties
 - (a) Entrance
 - (1) Date
 - (2) Entered from
 - (3) Attitude
 - (b) Subject
 - (c) Teacher
 - (d) Physical
3. Habits of work

22. Hirsch, Everett C. "The Case Method of Dealing with Individual Difficulties in the Secondary School," School Review, Vol. 38, pp. 525-31 (Sept., 1930).

4. Social problems

(a) In school

(b) Out of school

5. Miscellaneous information

To augment this outline the following questionnaire was answered by the pupil:

Case Study Questionnaire

Answer these questions honestly and to the best of your ability.

1. Why do you think you failed in the subject or subjects you did last semester?
2. Do you ask for special help in the subjects in which you failed?
3. Did you feel that you received the necessary help when you asked for it?
4. Do you feel that any teacher is discriminating against you? If so, give reason.
5. Do you think that there is too great a difference between the amount of work required in this high school and that required in the school from which you entered?
6. Do you feel at ease when called upon to recite? If not, in what class and for what reasons?
7. Do you find it necessary to do home study?
8. On an average how long does it take you to prepare each lesson?
9. Do you have a regular time to study each lesson?

10. Do you think that, if you had had a course in how to study, you would have passed the subject in which you failed?
11. What time do you get up in the morning?
12. What do you do before going to bed?
13. What is your usual time for retiring?
14. Do you enjoy spending your evenings at home?
15. How many times do you attend a movie during the week?
16. How much spending money do you have during the week?
How much of this goes for candy?
17. Do you earn any or all of this? If so, how?
18. How many dates do you have each week?
19. What do you enjoy doing in your leisure time?
20. What magazines do you read? Why?
21. Do you feel tired on arising in the morning?
22. Do you feel tired at four o'clock in the afternoon?
23. Do you have any trouble in seeing, hearing, or speaking?
24. Name any other physical ailment you may have?
25. Do you use tobacco in any form?
26. Do you eat three regular meals a day?
27. Do you intend to finish high school?
28. Do you plan to continue your education beyond high school?
29. What do you plan to make your life-work?
30. Do you think your high school education will help you in preparing for your life work?

In the work sheet of the investigator or advisor, possible causes of difficulties were listed as:

1. Physical defects
2. Psychophysical defects
3. Personality difficulties
4. Defective foundation
5. Ineffective habits of work
6. Social difficulties

The diagnosis was carried on as follows:

Observation of pupil at work--information about the pupil's habit of work, social responses, and attitude toward school may be gathered by the classroom teachers during the supervised study periods and by the library or study-hall teachers.

Study of the pupil's written work and test records--facts should be secured about the pupil's ability as shown by standardized tests. The school records should give information with regard to attendance, health, marks, extra-curriculum activities, and ratings by teachers.

Private conferences with the pupil and others--additional facts and a broader basis for study can be secured through conferences with the pupil and with his parents and others who know the pupil intimately. Privacy is essential in such conferences.

Self study by the pupil--data should be secured with regard to the pupil's own explanation of his difficulties,

his own idea of measures to be taken to enable him to do satisfactory work, his attitude toward the subject or teachers, his interest in improvement, and his desire for attention from the teacher.

The author gives a sample of a case history:

Case History of Pupil A.

Difficulties classified under types 3 and 5: personality difficulties and ineffective habits of work.

Diagnosis

The pupil was reported to be failing in his subjects. A study of the case disclosed that his ability was normal but that he was temperamental. He would not work unless "handled right" and then only when he felt like it. He had a disagreeable disposition and was hard to understand. He seemed to work most of the time but was apt to sit and stare at times. He was not a disciplinary problem. He had an antipathy for English, nursed a strong dislike for grammar, and resisted instruction. He did not feel that his teachers discriminated against him. He was not at ease when called upon to recite but seemed to have an indifferent attitude.

Remedial Procedure

Since the case was largely one of personality difficulties, it became a problem case. Every method of appeal was used to overcome the pupil's attitude, which was not entirely

confined to his school life. Every effort was made by the teachers to gain his interest and thus to overcome his resistance to instruction. Sometimes to ignore him brought him out of his mood for a time. There seemed to be nothing in his family history to cause the difficulty.

To place an evaluation on the above, the writer of this paper feels that the procedure used by the Rice Lake High School has many possibilities. At least the finding of the causes is done well. In the matter of solving the difficulties the method showed no immediate return.

In the past few years "Flaming Youth" in large letters, has been the recipient of countless comments, caustic and mild, as its elders have sought to understand the younger generation.

What is the situation in a given community with regard to high school boys? Are the more acute delinquencies, which startle and shock the community, merely the surface evidence of a general condition, which like the iceberg is seven-eighths submerged? What are the more common social practices of our high school boys, and to what extent are they practiced? There is a dearth of information on this rather vital subject.

In an effort to gain an answer to these questions in a large high school in a typical far western city, Frederic T. Shipp²³ gives an account of what he found in the San

23. Shipp, Frederic T. "Social Activities of High School Boys," School Review, Vol. 39, pp.767-74 (Dec., 1931).

Jose, California, high school. The information was gathered by a comprehensive questionnaire concerning several phases of boy life. Names were not required to be signed and confidence was sought, with the result that frank and honest answers were encouraged.

The questionnaire was answered by a total of six hundred sixty-six boys in grades 10B to 12A.

It was interesting to note that the percentage distribution, for those who were never allowed to go out, ranged from 5.2 percent in the 12B to 20.7 percent in the 10A. It is rather discouraging to find 77 percent of those in the 12A could go out when they pleased.

It is surprising to find that one out of four have the command of an automobile when they need it.

