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Some Relationships Between Deportment and the Factors of Academic Achievement, Athletic Ability, and Military Promotion in the New Mexico Military Institute

Harold Thomas Kelly

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SOME RELATIONSHIPS BETWEEN DEPORTMENT AND THE FACTORS OF
ACADEMIC ACHIEVEMENT, ATHLETIC ABILITY, AND MILITARY
PROMOTION IN THE NEW MEXICO MILITARY INSTITUTE

A Thesis
Submitted to the Graduate Faculty
of the
University of North Dakota

By
Harold T. Kelly

In Partial Fulfillment of the Requirements
for the Degree of
Master of Science

August
1940
This thesis, presented by Harold T. Kelly, in partial fulfillment of the requirements for the degree of Master of Science at the University of North Dakota, is hereby approved by the Committee on Instruction under whom the work has been done.

[Signatures]

Director of the Graduate Division
ACKNOWLEDGMENT

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SECTION I
INTRODUCTION

The subject of discipline has received much study and attention from the angle of the home, the school, and the church. The very existence of many of the clubs and organizations that are thriving today can be attributed to the interest in controlling and affecting behavior among the youth of the country in order to develop better citizens for the future.

Much has been written in an effort to describe behavior, to distinguish the factors in the environment that lead to better behavior, and to discourage those tendencies which would destroy these ideals. These are worthy purposes and everything that may be done to further them is within the legitimate scope of modern educational training.

Intensive studies of the subject of school behavior have to a great extent been limited to the analysis of qualitative factors and to the investigation of individual types of cases. In these branches much good has been accomplished both in the prevention of undesirable reactions and in the adjustment of those already established. This practical application of the findings of all available studies in the field of discipline is the ultimate goal of the students of these problems.

The solution of any problem necessitates the gathering of available materials that may have a bearing upon the situation, in order to shed all possible light upon the proper solution. In applying this to the subject matter of discipline, the lack of objective data is readily apparent. The bulk of materials available is the result of subjective speculation, or the resort to generalization from the study of a limited number of cases of a disciplinary nature. These errors are not as apparent in the methods of
experienced workers in the disciplinary field for they very soon realise
that subjective conclusions and generalisations are faulty. They must
proceed them with individual cases and solutions.

The most complete and extensive approach to the study of moral
behavior was that of Hartshorne and May, begun in 1924 and continued for
five years. They limited their study to the particular aspect of deceit
or dishonesty as indicated in the behavior of school children in social
situations. The great task involved might be measured by the time
element (five years) or the vast number of co-workers employed in the
investigation.

The Hartshorne and May studies were concerned primarily with the
testing and measuring of character in school children by using the follow­
ing research methods; Biography and Fiction, Observation, Questionnaires,
Case Histories, Rating Methods, Testing and Measurement, Analysis, and
Laboratory Experiments.

These methods were applied to the fields of mental content and
skills, the individual desires, opinions, attitudes, and motives. Social
behavior was studied and self control was measured with as much objective
accuracy as is possible in experimentation. A large body of highly
standardized testing materials was developed for the purpose of determin­
ing achievement in the fields of morals and religion. Biological and
social factors involved in attitudes, knowledges, and conducts were studied.
Current educational techniques were measured from the standpoint of
character development. Individual and group studies were made with the
idea of gaining objective comparisons of all of the separate aspects of
moral behavior.
In the results obtained by Hartshorne and May the following general conclusions are of particular interest in regard to behavior. Some form of deceit is definitely associated with retardation in school, dullness, socio-economic handicaps, cultural limitations, and with certain racial, national, and religious groupings. Deceit is related to frequency of attendance at the movies and with poor deportment in school.

The tendency to deceive runs in families in about the same proportion as height, eye color, and intelligence.

A student resembles his friends in the tendency to cheat or deceive. The general atmosphere or moral of the school has an effect on the individual tendencies to deceive.

Attendance at Sunday schools or membership in organizations which aim to teach honesty do not seem to improve behavior. In some cases there is evidence that the effect is negative. Honesty and cheating are not general traits but are related to a particular situation.

