

2. Some actual Causes of School Offenses

2.1 Physical and mental energy not fully used or properly directed. When bright pupils have nothing more to do when dull pupils cannot do the assignment, there will be a problem in discipline.

2.2 A resentful resistance to a control which pupils do not understand or accept. This happens when pupils especially in the higher grades do not know and do not like any autocratic attitude of the teacher or administrator.

2.3 Peculiarities in the physical condition of pupils or a faulty physical environment. There are pupils having physical deformities that call attention from other pupils. There are many school buildings and classrooms that are crowded and lack the necessary facilities.

2.4 Lack of training in morals and manners. The home training of pupils has much to do in school discipline. Usually, pupils from good homes show good behavior in school.

2.5 A desire to attract attention and create a sensation. Not only pupils or students but also teachers may have this tendency that gives problems in discipline. Some say that the last war and the "drinking habit" of the present give rise to this bad tendency of our youth.

2.6 Imitation of others. Teachers, pupils or students may appear ultra-modernistic, too much lipsticks, to attract extraordinary attention. Some of us are not only too much imitative but also too much exaggerative.

3. Punishments or Remedies

3.1 Threats, school work detention during recreation or rest periods, depriving of marks earned by good work, personal indignities, corporal punishments are not helpful forms of punishments except in rare cases. Tongue-lashing is the worst of all punishments in its hardening and vitiating effects.

3.2 All punishments should answer the requirements of justice, reformation, and economy. Among these which are effective are reproof, isolation wisely and temperately used, reports to parents and higher authorities: the humiliation or disgrace of a group of which the offenders are members; deprivation of privileges, restitution where it is appropriate and just, and in extreme cases, suspension and expulsion.

3.3 Pupils may also refrain from evil and do good through interest in their own advantage and advancement. A milder mode in which the teacher used her personal influence in persuading the pupil to follow the teacher is better than an authority based on force. Filling the life of the pupils so full of wholesome interests that these antagonistic to good school discipline are crowded out is of good practical remedy. The highest motive for which pupils can be trained to be "good" is that of contributing to the well-being and happiness of the entire school. Teachers can so guide their pupils that the lower of these motives will give way to successively higher ones, and in this way establish the better modes as fully as possible.

Promoting Parent-Teacher Relationship

By James E. Fabicon

IT would be right and natural for us to think that the home is not fully equipped to be the sole agent and center of learning. It could never impart everything that the child needs in his growth and development. The home which is the unlimited environment of the child could not fully satisfy the longing of the child to learn more as he grows day by day. There is the school. It is the primary supplement to the home.

These two agencies play enviable roles which we blindly admit and believe that they are the only means of attaining the goal for which we are bounded to. There must be a man-made bridge that may serve as a genuine link between the tasks of the home and the school. Parents and teachers must create an in-

strument or tool which they may call it home-school relationship. This relationship adds something on the school program like a patch on one's shirt or a callus around the ends of a fractured bone.

Parent-teacher relationship means a two-way process. Each one is dependent upon the other or the absence of one may paralyze the chief function of the other. The oozing of ideas, energy, creativity and leadership must be directed in both directions at all times. The fluidity of such relationship demands a free and easy give-and-take between the family and the school.

According to Dr. James L. Hymes, Jr. the promotion of wholesome parent-teacher relationship gains

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something for the teacher and parents. The real winners are the children. It brings about a better understanding between teachers and parents of what children are like and of what good education provides for the child. These are the goals of parent-teacher relationship.

It is supposed that when these pertinent goals are achieved, parents and teachers work together as a united team and the children profit in many ways. Under the pilotage of the parents at home and under the guidance of the teachers in school, the children gain a richer, fuller and more nourishing life in and out of school. If they are under persistent, consistent and well-meaning tutelage in and out of school, they are sure to stand on a formidable base in the peak of their powers.

What are some of the ways and means of promoting wholesome parent-teacher relationships?

The most common means, and perhaps the most often utilized these days are the group assemblies, be aware of the variety of types of meetings and have some know-how in conducting these meetings. Group meetings bring gratification to both the teachers and the parents and they evoke from them a deeply appreciative response. It must be understood that groupness is not achieved simply by physical presence in meetings. The feeling grows immeasurably as people share, think together and respond to what others say.

In parent meetings, parents understand their children's growth and development through the information given by the teachers. Sometimes they openheartedly ask questions about the school's program. Their frankness must be received by the teachers wholeheartedly. Ideas and suggestions must be presented and misunderstandings must be ironed out. Parents, likewise, want an opportunity to work out agreements affecting all the children. They are most often concerned with the wider community which touches their children, the school and family living.

Among the kinds of group meetings most commonly used nowadays are the PTA, at-the-start-of-the-school-year meeting, the buzz sessions, and home-room meetings. The PTA meeting affords a good time for every parent to present their ideas, doubts and some points for clarification about the school and their children. They lend themselves to the important discussions to the solution of school problems. The At-the-start-of-the-school-year meeting affords teachers a good time to tell parents to send their children to school. This sort of meeting also gives a good time for the teacher to present plans for the grade for the present year because parents at the beginning of the school year want specifically what is going to happen to his child in the class.

The home-room meeting consists of a small group of people but lends itself to a democratic atmosphere where the people feel free to speak. If the parents know each other well, they freely loosen their tongues, too.

In the buzz sessions, according to Hymes, small groups of people bring chairs together and talk to each other for a few minutes. Each group is formed from the people who happen to be sitting near each other. The term buzz session, according to its inherent implications is as good as any meeting because it sounds the way the method works.

Among the advantages of this recently developed method of meeting parents in the most informal and natural way are the easiness of operation, the groupings that come about naturally, participation of everyone and the freedom of approach to participation. Following the buzz sessions only a few people may stand up and speak to the whole group, but now a buzz is heard.

Another method of enhancing the promotion of teacher-parent relationship is the face to face or heart to heart talk between the teacher and the parents. In this method both teachers and parents iron out many minor difficulties as these come up. In these brief chats they talk together face to face thus strengthening the relationship and thereby giving some indications of parents' interests and concerns.

A fast-growing practice in knowing the child in his full color, shape and form as a person is home visitation. This idea has already become a crystallized regulation: "You must visit every home at least once." A "royal welcome" may be expected and assured by the teacher in every home, the fact that she is the child's teacher who is interested in him. Parents are delighted with the chance to talk with their child's teacher. They are pleased and emotionally moved upon the teacher's visitation.

In home visitations, as in other phases of meeting parents, there are no special things to be aware of, to be sure to do other than thinking of commonsensical, decent and polite things which drive us and have taught us to do. In this visitation wrapped with the atmosphere of cordial friendliness, reactions of parents are expected. Some parents seem to be more talkative than you are; others are quiet; others feel at ease; and others feel a little bit tense.

This form of visitation gives both the teacher and the parents the information that are needed to tailor-fit the school curriculum with relation to the child's needs, strengths and weaknesses, attitudes and interests.

Wholesome parent-teacher relationship, therefore, is a necessary support to a modern school program as the posts are the necessary foundation to a well-built house. The school curriculum which is a child-centered and a life adjustment program is continuously geared to the needs of the ever-growing child.