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CORPORAL PUNISHMENT IN SCHOOLS

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ACQUISITIONS

CORPORAL PUNISHMENT

An elementary school teacher in San Francisco punished students by putting them in a garbage can, covering it with rocks and boards, and threatening to smash them with a rock if they tried to get out.

A Missouri high school student was sent to the principal's office for using profanity, and the principal hit him hard enough to break the paddle. He then got another paddle to finish the job.

A geography teacher in a Houston junior high school allegedly threw a 13-year-old boy against a door and then shut the door on the boy's head, causing a knot on the head, a sore shoulder and a bruise on the chest.

Although such horror stories are the exception rather than the rule, these incidents and others like them have helped fuel a growing controversy over the use of corporal punishment in the schools.

Arguments for and against corporal punishment are set against a backdrop of overriding public concern about school discipline. In every year since 1969, when the first Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools was conducted, lack of discipline has been rated one of the top two problems in public schools.

Corporal punishment, defined as the purposeful infliction of pain to change a child's behavior or to penalize the child for a disapproved action, does not include instances where a teacher uses force to protect himself or others from physical injury, to obtain possession of a weapon or other dangerous object, or to prevent property damage.

Paddling with a wooden instrument is the most common type of corporal punishment. However, it also includes pinching, ear-twisting, hair-pulling, knuckle-rapping, punching, shoving, and forcing students to exercise to exhaustion or to assume physically painful positions.

Schools remain the one institution where corporal punishment is allowed; law prohibits its use in mental institutions, local jails, state and federal prisons, juvenile halls, and the military.

HISTORICAL PERSPECTIVE

Corporal punishment has a long history. Ancient Egyptians used the rod as a symbol for instruction; harsh physical punishment was commonplace through the medieval period. The British school

system of the eighteenth and nineteenth centuries used caning as a form of punishment, a practice which spread to its colonies, including America.

Until the 1970s, United States court decisions historically supported the concept of in loco parentis, which grants schools the same legal authority over students as that of a parent, as long as the schools' rules were not unreasonable, capricious arbitrary, malicious, or made in bad faith.

In the early 1970s, the case of Ingraham v. Wright led to a landmark ruling by the U.S. Supreme Court that upheld the constitutionality of corporal punishment in the schools. The lawyer for the school board successfully argued that the Eighth Amendment prohibition against cruel and unusual punishment applied only to prison inmates, not public school students.

The Supreme Court looked at corporal punishment again in 1974, ruling that schools could continue the practice until they thought its harm outweighed its utility, as long as the force used was reasonable.

In a 1976 ruling, the Supreme Court upheld its use once more, arguing, "In view of the low incidence of abuse, the openness of our schools and the common law safeguards that already exist, the risk of error that may result in violation of a schoolchild's substantive rights can only be regarded as minimal. Imposing additional administrative safeguards as a constitutional requirement might reduce that risk marginally, but would also entail a significant intrusion into an area of primary educational responsibility."

Although rulings throughout the 1970s upheld the schools' right to use corporal punishment, the Supreme Court did let stand a 1988 lower court ruling that gave parents the right to sue school officials for "grossly excessive" corporal punishment.

A GROWING CONTROVERSY

The Supreme Court has ruled that corporal punishment is constitutional, and 36 states allow its use. However, 14 states have chosen to abolish it. Those states, in the order that they banned corporal punishment, are: New Jersey, Massachusetts, Hawaii, Maine, New Hampshire, Rhode Island, Vermont, New York, California, Nebraska, Wisconsin, Michigan, Virginia, North Dakota, Iowa and Minnesota. Legislation banning corporal punishment is pending in Connecticut, Oregon, Texas, Indiana, Alaska, Pennsylvania, and Illinois.

In recent years, the tragedy of child abuse has been in the national spotlight, and organizations working to abolish corporal punishment have linked their cause with that of child abuse

prevention to bring more attention to their movement.