Mr. Shipp concludes his investigation with this summary:

1. Only a small group are caught in a blaze of notoriety, making the head lines and shocking the community.
2. Evidently there is a large majority who represent the antithesis of the group just mentioned, many who are socially immature and unsophisticated. More attention must be paid to this group, who need additional encouragement and confidence in their social life.
3. Freedom allowed boys during school nights is evidence that home control is weakening. Boys must be shown how to better take care of themselves during leisure time.
4. Dances only serve small numbers, schools must provide

entertainment that the home does not.

5. Apparently the vast majority of boys are normal, natural, more or less socially undeveloped youngsters who are not yet sufficiently mature to take advantage of the opportunity at hand.

6. Finally, if the full implications of these facts are recognized, a much larger responsibility than is now assumed rests on the school to aid in the integration of the boy and society through more adequate social education.

Principals are constantly confronted with the problem of discipline in the management of their schools. Many of them are baffled by the peculiar difficulties and wonder what may be done to improve the situation. In his article,²⁴ Superintendent Krantz of Carver, Minnesota, indicates some of the common practices of school control and the opinions of experienced principals as to the value of certain methods of control.

The data was obtained by questionnaires sent to secondary schools throughout Iowa, North and South Dakota, Missouri, Nebraska, and Minnesota. The replies were received from ninety-five schools with enrollments and classifications as follows:

Group A, enrollment of less than 95,

Group B, included schools of from 200 to 325,

24. Krantz, La Vern. "Administrative Procedure for the Control of Discipline in the High School," American School Board Journal, Vol. 91, pp. 48 (Sept., 1935).

Group C, all schools with more than 400.

Data showed that many principals lack authority. It was found that 18 percent of all schools reporting did not have the power to suspend pupils.

In reporting disciplinary cases, the oral report of teachers without the pupil being present is preferred by the principals of A and B schools. Preference by principals of the larger schools, was given to the method of reporting the case by writing a short note to the principal and requiring the pupil to report immediately to the principal.

Principals are in agreement that the two conditions for dismissal from class are: (1) causing general disturbance, and (2) insubordination.

In readmitting to class after a pupil has been dismissed, the principals of medium sized schools prefer the practice of entrance by written permit.

The small schools report that the teacher handles 1000 cases sent out of class in a ratio of 2 to 1. In the large schools the percentage is 43 by the teacher and 56 by the principal. In the large school approximately 66 percent of pupils sent out of class were sent to the office for disciplinary reasons.

In summary, Superintendent Krantz recommends that principals should have the power to suspend, and that school problems of discipline should be taken up at the meetings of the faculty.

Cases reported to the principal must be reported concisely and accurately.

When pupils are dismissed from class, appropriate punishment should be meted out. Mere dismissal is not a punishment, but a loss of valuable time.

Reentrance to class by written permission is best because it brings the offender into contact with the administration.

Teachers should solve as many cases as possible. When major cases come up the principal should handle them.

In his Suggestions for Disciplining, Jewell²⁵ gives as the types of offenses:

1. The largest number of offenses are those committed against the order of the school.
2. A large number are committed against the property of the school.
3. Some offenses are committed against some individual or individuals.

He says that a large number of cases are unexpected and accidental as to motives. The problem of uncontrolled temper, passion, and sudden impulse ranks second to the above as cause for offense. There are some acts which are premeditated.

Jewell suggests the following as effective punishments:

25. Jewell, T. W. "Suggestions for Disciplining," School Executive Magazine, Vol. 57, pp. 205, (Feb. 1933)

1. The most effective method of dealing with offenders is the conference. A heart to heart talk will win over any youngster that has any principle of right in him.

2. Conference with parents is a good means when personal conference has failed.

3. The taking away of privileges and the giving of responsibility to pupils who cause trouble are means of control.

Here is reprinted a Dismissal Report form as used in the Maybrook High School of Maybrook, New York.²⁶ These blanks are in the hands of each teacher at all times.

26. McCarthy, J. Lowell. "Improvement of Control Technique" American School Board Journal, Vol. 86, pp. 44, (April, 1933).

Dismissal Report Form

Maybrook High School

Maybrook, New York

DISMISSAL REPORT

Name of Pupil

Age

Grade

Name of Parent

Address of Parent

Pupil state reasons for being requested by teacher to interview principal.

Signature of Pupil

Teacher state reasons why pupil was requested to interview Principal. Pupil's deportment record.

Signature of Teacher

Time pupil was dismissed from room -----

Maybrook High School

Maybrook, New York

This report must be presented to your teacher -----

-----When you return to your class.

Name of Pupil

Date

Time pupil was dismissed by principal.-----

Signature of Principal

The advantages arrived at are as follows:

1. It tends to discourage pupils from behaving in such a manner that they must be sent to the office. Also the reports are filed permanently.
2. Pupils must be truthful.
3. Teachers are less likely to be hasty because of trouble in making out form.
4. Time is saved by principal in the investigation of circumstances.
5. Classes are more courteous and orderly throughout the whole school.
6. In extreme cases when pupils are summoned to court, the evidence on file is helpful.

Kennell²⁷ raises the question, "What is an ideal classroom?" and answers with, "One in which are maintained the best possible conditions for the particular kind of purposeful activity which is undertaken in it." Why does the teacher have such order as above described? Is it fear, teacher-pupil confidence, or just what?

Kennell answers the question of how the offender should be dealt with when an event which might cause some kind of trouble between teacher and pupil occurs.