Control of the child's environmental situations is perhaps the best solution of the problem of deceit. Behavior habits must be built up from the experiences of the child, and the significance of honor must be made clear from the social viewpoint in order to bring about this solution.

Honesty is just one aspect of the total character of the child and has significance only as it affects his total adjustment.

These conclusions are the results of the application of very elaborate objective testing methods to actual situations.

In most of our schools there is no method of objectively measuring the total behavior of the student. This may be due to the absence of any need for such a measure or the limited contact with the students entire days
behavior. The value of such a measure would likely be entirely out of proportion to the difficulty of its determination in the public school. The Military schools which conduct themselves as boarding schools in which contact is maintained with the student throughout the twenty-four hour day have the opportunity for observing the behavior of the individual in all of the situations which make up total behavior. The situations which arise in the classroom, on the athletic field, in the cadet rooms, at parties or dances, on leave in town, or on trips away from school are all opportunities for the expression of true behavior patterns by the boy. Many of these instances may be more truly expressive of behavior than the limited class situations. The Military school is likewise more interested in the disciplinary record for its particular purposes than is the public school. The system which places military promotions upon a basis of disciplinary, academic and military, is necessarily dependent upon some objective index of each boy's separate traits. This actual measurement of the disciplinary factor is unique to the military schools.

The New Mexico Military Institute, in which this study was made, is a state owned institution for boys of Junior College age. At the time of this study the work included the last three years of high school and the first two years of college. The majority of the boys are pursuing preparatory work for other four year colleges. The school is classified as an essentially military school and the enrollment for the year studied is 546 cadets. This includes the number who completed the year and on whom complete statistics are available. The geographical distribution of the student body extends to forty-one states as well as Alaska, Cuba, Mexico, Canada, Philippines, Hawaii, and Brazil. The ages of the boys range from
fourteen to twenty-one.

The regulation of discipline in the New Mexico Military Institute is under the control of the Commandant of Cadets. His department includes a number of tactical officers, part of whose duties consist of seeing that the regulations of the school are enforced. The academic faculty are an integral part of the disciplinary system as a result of their routine maintenance of classroom order, and their regular assignment to a tour of duty in barracks. In this way each officer is brought in contact with all of the cadets' school life, and discipline is under the observation of an officer at all times. Besides these officers, the ranking cadets within the troops are responsible for the discipline in the troop and their regular tour of duty as "officer of the day" delegates certain aspects of discipline to their charge.

The disciplinary infractions which come to the attention of any of these persons responsible are recorded as a "report" against the individual involved. The cadet whose name has been entered as having a report must appear before the Commandant of Cadets and answer to the charge. He may declare it "correct" or "incorrect" or may ask that he be permitted an explanation. If in the final outcome he is found to be guilty of the offence, he is assigned a penalty commensurate with the nature of the infraction. This penalty, stated in demerits, provides a quantitative index or measure of the cadets behavior. The number of demerits assessed increases with the seriousness of the offence and the entire field of behavior is included in the measure. (A partial list of offences and their respective penalties will be found in the appendix).

In general, it is expected that the cadet will conduct himself as a
gentlemen at all times, that he will keep his room and personal belongings in an orderly condition, and that he will attend all classes, drills, and other formations promptly. In general these rules are the same as those expected of a gentlemen in any social situation with the addition of such military courtesies as have grown up around this particular system of life.

In a study of this sort it will be necessary at times to limit the field to smaller units than the entire cadet corps for purposes which will be detailed in each specific case. The existence of a numerical scholastic grading system in the high school division of this school and the use of a letter system in the junior college department presents an example of this need for separate study in some cases.

The results in these studies are to be considered in the light of the individual school studied and even for the particular years involved. There is no attempt to draw conclusions which will apply to other situations and to other times. The conclusions drawn may be a source of inspiration to further studies of this sort. They may arrive at results similar to future studies in other cases. It is only by this means that any definite guiding principles may evolve from this type of study.
SECTION XI

RELATIONSHIP BETWEEN TOTAL OEMS BITS AND BEHAVIOR

The purpose of this study is to ascertain the relationship between grades earned in academic subjects and the total number of demerits earned in one year by the individuals studied.