"Just having an organization against child abuse take this kind of position [against corporal punishment] makes people say, 'Wait a minute. What's the connection here?'" said Ruth Lee of the National Committee for the Prevention of Child Abuse, which has become one of the most influential national groups in the fight against paddling in schools.

However, many teachers and parents--although not a majority--still approve of corporal punishment. Only a slight majority of the American public disapproves of paddling in schools, according to a 1989 Parents magazine poll. When asked their opinion about spanking as a disciplinary method:

- * 55 percent disapproved;
- * 38 percent approved;
- * 6 percent were not sure.

Although a majority disapprove of corporal punishment, most people say that it's effective and serves a purpose. When asked what purpose spanking serves:

- * 41 percent said it's useful as a way to maintain discipline;
- * 14 percent, as a way to correct a child's unacceptable behavior;
- * 12 percent, for both those reasons;
- * 27 percent said it wasn't useful.

When asked what makes corporal punishment effective:

- * 66 percent said the shame and humiliation;
- * 9 percent said the pain;
- * 16 percent said it's ineffective.

A number of professional organizations oppose school spankings, including the American Medical Association, the American Academy of Pediatrics, the National Congress of Parents and Teachers, the American Public Health Association, the Council for Exceptional Children, The National PTA, the National Association of School Psychologists, the American Bar Association, and the National Education Association, the nation's largest teachers' union.

The American Federation of Teachers, on the other hand, maintains a more neutral posture. A union policy statement says, "The A.F.T. does not believe in corporal punishment," but adds that "teachers' authority to insist upon a disciplined environment should not be jeopardized by law or by school regulations."

This stand echoes the position of many teachers. According to a 1988 USA Today poll of teachers, 36 percent favor corporal punishment and 49 percent don't think it should be prohibited by law. However, few say they use it; only 11 percent say they've

paddled a student.

ARGUMENTS FOR AND AGAINST CORPORAL PUNISHMENT

"I was spanked by my teacher when I was a kid, and I turned out all right!" This is one of the most common arguments in favor of corporal punishment.

Childhood experience is the primary factor determining whether one supports or opposes corporal punishment, according to a study by the National Center for the Study of Corporal Punishment and Alternatives in Schools (NCSCPAS) at Philadelphia's Temple University. Those who had been paddled as children or had seen other children paddled believed in paddling. Those who had not been paddled or had attended schools where corporal punishment was not used were opposed to the idea, according to the center's study.

This holds true for many teachers as well. "The vast majority of teachers do not receive a single course devoted to discipline in the classroom," wrote Irwin Hyman, director of NCSCPAS. "As a result, since many teachers were themselves paddled or witnessed paddling, they consider it standard operating procedure."

In 1988 the National School Safety Center brought together School of Education Deans from nine of the nation's leading teacher training institutions to discuss the training and preparation of teachers relative to effective classroom management. A major outgrowth of the conference was the recognition that the failure of teacher training institutions to include a curriculum that focuses upon creating a positive classroom environment, developing effective classroom management skills and gaining a broader social awareness of the diverse cultures students bring to the classroom. Developing these skills empowers teachers. "Failure to provide such preparation to our nation's teachers is nothing less than educational malpractice," Ronald Stephens, NSSC's Executive Director, stated.

Maintaining Order and Discipline

Advocates of school spankings often argue that corporal punishment is the only thing that works with students who ignore every other disciplinary measure. "You just don't know what you're talking about unless you've been there," one teacher said. "It is impossible to control some kids without it."

This mythology of the incorrigible kid is deeply ingrained in our cultural history, including such all-American heroes as Tom Sawyer and Huckleberry Finn.

John Lofton, columnist for the Washington Times, wrote scornfully in response to those who say that a disruptive child is acting out emotional problems: "Isn't it also possible that this unruly child

may just be a disruptive little barbarian whose problem is that he is a bad kid? Isn't it possible that what's wrong with this troublemaking little thug (or big thug, for that matter) is within himself, not within his environment?"