The first thing is to eliminate him from the group as quickly as possible. Isolation solves the immediate problem

²⁷. Kennell, Frank Risley. "Better Discipline Without Punishment," Junior-Senior Clearing House, Vol. 8, pp. 221-3 (December, 1933).

of protecting the group from annoyance.

Then require a conference between pupil and teacher, but before the conference have the pupil write out his version of the affair. Ordinarily the teacher can handle the affair by himself, and above all he must remember to keep calm.

The teacher and the child should discuss their problems in a quiet, comfortable, and strictly private place.

Among the desirable outcomes of a disciplinary experience are:

1. A definite and concrete understanding by the pupil of what constitutes an ideal classroom.
2. A genuine understanding of why his behavior was socially undesirable.
3. Complete and intelligent acceptance of the social point of view.
4. A desire to cooperate in maintaining desirable classroom conditions (self directed discipline).

To summarize, it is necessary to consider the case carefully and think out the remedial work that is actually to be done in the conference.

In a study²⁸ which had as its purpose the evaluation of the effectiveness of the detention room as a deterrent for misconduct and certain other problems incident to the

28. Warmoth, Ray. The High School Detention Room. Abstracts Graduate Thesis in Education, Teachers College, University of Cincinnati, Vol. 1, p. 381 1927-1931.

general administration of detention rooms in senior high schools throughout the United States, the statement was made that the detention room (a special room used after school for detaining pupils guilty of misconduct) is the most common method of punishment in high schools of this country.

Of nine authorities on discipline, eight are in favor of detention.

The study indicates that teachers with greater experience tend to use detention less and apparently are more successful in handling their own disciplinary problems.

Detention ranks as best curative for tardiness.

The study admits that if carefully used, detention is a fairly effective punishment.

Probably every teacher in secondary school has noted among certain students marked propensities for sheer time wasting, and on occasion whether secretly or overtly he has bewailed the fact that he can devise no inducement strong enough to lure the laggards out of their lassitude.

The old fashioned remedy, applied without much hesitancy until relatively recent years, was the rigidly selective weeding out of the lazy and incompetent by an invitation to depart from the institution and forget to return. But you can't rid the class-room of lazy incompe-

tents through expulsion, that is illegal.²⁹ It is also illegal to eliminate them through a matter of fines. It seems there is little to be done about them save to label them unadjusted and hope they won't be millstones around the neck of the industrious and capable.

This is a challenge to good teaching and good school management.

It is generally agreed today that nonpromotion, or "failure", followed by repetition of a semester's work, or by withdrawal from school, is not usually the best way of dealing with a pupil who is unable or unwilling to do the work of his grade in a satisfactory manner. Several studies have shown that³⁰ "failing" pupils usually gain more in achievement if permitted to go on with their classes.

It has frequently been observed that failure has a very unhealthy effect on the pupil's mental hygiene, his personal sense of security in the world, and his fundamental social attitudes--all probably more important than the knowledge and skills he had failed to master.

Finally, it has been pointed out that the presence in our society of adults who have "failed" in elementary, high school, or higher education, has had a very adverse effect on the confidence of the public in the school as an agency

29. Chamers, M. M. "Go to the Ant, Thou Sluggard," The Nations Schools, Vol. 19, pp. 37-8 (April, 1937).

30. Weersing, F. J. "No Failure Program," School Review, Vol. 46, pp. 331-3 (May, 1938).

either for personal development or for social amelioration. If we believe in universal free education as a means to a better world, then we can hardly afford to jeopardize its support by making the school a thing of unpleasantness for any considerable proportion of our people.

As a result, it is now a common practice to resort to failure only rarely.

Today there is universal acceptance of the principle that the child should be taught in high school what he needs to learn, even though that be elementary.

In the matter of punishment for failure to comply with the standard of the school no matter what the offence, there is a great variety of opinion.

While public sentiment is undoubtedly turning away from corporal punishment as a means of maintaining discipline, the legal right to administer such punishment within limitations exists in all states with the exception of New Jersey.³¹

School authorities ordinarily have the right to define the offenses for which punishment by exclusion from school may be imposed and to determine whether a pupil is guilty of violating a rule. The rule, however, must be reasonable. The power of suspension and expulsion given to school

31. Lehman, Adin F. "Legal Principles Governing Corporal Punishment as Administered in Public Schools," *Educational Administration and Supervision*, Vol. 20, pp. 495-505 (October, 1934).

directors is not limited to cases of infraction of such rules as they may have adopted theretofore but extends to any case where they may have become satisfied that the interests of the school require the expulsion of the pupil on account of gross behavior.

Since the principal or administrator in charge of a public school must be responsible for the discipline of the school, he has the right to formulate and enforce reasonable rules and regulations for its government. In order to discharge his duties effectively, he must necessarily have the power to enforce prompt obedience to his lawful commands.

Hence it follows that he must have power to suspend or expel a pupil for any breach of reasonable discipline while at school or for any misconduct injurious to the good government or morals of the other pupils, whether or not the offense is explicitly covered by rules and regulations. His action of course is subject to the approval of the board.³²

After reviewing studies pertinent to the problem of this paper, which is to compare the methods of handling problem cases as used in the Tucson Senior High School with methods as used throughout the state and nation, the author wishes to make one observation. That is, that the material on such studies was limited and instead of individual studies, most of them were of general scope.

32. Wells, Cord O. "Judicial Decisions Relating to Suspension and Expulsion from School," Elementary School Journal, Vol. 27, pp. 573-84 (April, 1927).

Nevertheless, certain definite statements can be made which will help to draw positive comparisons.

There is a definite trend in the United States for guidance for all the students instead of a select few. This guidance is being done with the idea of saving individuals from all educational pitfalls. This movement concerns the problems of the student, whether educational, personal, disciplinary, or attendance, and if possible, a good deal of the guidance is done before actual problems arise.