The academic grades in the high school department were selected for this purpose because they are stated numerically as are the total numbers of demerits for the same individuals. The last two years of high school were selected for this study, both because of the similarity in the subject matter of their academic programs, and for the control of any great age dispersion that might affect results.

An average of the academic grades for one semester was obtained from the semester grades in all high school subjects of 214 students. The list of high school subjects included in this program were:

Table 1

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>American Government</td>
</tr>
<tr>
<td>Algebra 1 and 2</td>
</tr>
<tr>
<td>Bookkeeping</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Drawing</td>
</tr>
<tr>
<td>English 3 and 4</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Geometry, Plane and Solid</td>
</tr>
</tbody>
</table>
The total number of demerits obtained by the student for the semester was taken as the numerical measure of deportment.

By use of the Pearson Product Moment method these two sets of scores were correlated to determine their relationship. Because the greater number of demerits obtained expresses poorer behavior, the sign of the correlation thus obtained was changed to indicate a true relationship.

These two sets of scores were found to correlate +0.28 ± 0.04 after the sign was changed.

This would indicate that there is a slight positive relationship between the total number of demerits obtained by an individual in one semester and the average of his academic grades for the same semester. It follows that when the scores for a large group are taken together that academic grades would indicate no decided behavior tendency, nor would total demerits obtained be a reliable indication of academic expectancy.
SECTION III

RELATIONSHIPS BETWEEN DEPORTMENT GRADES AND BEHAVIOR

Due to the great number of new rules that confront the boy entering the military school, it is unusual for him to be able to completely avoid a certain minimum number of demerits each six weeks' period. For this reason a system of deportment grades has been devised to recognize this tendency. The cadet may get twelve demerits during the six weeks' period and still maintain a perfect deportment grade. This grade is designated as an "A." In the event that he acquires as many as twenty-four demerits during the six weeks' period he receives a "B" in deportment. If the total number of demerits obtained during the six weeks' period is more than twenty-four and not as many as fifty, his deportment grade is "C." The lowest grade given in deportment is a "D" which is given to anyone getting more than fifty demerits during the six weeks' period. By this method it is possible for the cadet to maintain an "A" average in deportment while making allowances for the occasional or accidental breach of rules which might not indicate poor behavior.

Of the total of 546 cadets who completed the school year of 1938-39, 514 or 94.13% received "A" in deportment; twenty-seven or 4.94% received "B" in deportment; four or .73% received "C;" only one cadet received a "D" grade. This would indicate that it is possible for the great majority of the cadets to maintain an "A" average in deportment and further shows that these literal measures are not to be confused with the usual academic letter grades.

Each one of these deportment groups was examined separately to see if there were any academic differences corresponding to their behavior.
For this purpose the mean academic grades were used for comparisons. It was necessary to separate the high school from the college scores because of the numerical grading system used in the high school and the letter system used in the college.

In the Junior college department there were 264 "A" grades in deportment and the corresponding academic average of these cadets was "C." The same was true for the 15 "B" grades in deportment. The two "C" grades in deportment were both receiving "D" grades academically.

In the high school department there were 250 "A" grades in deportment and their numerical academic average was 81.6. The twelve "B" grades in deportment had an academic average of 81.0. The two "C" grades in deportment had an academic average of 80.4. The one "D" grade in deportment had an academic average of 83.0.

These differences are considered too slight to indicate any reliable tendency though with the exception of the last score the trend is toward a positive correlation between academic grades and disciplinary grades.

It may also be concluded that these grades in discipline are more indicative of behavior than are the actual numbers of demerits.
SECTION IV


The fact that a correlation exists between academic grades and the grades in discipline even when entire groups are studied suggests that this relationship might be more pronounced in the extremes of the group because of the tendency of the middle scores to offset these more pronounced tendencies.

This study was limited to the high school group in order to obtain numerical scholastic records for the purpose of comparison. The twenty best deportment cases were selected as were the twenty poorest deportment records. The mean of each individual's scholastic grades was taken as the measure of his academic achievement. An academic mean for the entire best deportment group was found as was a mean for the poorest deportment group.

The highest twenty in deportment were found to have an academic average of 81.1 while the lowest deportment group were found to have an academic average of 78.33.