Lofton is not the only person who believes that, without the option of paddling "bad kids," anarchy will prevail. However, schools that have eliminated corporal punishment experience relatively few discipline problems as a result, according to a report prepared for the Juvenile Welfare Board by the Youth Services Advisory Committees' Abuse, Neglect, and Dependency Committee.

Furthermore, "there is evidence that suggests that in schools where corporal punishment is used, there is a higher incidence of assault on students and teachers, and a higher incidence of vandalism," says Dr. Bill Weber, a professor of education at the University of Houston-University Park.

Other experts point out that, although using corporal punishment on difficult students may relieve frustration on the teacher's part, it doesn't do what it's intended to do: make the student change his behavior.

"There is no learning from it," says child psychiatrist Dr. Jay Tarnow, director of the Houston Child Guidance Center. "They may learn in one classroom that they better control themselves because they get popped. But it doesn't get carried over to other classrooms. Then what you get is an escalation [in misbehavior and paddling]."

Adds Dr. Weber, "The question I always ask is 'If it works, why is it always the same old kids?' If it's an effective strategy, why is it always 10 percent of the kids who get 90 percent of the pops?"

"Corporal punishment helps promote lack of personal responsibility for one's behavior," says Ruth Innes, a mental health counselor specializing in adolescent psychology and the director of guidance and counseling for Shorecrest Preparatory School in St. Petersburg, Florida.

Because corporal punishment shifts the control of a student's actions to an external source--the punisher--the student can evade responsibility for improving his or her behavior, she says. The student reasons that he can do as he likes; if he gets caught, he's paddled, and, once the punishment is over and he's paid the price for his crime, he can go back to misbehaving.

If students learn anything, argue opponents of corporal punishment, it is that "might makes right" and that violence is an accepted way to resolve problems.

Effect on Academic Achievement

Several studies indicate a link between corporal punishment and low academic achievement. "Strong punishment develops anxiety, dislike for the task, and hostility toward school," writes Lee J. Cronbach in Educational Psychology.

Furthermore, evidence suggests that paddling negatively affects other children in a school, even if they don't suffer the corporal punishment themselves.

In her book Strategies for Classroom Discipline, Meryl E. Englander writes: "Once paddling starts, it escalates because the precedent and pattern is set. Everyone is aware of it and expects its use. . . . Either by direct threat, subtle cues, or the fantasy of students, unless the teacher is unusual, the paddle hangs over the classroom. When used, the physical aggression of the teacher becomes a model for more acting out on the part of the students. . . . [Several studies] have demonstrated that teacher punitiveness not only influences the general atmosphere of the classroom but the degree and quality of student participation in the academic program."

However, supporters of corporal punishment argue that academic achievement can only take place in an orderly environment, and that this is one of the reasons that teachers and administrators may sometimes need to resort to paddling.

When a few children disrupt a classroom, the work of other children in the class suffers as a result. "The rebellion of one person creates an atmosphere where no one learns," said one parent who headed a junior high school parents' advisory board. "I would never disagree with someone who thought corporal punishment was what my children needed as long as I knew it was administered in a controlled atmosphere."

Role of the Family

Many parents give schools permission to spank their child, a fact that is used as an argument for corporal punishment. Dennis L. Cuddy, an education consultant, former teacher, and former senior associate with the U.S. Department of Education, says that parents have a right to spank their children and that schools have a responsibility to reinforce parental authority.

He adds: "If parents who've spanked their children for serious infractions at home instruct teachers to do likewise for similar behavior at school, then for government to prohibit teachers from doing so might undermine parental authority."

However, Peter Scales, executive director of a family service center in Anchorage, writes, "Often corporal punishment is administered to children who are already having emotional and

behavioral problems. Children who are thought to need this kind of discipline probably are already in trouble at home and in school. Paddling will compound their problems."

He continues: "In systems where parental consent is required before striking a child, it's possible that consenting parents already hit their children. Such kids have a greater chance to be punished physically both at home and in school."

The National Education Association cites several studies that show that children who are spanked at home are more likely to be disruptive in school. When these children are then paddled by teachers, a vicious cycle is put into motion.

