Beyond Discipline (*)
To help students become ethical people, as opposed to people who merely do what they are told, we cannot merely tell them what to do. We have to help
least, in your presence) by threatening to punish him if he continues, just as you can get him to pick out the topic sentence of a paragraph. But the
less likely that she would consider bringing the students in on the process of thinking about the kind of classroom that
students are far less likely to act aggressively, intrusively, or obnoxiously in places where the teacher is not concerned with being
This recognition offered a fresh way of looking at my own experiences as a classroom teacher, and at what I had seen in countless classrooms over the
real problem, I began to suspect, was the belief that the teacher should be in control of the classroom. If all these discipline programs disappeared
• Rewards and punishments are instruments for controlling people, and the
• Each student who violates a rule [must] write his own name on the blackboard—or, in another approach, must have his name written there by an
elected class “sheriff” who is “responsible for keeping the behavioral records.” (R.L. Curwin and A.N. Mendler, Discipline with Dignity

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