The selection and reviewing of the several studies in this chapter has given the author a picture of what is happening in the nation, and that picture can be summed up as follows:

The average problem case can and should be handled by the teacher. As a last resort the case should be turned over to the principal or administrator. At a conference, both teacher and pupil should be present.

Many administrators favor a written report of problems, with the viewpoints of both teacher and pupil on the report.

The method of getting the pupil into the confidence of the administrator helps in solving most of the difficulties. Man to man talks seem to be the instrument most used.

The power invested in the principal for punishing the

problem case seems to be limited too much. The question is very much debatable. Some believe the power should rest entirely with the principal, while others believe the school board can better weigh the question and deliberate more before passing judgment.

Administrators are of the opinion that, if at all possible, suspension and expulsion should be the last recourse.

Legally there should be reasonable rules for determining conducts which are severe enough to demand suspension or expulsion.

CHAPTER III

INTERVIEW PROCEDURE

This study seeks to compare the methods of handling problem cases among the males of Tucson Senior High School with those of other schools throughout the state and nation. It was necessary to interview individuals connected with the schools of the State of Arizona in order to obtain the needed information for comparison.

In this part of the procedure the writer interviewed representatives from the following schools: Phoenix Union High, Prescott, Kingman, Nogales, Coolidge, Globe, Morenci, Pierce, Mesa, Douglas, and many others; so that he might get a good cross section picture of all the high schools in the state.

The large and small schools have their problems, and it was surprising to find the similarity of cases and of the methods used in their solution.

Those interviewed were from all branches of school work. In the group were research workers, principals, vice-principals, deans, coaches, and teachers. It is proper to mention the fact that the coach seems to be nearer the male student body than any one else connected with the school. This is a natural trend because of the place of athletics in our character building program.

Whenever possible the interviews were held under the guise of conversation, the author being particularly anxious to get unbiased opinion. The taking of notes was put off until that time when the writer could be alone. A minimum of questions, therefore, was desirable. A list of the things sought for in the interview are here listed in the order the author carried them to his notebook:

1. Name of school
2. Name of individual interviewed
3. Capacity (type of school work)
4. Enrollment of the school
5. Number of males
6. The problem
7. The solution

The last two are the most valuable for this study, but answers to the other questions are pertinent.

The range of population of the schools from which data was collected was from fifty to nearly five thousand. The male population was about one-half the total.

In the discussion of these interviews the author deems it best not to mention names of individuals or schools.

It should be understood that in the conversation concerning the problem cases the author let the individual choose the problem case of their school. In each person's mind there seemed to be quite definitely a problem, because without hesitancy they reviewed a particular one.

In this report are the problems from fifteen of the high schools of the state. They were of the school year 1936-37, the same year as those reviewed in Chapter IV.

The number reporting are not quite half the total number in the state, but seem sufficient for the purpose of comparison.

The fifteen interviews brought out the problem cases in the following numbers: discipline, four cases; scholarship, six cases; attendance, two cases; and personality, three cases.

This is not an indication that the scholastic cases are necessarily in the majority in the high schools, but due to the fact that every pupil is subject to the educational part of going to school it seems reasonable to expect that the problems of scholarship should lead.

The writer believes that for the best results it is necessary to review each case, and will do so under the headings as listed above:

1. Discipline: Case A was reported as having no idea of good citizenship, either in school or out of school. Twice the school authorities got him out of difficulties with the local police. The boy was finally sent to the reform school in spite of the work done for him by the teachers, dean, and principal of his school.

Case B was a leader of a gang which went in for the typical gangster method of committing crimes. The boy was too anti-social. The principal kept him in school as long as he dared, but for the good of the school, he had to expel him. Every thing that could be done was tried on the

boy, but to no avail.

Case C was of the bully type. He wanted to fight at the least provocation. He made himself a nuisance at the school parties and gatherings. Being large of stature he could not find a match and did not receive any set backs in his conquests. The principal finally tried a way to bring him to his senses. Upon finding out his interest in aviation, he was allowed to go to the airport three times per week instead of to study hall and library. This kind of treatment seemed to bring out the good traits in him. It put him above the common herd, and changed him into a desirable school citizen.

Case D was of the insubordinate type. In several classes he would make himself the center of attention and then would deliberately challenge the teachers to stop him. After futile attempts to straighten the boy out, one of the teachers appealed to the principal. The teacher told the principal that it would have to be either the boy or himself who must leave the school. The principal then suspended the boy for one semester, allowing him to re-enter the following semester. No more trouble was encountered and the boy was graduated.

2. Scholarship: Case A was a second year student, but complaints came from all his teachers that he would not study. Investigation showed that his home life was not conducive to good study habits. The faculty of his school

tried in every way to help him. They kept him after school for individual instruction and tried to get him interested. All to no avail, so the principal suspended him about the middle of the year.

Case B was retarded in his grade placement, being a sophomore at the age of eighteen. Investigation showed poor early training and a desire on the part of the boy to be a cowboy did not help the situation. The coach talked him into reporting for athletics and a decided improvement was made due to eligibility regulations. As soon as his particular sport was ended however, he dropped out of school.

Case C had decided that he would not be a burden on his mother because she had to take care of an invalid father who had no chance for recovery. The boy had an idea that he had to get a job and go to work. He became lackadaisical in his school work and his grades suffered. His teachers, advisor, and mother worked patiently with him. The mother would arise early in order to drive to the country club, where the boy worked as an instructor, to get him to school on time. The boy finished out his third year in high school and his advisor feels that he will stay in school and graduate.