Connection with Crime

Every few months, a report on another increase in juvenile delinquency statistics seems to hit the front pages or the six o'clock news. What follows is almost as predictable: a call for the return to "old-fashioned discipline," which usually means corporal punishment. Children should be spanked when they do something bad, the reasoning goes, so that they won't turn into criminals when they grow up.

"Some advocates of 'students' rights' consider spanking barbaric," writes education consultant Cuddy. "However, it was the permissive 'students' rights' movement of the 1960s which was partly responsible for the increased chaos and student violence in schools since that time."

Others argue the reverse. Although it is difficult to prove a causal relationship between corporal punishment and juvenile delinquency, they point to figures that show that, in the sixteen states that use corporal punishment the most, the homicide rates are significantly higher than in the remaining states: 9.34 per 100,000 population versus 4.50 (1985 figures). That's an average of one-third to one-half fewer killings in states that practice less corporal punishment.

Out of 3,900 Houston residents, who were surveyed regarding the effect school corporal punishment had on their lives, 76 percent said the effects had been negative and that they continued to resent what happened to them.

"That leaves about a fourth of them who were able to shrug it off and a mere handful who felt grateful for the timely punishment that saved them from a life of crime," writes Adah Maurer and James S. Wallerstein. "Thus the ones who testify that 'I was paddled when I was a kid and it didn't hurt me. I'm not a crook,' must be labelled survivors and congratulated on the strength of character that enabled them to make a life in spite of early mistreatment. Not because of it!"

Psychological Effects

The common perception of corporal punishment is that the child suffers some momentary physical pain which quickly wears off. Some experts say that the psychological pain could be longer lasting, however.

Dr. Hyman labels this damage "Educator Induced Post-traumatic Stress Disorder," a type of psychological trauma that he says results when "trusted caregivers abuse children and are then supported by their colleagues and the community." The symptoms, he says, include nightmares, bed-wetting, personality changes, avoidance of school, some type of re-experiencing of the trauma, aggressive acting out, stomachaches, and headaches.

Other people, however, point out that sensitive children who are likely to have such extreme psychological reactions to a paddling are also unlikely to cause enough trouble to receive one in the first place.

Who Gets Punished?

Other concerns over corporal punishment focus on the unequal treatment meted out to students. For example, research indicates that boys are paddled more often than girls, and primary and intermediate students receive more spankings than high school students. Special education students are the most likely candidates of all for corporal punishment.

A 1988 study by the National Coalition of Advocates for Students determined that:

- * Black students were more than twice as likely as white students to be physically punished.
- * Although black students make up 16 percent of the public school population nationwide, they account for 31 percent of the incidents of corporal punishment.

Many educators believe this points to a racial bias, but Dr. Hyman has another theory. "We once thought it was racial but it's not," he says. "The best predictor of who is going to get abused is socioeconomic and a greater percentage of black kids are going to be poor." He points out that poor whites are also punished more often than wealthier white students.

The Legal Risk

How does one define how much force is too much when paddling a student? How does one make sure that students' rights aren't infringed upon when deciding what disciplinary action to take?

The key to any decision regarding a contested corporal punishment

case is whether the punishment was reasonable. The standards by which reasonable corporal punishment can be judged are: the nature of the punishment; the nature of the offense; the age and physical condition of the student; the student's past conduct; and whether there was permanent injury, absence of malice, notification of the rule being enforced, the presence of a second school official, and observation of the student's procedural due process rights.

Even these guidelines are open to varying interpretations, so school districts that use corporal punishment face the possibility of lawsuits brought by angry parents or of criminal investigations conducted by police.

One recent case involved nine-year-old Teresa Garcia, who was held upside down by her ankles and given five swats with a wooden paddle. Her parents asked the principal not to spank Teresa again without their permission. A year later, Teresa came home black-and-blue from another paddling, and her father sued. The U.S. Court of Appeals for the 10th Circuit ruled that the Garcias had the right to sue school officials for "grossly excessive" corporal punishment.