The dispersion of scores in the case of the low twenty was found to be greater, ranging from sixty-seven to ninety-one. The high deportment group ranged from seventy-six to ninety-one.

The difference between the mean scores of these two groups is quite significant of an actual relationship between the disciplinary and academic factors. The dispersion of the scores in the low deportment group would indicate the tendency for more of the failures to be found among the poorer deportment groups.
SECTION V

RELATIONSHIPS BETWEEN SOME OF THE FACTORS INVOLVED IN MILITARY SUCCESS

A complete analysis of all of the factors involved in military advancement would be quite beyond the scope of this or any study with objective measurements. The part played by deportment, academic grades, and grades in the theoretical military subjects are within the scope of this section.

In computing academic averages it will be necessary to change letter grades to numerical grades by accepting the middle score of each letter group as the measure of that group. Thus an "A" becomes ninety-six, "B" becomes eighty-nine, "C" is equal to eighty-two, "D" is seventy-four, and "F" is sixty-five. The necessity of this translation is more apparent when we realize that a large percentage of those who have attained military promotion are in the Junior college department. These promotions are based upon academic, disciplinary, and military records of the individuals. Consideration is also given to aggressiveness and ability to lead others as demonstrated on the drill field, in barracks, and on the athletic field.

Those who have attained military distinction may be divided into two groups. The officers are selected from the second year college men for their proficiency as demonstrated in the conduct of the duties as non-commissioned officers, from whose ranks they are chosen. The non-commissioned officers are selected from the last two years of high school and the two years of college with a viewpoint to making future officers from among their number. In all there were forty officers and 208 non-commissioned officers included in this study. They represent 7.3 and thirty-eight per cent respectively of the group studied.
The mean academic average for all cadets was found to be eighty-one. The mean of all theoretical military grades was found to be eighty-four. The average number of demerits obtained by an individual was found to be twenty-eight for the year.

The following table indicates the standings of each of these three groups in deportment, academic grades, and theoretical military grades.

<table>
<thead>
<tr>
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<th>Deportment</th>
<th>Academic Average</th>
<th>Military Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forty officers</td>
<td>22</td>
<td>86</td>
<td>84</td>
</tr>
<tr>
<td>208 N.C.O.</td>
<td>29</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>Entire group</td>
<td>28</td>
<td>81</td>
<td>84</td>
</tr>
</tbody>
</table>

These results indicate that the officers were better behaved and better students than either the non-commissioned officers or the average of the entire group. They do no better in theoretical military subjects than the other groups.

The N.C.O's maintain a slightly better academic average than do the average of the group and are only slightly poorer in behavior. Their tactics grades are equal to the other two groups.

The difference in selectivity of the officer material may account in part for their advanced academic standing. They are also more advanced in school years which makes their groups average more selective. The privileges that accompany the officers distinction may make the opportunities for acquiring demerits fewer and this may in part account for the better deportment records of this group.
SECTIOM VI
THE ACADEMIC AND DISCIPLINARY ACHIEVEMENTS OF ATHLETES

Much has been written since the growth of certain branches of athletics to commercial proportions to prove or disprove the position of the athlete in regard to academic achievement. Much of the information gathered and presented on either side represents generalizations from specific cases in particular schools. It is not the purpose of this study to determine any basic truths that may apply to the field of athletics nor to disprove any of these contentions.

The New Mexico Military Institute in the case studied is not in commercial athletic competition from any angle. The purpose of athletics in this case is to further physical development and training of all of the cadet corps and to provide stimulating competition for legitimate students who are paying their own way. There is no attempt to put a premium on athletics from the commercial angle.

In selecting the group of students that may be classified as athletes, only those who have earned a school letter either in high school or Junior college competition were studied. Eighty-two athletes in all comprise the group.

The procedure of accepting the middle score of each letter group in the case of Junior college grades was followed and the actual numerical grades of high school students were used as the measure of their scholastic achievement.

The mean academic grade for the eighty-two athletes was found to be eighty-one which is the same as that of the entire group.

The average number of demerits received by each of the eighty-two athletes was found to be twenty-three which is five less than the average.
number received by each individual in the entire cadet corps.

These findings would indicate that the athletes in this particular school are as good as the average in academic achievement when their averages are compared with the entire cadet group.

