

that working men might see that these vocational schools extend to them the help necessary for improving their economic lot and are developing in them an appreciation for the beauty of the working hands and a pride for the dignity of labor.

If graduates of trade schools were to be taken as a gauge in determining the degree of responsibility the trade and industrial education has shouldered for our economic progress then it can proudly be said that this phase of vocational education has done much for the economic development of the country. This fact is supported by the studies of the Trade and Industrial Division and by a study made by a faculty member of the PSAT who graduated from the State University. The Trade and Industrial Division found out that only 6.13% of the trade school graduates from 1947 to 1952 were unemployed. And in the study "A Follow-Up of the Occupations of the Graduates of the Philippine School of Arts and Trades from 1948 to 1952" Nario found out that 72.78% were employed. This study reveals that most of the

graduates of trade schools were either absorbed by industry or were able to create jobs for themselves. The 6.13% representing the unemployed will probably account for the unguided student and the unwise parental decisions that found their way to the trade and technical schools.

It may be well to point out here that without vocational education it would have been difficult for this country to attain whatever little economic development we have attained at present. Henceforth, the greatest concern of all of us therefore, should be to further push the gains that we have already made and to secure the material means of moving farther the frontiers that we have so far been able to establish.

With the present emphasis on vocational education and with all those concerned — educators, lawmakers, capitalists, and industrialists, and the industry doing their own share in the economic sphere; we can look forward to a stronger push towards economic progress and justify our outlook with optimism.

Good Discipline is Good Mental Hygiene*

By James J. Heaphy

EVEN in the best of classes, with the best behaved children, there arise situations which threaten to interrupt the lesson. These situations occur because pupils, for various reasons, lose their self-control. Our problem, then, is to help pupils to regain self-control as quickly as possible, with a minimum of distraction to the rest of the class. In order to see how experienced teachers handle some of the typical situations, let's look at the teacher's casebook.

The fourth grade class is reading quietly the story which the teacher has skilfully motivated. She is noting the names of pupils whose lip movements show that they are reading word for word.

But his peaceful scene is about to be shattered. Frank brought his water-pistol to class. They are "de rigueur" in his neighborhood now and no self-respecting member of his gang would go abroad without one. Of course, Frank knows that such toys are forbidden in class and that his mother "would kill

him" if she knew he had sneaked it to school, but this is the most wonderful water-pistol in the whole world. It cost 49 cents; it shoots 500 shots; and the gang's eyes will pop when they see it!

He has been fondling the pistol in his pocket all morning and conjuring day dreams of high adventure with it. Those day dreams are now building up a high level of excitement; Frank's blood pressure is way up and his self-control is going way down. It is slipping away so fast that the pistol is coming out of his pocket. In his day dream he is taking a shot at Tommy — didn't Tommy squirt him yesterday? Oh boy, wouldn't Tommy jump if I gave this trigger just one... little squeeze...! Now the ego-censor fights hard for control; the danger signals are up. Frank looks around to see if the coast is clear — yup, everybody's readin'... too bad Dick ain't lookin' this way... how about the teacher?

At that precise moment the teacher espies the drama that is about to unfold; she sees the gun poised behind the reader, the furtive glances... and then she catches Frank's eye. What would you do in this situation?

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You could say, in your most formidable voice, "I just DARE you to shoot that gun." He might at that. Whether he did or not, it would be the end of the reading lesson. All eyes would focus on Frank, then on you, to see what would happen next.

The experienced teacher will purse her lips, look into Frank's eyes with a bit of sparkle and good humor in her own, and merely shake her head from side by side. Frank will probably turn scarlet, slouch down in his seat, and pretend to become **fascinated** by the story in his reader. Most important, the lesson will continue without interruption. The teacher will have used an age-old trick of the trade called signal control.

Signal control helps a youngster to regain **self-control** over some overwhelming impulse which he could handle without her help.

Signal control helps the youngster before he gets into trouble. It is particularly valuable because it establishes close relationships; so few words, or none at all, are used. In Frank's case the teacher has said with her eyes. "I know it's great temptation, and it would be such fun... but this is neither the time nor the place. Wait until you get him outside school." She didn't embarrass Frank in front of his peers; she didn't threaten him; she didn't confiscate the beloved pistol.

The variations of signal controls are many. There's the "uh-uh," the cleared throat, the wagging finger, and the raised eyebrow... both eyebrows are reversed for truly serious offenses. Each signal has its own special application and the circumstances in which they are applied are legion. These circumstances fall into the genus **about to**... about to throw a spitball, about to copy from a neighbor, about to trip somebody.

At this point, some readers are doubtlessly saying to themselves, "That's nice, neat solution. But suppose Frank continues to play with the pistol?" Distracting toys have always been a problem in the classroom, whether they are yoyos, balls, knives, jacks, or costumes jewelry. A little girl's new pocketbook with a loud snap can be as distracting as a pneumatic hammer. What ever the object of teacher torture, the pupil cannot resist the temptation to bounce it, snap it, click it, rattle it, or just sit and admire it to the complete exclusion of any learning. In that case

it is time for **removal control**. Let's take another look into the teacher's casebook.

Jimmy is hypnotized by his shiny, new Boy Scout knife which he has placed tenderly on his desk for all to admire. Click goes the blade, snap goes the can-opener, and clunk it goes on the floor. There also goes Jimmy's spelling lesson — and Helen's — and Joey's. What would you do?

You can say austerely, "Young man, I'll take that," and ceremoniously confiscate it and put it into the bottom drawer of your desk along with all the other impediments such as tops, balls, and guns. If you do, Jimmy most certainly will not concentrate on those examples. He will worry for the rest of the morning about whether or not you will give him back his cherished knife, what his mother will say if she finds out about this, what his father will say when his mother tells him, what his aunt (who gave him the knife for his birthday) will say about his carelessness — and what "the fellers" will say.

The chain reaction won't stop with Jimmy. Joey will be thinking, "She's an old meanie. But I wouldn't give up my knife as easily as that": Helen will be thinking, "Serves that Jimmy right; that's what he gets for throwing snowballs at me." All the others with knives will be clutching them inside their pockets to make sure they do not meet a similar fate.

The experienced teacher handles these situations differently. She walks quietly down to Jimmy and says, "Jimmy, I know how much you like your knife. It is a beauty. But just so that you and Joey and Helen and all of us can get our minds on this work, suppose you put it into my top drawer and pick it up at noon."

Now, instead of all that worry and antagonism which would have been aroused by the teacher's confiscation, Jimmy knows that he will get his knife back, and when he will get it. He also knows that his mother isn't going to set up a chain of recriminations. He didn't have to surrender it ignominiously in front of his peers. Jimmy can now regain his self-control and go on with his lesson.

Signal control and removal control — these are two methods which wise teachers have been using successfully for many years to meet some of the situations where children need help to regain self-control.