Writing about the case of Garcia V. Miera, lawyer David A. Splitt said: "If you punish a student physically, you can be sued. If you are careful enough to inflict no serious harm, you might win because the threshold for recovery of damages remains reasonably high. But the lawsuit itself--especially if it involves appeals--will be time-consuming and expensive. In light of Garcia, you should ask yourself once again those questions about corporal punishment: Does it work? And, given the doubts about its efficacy, is it really worth it?"

Other recent examples of civil or criminal actions related to corporal punishment include the following:

- * In February, 1989, police charged a Houston elementary school principal with injury to a child for the paddling he gave a 13-year-old special education student. The emotionally disturbed boy was hit about the arms, back and head after being involved in a shoving match with another student. Although the principal was not arrested, bond was set at \$2,000 and he was suspended from his job.
- * In 1987, a Texas school principal caught two kindergartners "snickering" in the hall and paddled each one. When they returned to the classroom, their teacher noticed that they were still giggling, took them in the hall, and spanked them again. One girl's grandmother saw the bruises and took her to a doctor, who said that the spanking had been "awful." The next day, two social workers took pictures of what they said were clearly the results of "child abuse," and the girls' families sued.

- * A fifth-grade teacher in Missouri was charged with third-degree assault in connection with an alleged forceful spanking of a student. A conviction on such a charge carries a maximum sentence of a year in county jail and a \$1,000 fine.
- * A Pennsylvania teacher received a year's probation after being accused of throttling a 16-year-old sophomore girl in disciplinary incident.
- * A Texas school district paid \$10,350 to the mother of a student who was allegedly spanked illegally for failing two academic courses.

It is precisely because of the threat of lawsuits that the American Federation of Teachers does not favor laws that ban corporal punishment, says Jamie Horwitz, assistant director of public relations for the AFT. Nationally, one lawsuit is filed every week against a teacher by parents who think their child has been the victim of excessive corporal punishment.

One current case involves a teacher who, after asking a child to sit down four times, finally put her hand on the child's shoulder and gently pushed him into his seat. In another case, a chemistry teacher hit a student who was threatening to throw a liquid--which the teacher thought was sulfuric acid--into another student's face. Both teachers felt that they acted within the limits of ordinary discipline--and are now hiring lawyers to defend themselves.

"To say there will be no corporal punishment turns ordinary forms of discipline into questionable practices and could lead to even more litigation than teachers are already exposed to," Horwitz argues. "AFT certainly doesn't encourage corporal punishment, but schools are granted the rights of in loco parentis, and AFT thinks that teachers should basically have the same rights as parents while they're acting as parents in absentia."

STUDENT DISCIPLINE ALTERNATIVES

Any talk of eliminating corporal punishment prompts the question "what will be used in its place?" When the Cincinnati school district proposed a ban on paddlings, for example, the Cincinnati Federation of Teachers asked that the change be made slowly and cautiously.

"We were saying, 'we can live without corporal punishment, but you'd better be damn sure to put some alternatives in place and fund them,'" said Tom Mooney, president of the union local. "We've got an addiction in a sense to corporal punishment in this district and it's going to have to be a carefully planned withdrawal, which it hasn't been so far."

When considering suspension alternatives administrators point to the fact that, in many students' cases, both parents work. This economic reality makes meting out such punishments difficult. It becomes a larger burden on the school than on the parents or students. If a student rides the bus to school and neither parent is available to pick him up, detention poses an unfair burden since he has no way to get home. And many parents don't like the idea of suspension since they can't be at home to supervise their child.

However, many teachers and administrators are creatively exploring other disciplinary options. The prerequisite for this exploration, writes Meryl E. Englander, is the banning of corporal punishment.

"If corporal punishment is approved in a school," she writes, "the teachers are less pressed to discover alternative means for encourage appropriate behavior."