The comparison of the average number of demerits received by each of these athletes indicates that they are better deportment cases than the average student.

This study and its implications are applicable to a situation where the athlete is only one from an entire group who has demonstrated his ability in competition with others in the group, and in a situation where no previous selection of persons with athletic ability has been made.
SECTION VII

RELATIONSHIPS BETWEEN ROOMMATES IN REGARD TO THE DISCIPLINARY AND ACADEMIC FACTORS

One of the immediate environmental influences in boarding school life is the association with a roommate. It is readily understandable that in the contacts of this nature that each boy would exert certain influences upon the other and that each would be changed in some ways due to this contact. The nature of these changes and their extent would involve a careful inspection of individual cases and it would be found that no absolute uniformity existed either in direction of change or in degree of change.

Certain aspects of this problem are quite within the scope of this study however and these were studied with a view to possible relationships.

At the beginning of the school year the placement of boys with roommates is done with regard to comparable ages and grade in school. This decision is quite often the subjective estimation of the Commandant of Cadets who has charge of assigning cadets to their quarters. It is true that old cadets who have attended the school the year before, may have already chosen former roommates. These choices are recognized in most all cases. The opportunity to change roommates after the school term has begun is presented within one month after the opening of the term. This general room change results in the original placements being retained in seventy-five per cent of the cases. In other words only twenty-five per cent of the cadets have found their roommates unsatisfactory after the initial period.

This remaining twenty-five per cent of the cadets are allowed to
select their roommates and the realignment is made.

The purpose of this study will be to determine what relationships exist between the disciplinary and academic records of roommates as compared with non-roommates.

As a control comparison we may assume that if any group of individuals were segregated in groups of two without regard to previous record, that the correlation between their respective academic and disciplinary records would indicate no relationship. If the sampling were entirely at random this would occur and the correlation would be equal to zero.

In the entire group of cadets there were 265 sets of roommates living two in a room. The extra sixteen cadets to make up the total of 546 were living temporarily in rooms alone or in certain odd rooms which accommodated three boys. These 265 sets of roommates were selected for comparison in regard to their academic and disciplinary relationships.

In the case of junior college cadets, the middle score of the letter groups were taken to indicate their academic standings.

By the Pearson Product Moment method the academic grades of roommates were correlated with each other.

By the same method the number of demerits that each roommate received was correlated with the respective roommates number.

The coefficient of correlation between academic grades was found to be 0.67±0.04. The correlation between the number of demerits that each received was found to be .42±0.03.

These results indicate a very slight relationship between the academic achievements of roommates but a rather significant relationship between their behaviors as indicated by total number of demerits received.
The trend of deportment problems throughout the year has a tendency to increase and decrease with a certain rhythmic regularity which may be represented as a general pattern of behavior. This tendency, if predictable, may prove of value in determining measures to counteract the otherwise serious results of these deviations.

The purpose of this study will be to describe the periodic trends of this disciplinary pulse as it is quantitatively expressed by records of the disciplinary department. One of the records that is usually accepted as indicative of behavior tendencies is the "Confinement" list. This list contains all of the names of individuals who have accumulated during the week a total of six demerits for infractions of the school rules. When this list becomes an extended one, the discipline is said to be on the decline. When the list is brief, the conclusion is that behavior has been better for the week.

The average number of names that have appeared on this list for the period studied is fifteen. An excess of fifteen then would indicate an above normal number of confinements and a decline in behavior. A number less than fifteen would indicate better deportment for the week.

On pages 19 and 20 is a graphical representation of a three years' study of the trends of the "Confinement list" with a composite picture of the three years' tendencies. The study was limited to three years because the total cadet enrollment was the same for those three years. Any great addition to the enrollment or decrease in its size would affect the accuracy of these results.
The causes behind many of these fluctuations would necessitate the study of the individual happenings in cadet life together with the specific opportunities presented during each week to swell or diminish the extent of the confinement list. However, many of the regularities in the trend of behavior may be partially explained on the basis of regular happenings that probably contribute to their causes.