Case D is that of a freshman in high school who could not read. The instructor held special reading classes for him and in this way gave the boy confidence. Because of the help and interest shown by the teacher the boy was kept

in school for the year.

Case E came from a wealthy family which had given him his own way about things. He was not interested in school, was a poor student, and caused trouble in every way. The person reviewing the case felt that the administration was too lenient because of the political power of the boy's parents. Everything was done to keep him in school, many times at considerable embarrassment to the teachers. The reviewer questioned the worth of keeping the boy in school.

Case F was in a small school and wealthy parents felt that to be a mechanic was not the thing for their boy. His school work was poor, and the faculty realized that he could never pass sufficient work for engineering college which seemed to be his desired vocation. Whenever possible the boy would slip into the repair shop of the local garage to tinker with the dismantled motors of repair jobs. After all educational guidance possibilities were exhausted the boy was given a certificate of attendance instead of a diploma.

3. Attendance: Case A was in his first year of high school, but continued absences, many of which were cuts or "ditches", kept him in bad graces with his teachers. Continued remonstrances by the attendance clerk and principal were of no avail. The boy was finally given a job after school hours with the National Youth Administration. It was hoped that because of the necessity of being on the

school grounds for work his attendance would improve. It did not help however and the boy was asked to leave school.

Case B was a boy who wanted to be a rancher. On every possible excuse he would be absent from school in order to work on his father's ranch. The father would bring him in to the dean's office after these self imposed holidays and let it be known that he wanted his son to be in school. The school authorities tried in every way to get him interested. They pointed out that courses in agriculture and animal husbandry were necessary to the successful farmer. These attempts were fruitful for the time being, but finally, after consultation with the father and the boy's teachers, he was allowed to drop school and go to work on the ranch. The reviewer brought out the fact that the boy was a hard worker and enjoyed that type of work.

4. Personality: Case A was a student in a large high school. Due to financial troubles at home he was not able to have many things which he wanted and needed. He resorted to stealing in order to obtain these things. Finally after stealing a large sum of money from the school, he was caught and was about to be sent to the reform school. The dean asked the principal to let him handle the case. Instead of punishment, he was given a chance to pay the money back and make good. As a result of the confidence placed in him and the opportunity the boy graduated from high school with honors and went to college. The reviewer has seen the young

man many times since and reports him a successful citizen.

Case B was a boy with an ugly disposition. He was not a poor student and he was not a typical disciplinary case but because of his nasty disposition his chief delight was to question the source of the information given by the teachers and he would try to trip them up whenever possible. The principal kept the boy in school against his better judgment. By way of punishment he made the student report to him each week with a scholastic report from each teacher. The boy wanted to go to school and with the threat of suspension he complied with the above requirement. His attitude improved somewhat, and he was allowed to remain in school.

Case C might be called an educational problem also. Due to an inferiority complex the boy was slow in his school work. The history of the case had shown that he had been passed along from one grade to another until he had reached the ninth year. His reputation had preceded him and was discussed in faculty meeting. It was decided to give him a trial, and that each teacher would give him special attention and assistance. Special work and companionship were tried, but during the year his grades were very low, with a majority of 5's. At the final faculty meeting of the year it was decided to pass him on to the next year.

Relisting the cases just reviewed, there are four disciplinary, six scholastic, two attendance, and three

personality problems.

The cases were disposed of as follows:

1. One of the discipline cases was sent to the state industrial school, two were suspended, and one only was saved from disaster.

2. Of the six cases of poor scholarship, three were kept in school to continue on with their high school education, one was graduated with a certificate in place of a diploma, one was suspended, and one dropped out of school.

3. Both attendance problems dropped out of school.

4. All three of the personality problems were given special attention and were kept in school.

Of the fifteen cases, there were eight that were kept in school because of the guidance programs of the different schools; three were suspended for the best interests of all concerned; and four dropped out of school.

The results do not seem gratifying when one looks at the fact that scarcely more than fifty percent were kept in school. If that is a true picture of conditions over the state, the mortality for problem cases seems too great.

In his article,³³ Frank R. Kennell says that to make the prescription fit the disease is the foundation of a new guidance system. After talking over the cases with those interviewed the writer feels that in every case but

33. Kennell, Frank Risley. "Better Discipline Without Punishment," Junior-Senior High School Clearing House, Vol. 8, pp. 221-3 (December, 1933)

one, full cooperation and help was given to fit the prescription to the case by the administration and by the teachers and that those students who were lost could not have been saved.

The author questions the authority of one school in suspending for scholastic difficulties. If there were other reasons the reviewer did not mention them. According to Chambers³⁴ the classroom cannot be rid legally of lazy incompetents by means of suspension. He contends that it is also illegal to eliminate them through the use of fines.

34. Chambers, M. M. "Go to the Ant, Thou Sluggard,"
The Nations Schools, Vol. 19, pp. 37-38 (April 1937).

CHAPTER IV

COMPARISONS OF FINDINGS WITH DATA COLLECTED ON THE CASES IN TUCSON SENIOR HIGH SCHOOL

The enrollment of Tucson Senior High School for the school year 1936-37 was approximately 1600, of which nearly one half were boys. The population of the school was made up of a decidedly cosmopolitan student body. Second to the American students ranked the Mexican group, of which many were native born Mexicans. The colored students ranked third with forty-five, followed by American Chinese, Indians, and a few from foreign countries.