She adds a warning: "The positive alternatives are not as simple to execute as lashing out at a student. They require sensitivity, skill, and self-control. . .The teacher must not anticipate that any given strategy, no matter how expertly employed, will always achieve its objective. Particularly in the beginning, the positive alternatives will probably succeed less than half the time. So be it: few human efforts, whether they be shooting baskets, writing novels, selecting good movies, or teaching reading, have a better average."

When setting up a disciplinary code, administrators should make sure that the school's rules, in addition to conforming to state statutes and constitutional requirements, also be reasonable, clear, made in good faith, serve a public purpose, receive approval from the school district's governing body, and be disseminated to all students and their parents. The School Discipline Notebook, published by the National School Safety Center, includes a chapter on working with special education students and outlines a model code of conduct that schools may adapt to their local needs.

The Alternatives to Corporal Punishment Report

The Alternatives to Corporal Punishment Report, created by a committee of the Alabama State Department of Education, classifies misbehavior in three categories, with recommended alternative punishments as follows:

Class I Minor Offenses: Excessive tardiness, obscene language, non-conformity to dress code, excessive disruption to other students, or minor disruption on a school bus.

Recommended Punishment: Depending on the number of offenses, school official should talk with student, hold a formal

conference with parents, or assign detention, probation, or a short suspension.

Class II Intermediate Offenses: Defiance of authority, battering a student, damage to school property, trespassing, obscene gestures, or cutting classes.

Recommended Punishment: First and second offense, a conference between school officials and parents. More offenses involve detention, non-academic work assignments, and suspension.

Major offenses: Use or possession of drugs on school property, arson, battery, and carrying weapons.

Recommended Punishment: Conference with principal and voluntary withdrawal to another school, or expulsion.

Praise and Reward Systems

A "constructive discipline" program was developed by the Los Angeles County Office of Education. The technique consisted of three parts:

- 1) Reward good behavior with praise, recognition, prizes, and privileges.
- 2) Ignore minor infractions or work out deals to reward children for reducing minor misbehavior.
- 3) Punish only major misbehavior, such as vandalism, fighting, truancy, disruption, resisting authority, and drug use.

In one California school system, such a program cut school vandalism by 78.5 percent, and another school saved \$25,000 over the previous year.

Alternative Behavior Centers

A middle school in St. Petersburg, Florida was rumored to be the worst in the county; it had the second lowest ranking in attendance and one of the highest suspension and corporal punishment rates. The principal created an Alternative Behavior Center (ABC) room to deal with unruly students. Two years later:

- * the number of students sent to an administrator for disciplinary action dropped from 5,109 to 2,768;
- * the number of corporal punishments dropped from 463 to one;
- * the number of suspensions dropped from 354 to 142.

Students are sent to an ABC room when they break rules, show disrespect, or are consistently disruptive. The purpose of an ABC

room is to provide a nonpunitive atmosphere and reward students for changing their behavior.

Students may be assigned to the room for one class period, or for one to ten days. They complete their regular assignments and receive credit for the work they do while in the ABC room. The room isolates students from their friends and peers: short breaks are given only when other students are in class, and lunch is eaten with an ABC supervisor at a table separate from other students.

Students who behave well and complete their assignments can earn points for an early dismissal from the room--a strong incentive, since what most students dislike most about an ABC assignment is the boredom of sitting in the room away from their friends.

Tribes

The Tribes program is based on the theory that involved students cause fewer disciplinary problems. A teacher divides the class into "tribes" of five to seven students, making sure that each tribe has a mix of boys and girls, and of different personality types. The groups share personal concerns, help plan classroom discipline, and work together on academic projects.

Because rules are worked out by the tribes, rather than handed down by the teacher, they are enforced by peer pressure. Students are taught how to listen and how to avoid putting down others. The result of this supportive peer group is improved self images, increased motivation to succeed academically, and more responsible behavior.

For a copy of the teacher's manual, titled Tribes: A Process for Peer Involvement, write to the Center for Human Development (listed under Resources).

Reality Therapy

Developed by Dr. William Glasser, reality therapy attempts to teach students how to take more responsibility for their lives, while correcting the tendency for teachers or counselors to deepen students' feelings of helplessness, inadequacy, and depression by being too sympathetic to their problems.