Because of its climatic benefits, Tucson, Arizona is a fine health center and brings many who are afflicted with tuberculosis, bronchitis, and sinus troubles. Many of the students are in Tucson because of the ill health of either parent or child. A good many of the high school students are afflicted and the daily average attendance suffers badly on dusty or rainy days. Many of this group are here alone or with only their mother. In a few cases nurses or governesses are the care takers. These facts are easily recognizable as creators of poor attendance and discipline.

To explain the above statement would be to review case after case of days absence because of even slight inclement weather. Ordinarily mothers do not have a strong parental

hand on the just-past adolescent youth, which fact causes uncontrolled hours of study, sleep, and many other conditions which are not beneficial to the health of boys at that age.

The seventy-five cases that the writer has picked to review are typical of the problem cases in discipline, scholarship, attendance, and personality.

It will not be necessary to review each case. The author will use several from each group in order to give a cross section of the entire problem. After reviewing each case there will be given a short summary of the way the case was handled by the administrators of the school. The cases will be referred to as A, B, C, et cetera.

Review of the Discipline Cases: Discipline cases are those considered as requiring rectification by the principal or dean. In these cases the students had trouble with faculty members or fellow students.

Case A entered the sophomore year coming from a city junior high school. His record preceded him to the office of the dean. None of his teachers knew of his previous record. The school life of the boy became a continual round of bad reports and visits to the dean's office. The writer had investigated the boy's home condition and found that he lived with his mother and brother. The mother worked and the boy was much on his own. The policy followed was to try to line the boy up in his relations with the different

teachers. They were as tolerant as possible. One of his offenses was to deliberately take a dollar bill from a girl classmate. The principal interviewed him the following day and found out that the money had been spent. Over the weekend the youth earned enough to pay it back. The teachers reported that he had no textbooks and he did not seem concerned about buying any.

On recommendation of the dean of boys and the principal he was suspended, with the privilege of returning to school the following year.

The case of B was of a different nature. This youth was large of stature and was of the antagonistic type. After transferring from a nearby school in his sophomore year, it was not long until he tried to "bully" a male member of the faculty. The two ironed out their difficulty and the semester ended without the youth being called into the dean's office. In the first semester of the following year, the boy was a member of the football team and gave a good account of himself. As soon as the season was over, a culmination of many things came to a head in the assembly auditorium. On being asked to sit down by the male faculty member with whom he had had his first trouble, the boy tried to brush the teacher aside. An exchange of blows, with the instructor having the advantage, brought the affair to the office of the writer. Temporary suspension followed. Several interviews between the parents and the

administrators and between the boy and the administrators took place.

Finally after several days he was allowed to return to school after merely telling the faculty member with which he had had trouble that he was ready to go to work and try to get along. No apology was demanded. The youth stayed in school three weeks but finally dropped out nine days before the semester ended.

Case C was typical of the smart aleck adolescent. Small of stature, with an arrogant attitude, he was continually getting himself into trouble with students and faculty. Finally on being reprimanded for disturbing the class during recitation, he 'sassed' the male instructor in no uncertain terms.

Voluntarily he came to the author with his problem, and graciously went back to the instructor and made an apology. The individual offered no more trouble but dropped out of school in a short time.

Case D had the misfortune of having a sick father. For many years the boy had done just about as he pleased. On entering high school he failed to be a good school citizen. In his senior year, after many trips to the office during his sophomore and junior year, he was sent home to bring his father back with him if he cared to continue in school.

After several days the two came to the principal's office and ironed out the difficulty. The boy was allowed

to return to school under penalty of suspension if any further trouble arose. There was only a month remaining in the semester and the student was graduated. One slip and his school days would perhaps have been over.

On the whole, the policy in the cases of discipline, was to be as tolerant as possible. There are so many things to take into consideration with the discipline case that careful study is necessary.

The practice of being tolerant is typical of the studies made. Jewell³⁵ says that a large number of the offenses which are classed as discipline are unexpected and accidental. If this being true time should be taken to rectify them instead of immediate drastic punishment.

In most cases in Tucson Senior High School the individual teacher takes care of minor problems, which is the customary procedure as shown in Chapter II. The writer wishes to call attention to the fact that one suspension and no expulsions resulted from disciplinary problems in Tucson Senior High School during the year 1936-37.

A practice that many schools employ is to have either teacher or pupil, or both fill out a dismissal from class report. The writer recommends this type of report because it facilitates the work of the administrator in handling the case.

35. Jewell, J. W. "Suggestions for Disciplining," School Executive Magazine, Vol. 52, pp. 205, (Feb., 1933).

Review of the Scholarship Cases: These are cases where the student was reported to be failing in two or more subjects for consecutive marking periods.

In the case of A, during his sophomore year, algebra seemed to be the weak spot. He was dropped from that subject and allowed to carry only three solids, with two study periods. During the remainder of the year, however, he began to fail in biology and finally finished the year with two subjects passed, one dropped and one failed. The next year he was allowed to attempt to carry four solids due to the laxity of his educational advisor. The first marking period showed him failing in four solids.

On investigation of his home the writer found that the environment was conducive to study. His parents were anxious for him to succeed. He was given three weeks to show some improvement, or to face dismissal. He failed to come up to expectations, so the principal dismissed him.

Case B was rather a pitiful one. The youth had taken advantage of his mother over a period of two years, so finally the stepfather was given full control. In the junior year the boy began to fail, and on recommendation of the writer, was given a modified course. Due to several days of absence he got behind with his school work and, since he was none too industrious, things went from bad to worse. His stepfather came to the writer to let it be known that he was guiding the destiny of the boy from then

on. Again the course was modified to only two solid subjects, in the hopes that a salvage could be made but the effort was unsuccessful. The boy finally dropped out of school.

Case C is an instance of letting down the entrance requirement bars completely. The youth came to high school from a local junior high school with many credits in manual arts but few in the way of academic subjects. He had not completed the eighth grade course in English and Spanish. The junior high principal recommended that he be enrolled.

A modified program consisting of sophomore English, biology, and Spanish and two study periods was given him. He completed the sophomore year, then dropped out for a semester. On returning, he was again given a modified program consisting of junior English, public speaking and commercial law. He passed the latter two courses. At the time of writing the youth has passed his nineteenth birthday.

Case D is typical of the nervous, cigarette smoking adolescent. Not mentally strong at the outset, his habit of smoking had caused him to be unsteady in his study habits. On two consecutive marking periods he failed in three subjects.

The policy of the school called for dismissal if improvement was not shown over a period of three weeks. A conference with the boy's parents and an interview with the

student brought decided improvement in his grades. The author investigated and found that changed conditions in study at home had been the cause of the improvement. It had been suggested that the radio be turned off each evening during a definite study time and that a younger sister be kept out of the study room for the same period. These changes had been made and the improvement followed.

The review of these four cases shows that one student dropped from school, two remained in school, and one was dismissed. The policy of the school was to set a period of time, two three-week grading periods, to allow a student to improve if he were down in his work. Whether legal or not, the policy was to dismiss then if improvement was not shown.

The guidance policy in educational or scholastic cases in Tucson Senior High School was to have as much student-teacher cooperation as possible, and only if necessary was the dean or principal called in to help.

Review of the Attendance Cases: The following cases are of those who were continually absent or tardy without a legitimate excuse. A legitimate excuse was classified as one for sickness, either of the individual or immediate family, for work or business trips, or for absences where advance notice had been given. If a student was absent without a legitimate reason, the policy of the school was to deduct one point from each subject grade for the marking period.

As mentioned before the attendance of many of the health seekers was very poor. These are not taken into consideration in this study. It is of more concern to consider only those which could be said to be problem cases in attendance.

It might be well to mention here that the school had a car for the purpose of making calls on the parents of students whose attendance was irregular. This check acted in two ways, as a threat against irregular attendance and as a threat against forged excuses.

Case A was of the type that could be classified as the "hooky" player. The boy did not have the courage to say no to his companions who were not in school. Their influence went from bad to worse. The author called on the parents and they in turn called at his office. Many conferences were held between the dean, principal and father, with the offender called in to some of them. His promises to do the right thing were of no avail. The outside influence was too strong. The boy was finally allowed to go to work, and with the starting of the second semester was again registered in school. The outside influence was again too strong. His group began to commit petty crimes, and case A, along with the others, was finally sent to the reform school.

In the case of B, the author was too lenient in requiring written excuses from his parents. The boy led the

writer to believe that his father was of a hard, driving nature, and that he had to contend with many unfortunate circumstances because of the father. After many times of honoring the verbal excuses of the boy, a phone call to his home brought out the fact that his absences were uncalled for and so the boy was temporarily suspended until he could bring his father in to talk the situation over. The father was not the hard driver that had been pictured and the conference brought the desired results. The youth was not absent any more and was graduated with his class in the spring.

Perhaps the most difficult offender to check on is the one who forges or gets some one else to forge excuses for him. Unless this type of offense is checked immediately, the individual may do much harm to himself, cause unnecessary work for the instructors, and cause discontent among his fellow school mates. Forgery is the cue of the more serious crimes and a youth may get into a bad habit if allowed to continue. The school car was mentioned as a good way to check on this type, because a friendly call upon parents was a threat against the possibility of the student writing fictitious notes.

One of the worst offenders the author had to contend with was C. Not only did the youth forge his father's name but he lied to prevent the investigator from checking on him. After several days absence the boy would bring a

note signed supposedly by his father and then calmly tell the investigator that his father had left town for a prolonged visit. In one case the boy missed nearly two weeks of school because, according to his story, he had made a visit to his father in Oklahoma. A forged note vouched for the trip. Finally a definite check was made on the lad and his home conditions. He was suspended until the father should bring him back. The parent did not accompany the boy back to school and he remained out for the rest of the semester. With the beginning of a new term he was allowed to enroll again, but it was not long until his weakness cropped up and again he was suspended under the same provisions as above. The father failed to comply the second time, so the boy was out of school again, perhaps for good. Lack of parental cooperation in this case may result in making a first class criminal.

The need for work among high school students is a grave problem. Without a doubt the absences caused by those who must work is what makes the average daily attendance of Arizona so low. In 1930 nearly one fourth of the enrolled students in the state were absent every day.³⁶ Particularly is this true in the Mexican group, where a half or whole day of absence for work is very common. The scale of earnings does not justify the staying out of

36. Journal of the National Education Association,
Vol. 21, p. 126 (April, 1932)

school, but it is done because of necessity.

Case D had a widowed mother who worked and made a fair living for the two. The boy, however, used as an excuse that he had to work to help out at home. The mother permitted him to work because the money earned by him would allow extra frills for her. The youth had been granted every courtesy so as to continue his work, but his school record had been badly damaged by his irregular attendance and enrollment.

In this group of cases, one dropped out, two were kept in school, and one was suspended. Perhaps it would be better to say dismissed for failure to comply to certain requirements.

In handling the attendance problems in Tucson Senior High School, the policy was to be as lenient as possible. In fact, the office of the writer did all in its power to get those who were determined to be problems or those who had dropped out of school back into school.

The loss of C was accountable because of a very poor scholastic attitude.

Many possible cases drop out before getting to high school because of the compulsory education law of Arizona. A student may legally drop out of school after completing the eight grades or on reaching the sixteenth birthday.