Since 1968, the Educator Training Center, a division of the Institute for Reality Therapy, has trained almost 100,000 educators in the application of this therapy to classroom discipline and achievement.

Schools that have used these ideas have reported that suspensions were reduced by 50 to 80 percent, and that vandalism was reduced by 40 to 90 percent.

Seven Strategies to Maintain Discipline

Dr. Irwin Hyman suggests that educators use the following techniques to establish discipline without resorting to corporal punishment.

- * Offer information feedback: Listen to, reflect, restate and accept a student's feelings and ideas. A teacher does not have to accept all the student's actions or statements, but can accept their feelings and thoughts as genuine.
- * Praise and reinforce good behavior: Try to ignore minor misbehavior. Catch kids being good and praise them. However, the praise must be genuine; automatic or gratuitous praise doesn't work.
- * Use loss of privilege: If punishment is necessary, loss of privilege, such as eliminating recess for a reasonable period, should be the first resort and should be done unemotionally.
- * Observe and record: If a child is giving the teacher a hard time, the teacher should note what the child does and when he or she does it. With good notes, diagnosing a child's problem becomes easier.
- * Notice classroom environment: Avoid physical situations--such as a 90-degree classroom on a Friday afternoon--that may lead to misbehavior.
- * Encourage students' problem-solving strategies: Role-playing and class discussions can help students develop ways to avoid fighting, name-calling, and other disruptions.
- * Appropriately express feelings: Both teachers and students need to learn to verbally express their feelings and be sensitive to each other's emotions, rather than taking momentary fatigue or anger out on each other.

The use of corporal punishment in schools is a controversial and emotional topic. However, both advocates and opponents of paddling in schools agree that students must have a nondisruptive environment in which to learn and that administrators and teachers must maintain disciplinary standards in order to achieve that goal. If nothing else, the focus on corporal punishment as an issue has created a number of alternative disciplinary methods which can be used to promote a safe and orderly campus and to enhance the educational quality of all of America's children.

RESOURCES

Organizations

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 732-3000

National Education Association
1201 16th St. N.W.
Washington, DC 20036
(202) 822-7200

American Federation of Teachers
555 New Jersey Ave. N.W.
Washington, DC 20001
(202) 879-4458

The National PTA
700 North Rush St.
Chicago, IL 60611-2571
(312) 787-0977

Center for Human Development
3702 Mt. Diablo Blvd.
Lafayette, CA 94549
(415) 283-7040

National Committee for Citizens in Education
10840 Little Patuxent Pkwy., Suite 301
Columbia, MD 21044
1-800-NET-WORK

Institute for Reality Therapy
7301 Medical Center Dr. #202
Canoga Park, CA 91307
(818) 888-0688

Educator Training Center
117 East 8th St., Suite 819
Long Beach, CA 90813
(800) 421-3743
(213) 435-7951 in California

End Violence Against the Next Generation
Contact: Adah Maurer
977 Keeler Avenue
Berkeley, CA 94708-1498
(415) 527-0454

National Center for the Study of Corporal Punishment and
Alternatives in the Schools (NCSPAC)
Contact: Dr. Irwin Hyman
253 Ritter Annex
Temple University
Philadelphia, PA 19122
(215) 787-6091

Parents and Teachers Against Violence In Education (PTAVE)
Contact: Jordan Riak
560 S. Hartz Ave. #408
Danville, CA 94526
(415) 831-1661

People Opposed to Paddling of Students (P.O.P.S.)
Contact: Jimmy Dunne
13143 Boheme
Houston, TX 77079
(713) 464-0659

National Coalition to Abolish Corporal Punishment in the Schools
Contact: Nadine Block
750 Brooks Edge Blvd.
Suite 108
Westerville, OH 43081
(614) 898-0170

Further Reading

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P.O.P.S. Newsletter, available from P.O. Box 19045, Houston, TX 77224-9045 or call (713) 493-6232.