Review of Personality Cases: In life there are as many personalities as there are individuals. The school

must meet these personalities on common ground in order to develop some, curtail others, and in general help the individual take his place in the respect of his fellow beings.

Each school has its personality problems. Those which the author will review are not those of abnormal persons, but rather of normal persons poorly adjusted. In the handling of these, the writer takes much pride in saying that he does not believe that the solutions could have been better.

In the first case, that of A, is found the likeable personality with a mental hazard of believing that he was misunderstood at home. With that handicap, one can readily see that he would be misunderstood, in his own opinion, at school or in any other place.

During morose spells he would allow school work to lag, cut classes, and let down in general.

For nearly a school term the boy was checked severely on all sides, but to no avail. In conference he would admit his short comings but would argue that he was different, and should be allowed to be different. The following year the policy followed by teachers and administrators was to allow him to come and go as he pleased. Surprising to see, was the fact that the boy accomplished a fine piece of work in dramatics and music, and will be graduated only one year behind his class even in spite of his cuts and lackadaisical attitude.

In a contrasting nature, case B was not likeable and made no appeal for sympathy from anyone. When he got into trouble he was nasty and belligerent and no appeal of any sort save fear registered with him. Yet in every respect his attitude toward the author was of the best. In their dealings the boy was always truthful and fair. By impressing upon him the consequences, coupled with a small bit of encouragement and helping him out of several scrapes he had gotten into, the writer finally saw the boy graduate and enter college. With a few concessions on the part of the school administration this boy was saved, at least temporarily, from his own uncontrollable temper and selfish nature.

To be a social outcast in any grouping of society is always bad, and it is still worse when a youth who wants to belong to a group is held out because he is disliked. In the case of C, the handicap to begin with was lack of a likeable personality. He had many fine traits, but his personal appearance and personal actions seemed to turn others from him. The harder he tried the more obnoxious he became. He thought himself an all round good fellow, but lack of finances usually led him to pick up with someone who had money and all would be fine until the "new find" realized that C was draining his pocketbook.

Finally, the boy realized that he was an outcast and began to lament the fact. Educationally, it looked as if

he were lost. A wealthy relative took him on an ocean voyage. A bit of newspaper notoriety seemed to snap him out of the doldrums and he took hold and made a success of himself. The writer, as Dean of Boys, felt many times that the lad should have been suspended from school for his intolerant attitude, but patience on the part of those directly responsible was duly repaid.

The fourth of this group is the spoiled child. D came from a family of wealth, but unfortunately lost his father at an early age. Naturally his mother bestowed all her affections and wealth on her son. Born and raised in the East, his ambition was to be a western rancher. Being slow in school he was shifted from public to private and back again to public school. Several years on a ranch school in a western state did not help matters. The call of horses was strong. The mother feared the results and had him transferred to Tucson and to public school. At nineteen he had barely reached third year of high school. After a very unsatisfactory first month in school he came to the writer with the word that he was through school forever. All persuasions were met with a stubbornness that exceeded any the author had ever run into. He contended that he could get along without an education, or that he had gone to school long enough. The sum total of his advancement at the end of a year, was that he had become a horse wrangler at a local riding academy.

In checking up this group of problems it is seen that of the four cases, there were three that could be considered solved. The fourth case seemed futile from the beginning. The boy knew that money would carry him along.

It was brought out in Chapter III that all the personality cases were solved, at least enough to keep the pupils in school. The success in treatment in Tucson Senior High School seems to be consistent with other parts of the state.

CHAPTER V

CONCLUSION

The problem for this study was to compare the methods of handling the problem cases in the Tucson Senior High School with those of other schools throughout the state and nation.

The method of treatment was to review related studies in the nation, to interview school administrators, deans, and teachers in Arizona high schools, and to compare the findings with the records of the seventy-five problem cases selected by the author from Tucson Senior High School.

The purposes of the study have been achieved. It was planned to evaluate the procedures as to conventionality and success. The author has found that the methods as used in Tucson Senior High School are conventional; and by comparison with the solutions of the case problems in the orientation and interviews, has found them successful.

The handling of the scholastic cases might be improved, but the methods used in the handling of the attendance and personality problems worked very satisfactorily.

The one difference found was the fact that in the related studies, as reviewed in Chapter II, the solutions did not show as many suspensions relatively as were found in the state and in Tucson Senior High School.

The concensus of opinion was that the pupil should be given every consideration before dismissal, suspension, or expulsion. In several of the cases reviewed in the state of Arizona that consideration was not given.

Dean Grayson Kefauver, of the College of Education at Leland Stanford University, in a talk to the faculty of Tucson Senior High School made the statement that, "there was a place for every pupil (meaning every boy in this case) in the school." The author challenged the statement, and much discussion followed. It is true that there is a niche for every pupil if there is money and space to care for the type that cannot go along with the group.

The author contends that there is justification for dismissing the individual who can not be adjusted scholastically.

There is also justification in suspension in cases of discipline. The disciplinary cases must be weighed carefully before suspension is resorted to and the author believes that the period of suspension should be limited, either to a semester or to a school year. The pupil suspended should have the privilege of reentering school after the probationary period.

In a very few cases expulsion might be necessary.

The author feels that Arizona school law³⁷ does not

37. School Laws of Arizona, Revised Code for 1928, Article 5, paragraph 1031, p. 61, 1931.

clearly give the rights of the administrator in suspension and expulsion, and recommends that a well defined interpretation be put into the school code.

The school is improving rapidly in the methods of guidance and with much thought on remedial programs for those who are out of step, the school life of the individual is being made decidedly happier and more profitable.

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