The first few weeks below average showing may be undoubtedly attributed to the practice on the part of the school disciplinary department to withhold the initial demerits for the beginners until it is reasonably certain that they are acquainted with all of the regulations governing their behavior. Likewise there is often the feeling on the part of the cadets who are already familiar with disciplinary regulations from former years to hesitate to start off with any demerits against their records. All of the new resolutions that may have been made to parents or to school officials are perhaps at this time having their effect.

The effect of these restraints weakens as time progresses and together with the inclusion of new cadets reports among the demerits, the list of confined persons grows to above normal by the end of the fifth or sixth week. The reports that are sent home to the cadets parents at the end of the sixth week may be a factor in the tendency for the behavior pattern to improve after the first six weeks' period.

From the end of the first six weeks' period until the holiday vacation, the deportment pattern is irregularly above and below the average. There is a serious and regular upswing in the graph during the last two or three weeks of the first semester. At this time the cases of
homesickness are most prevalent and the joys of the holiday season are still bright in comparison to the prospect of semester examinations and failures at hand. There is also the occasional opportunity to drop out of school at this time and attend a school at home where all of the delights of the home atmosphere may be enjoyed and escape from restriction and rule may be accomplished. This perhaps is the very lowest and most dangerous disciplinary period in cadet life.

Immediately following the opening of the second semester, a troop competition in discipline is begun for the purpose of awarding the best disciplined troop at the close of the term. This troop discipline is based on the composite disciplinary record of each cadet in the several troops. Individual effort for the good of the rest of the troop combined with the occasional assistance by members of the troop for the habitually late person, is an item in the reduction of the confinement list after this period. The competition has its faults in that like all efforts of this nature, a poor beginning of the week may make the race seem hopeless for that week and discipline may suffer until another week's competition begins. It may be added that the immediate reward sought in this case is the steak dinner that the two highest troops for the week enjoy.

The decided and regular downswing of the graph during the second or third week of April is attributed to the occurrence at that time of an Annual Federal Inspection of the cadet corps. Boys consider this Annual Inspection the most important military event during the year and make a very detailed preparation for the occasion. The time and effort involved occupy their energy and attention to such an extent that behavior is at its best at this time.
The reaction from this period is felt within a week and disciplinary problems again mount to above normal.

The decline at the close of the year might be in part due to the preparation for examinations, or to the realization on the part of the cadet that the promotions that occur at the end of the term may be affected greatly by the deportment, and that his behavior will be under particular observation at this time.
SECTION IX

SOME PERSONAL OBSERVATIONS AND CONCLUSIONS DRAWN FROM INDIVIDUAL CASES IN SCHOOL DISCIPLINE

Many of the individual cases that occur in school life are interesting problems within themselves but present little objective measurement to form the basis for study. Some of the personal observations from these cases are presented as subjective reactions to be considered only as the individual opinions of the author. They may be considered as sidelights perhaps of the more objective study of disciplinary factors.

The disciplinary problem presented by the boy whose parents have been divorced or separated is an ever occurring one which varies at times in its expression but presents many similarities in design.

In many cases the effect upon the boy of this separation is a rather complete disregard for his own record, with the thought that there is no one particularly interested in his welfare now that the family union has been severed. It is difficult to establish new motivating factors for which this boy will strive. He often feels that his interests have been sacrificed and he has been deserted in the marital separation. While the solution of the problem after the separation has occurred is to substitute new purposes toward which the boy will strive, these goals are never quite as strong as those that have been destroyed and these situations require delicate handling or no progress is attained.

The effects of the over-indulgent parents are difficult to correct in the young boy when the time comes for this indulgence to be dispensed with. In the military school life, a part of the training in self-reliance consists of assigning the cadet a certain number of duties or responsibilities and
training him to carry them to a successful conclusion. This presents grave obstacles for the boy for whom the parents have always planned, anticipated, and even accomplished. His own resources often prove inadequate due to lack of experience and he finds himself incapable of keeping pace with his more apt contemporaries. This defeat may lead to resentment for rules, flight from the situation, or resignation to a presumed handicap. All of these adjustments are serious and care must be taken to readjust the boy without the appearance of making allowances for his case.

Homesickness presents a very real problem in behavior to most all normal boys at the school age, when it is necessary that they remain a long way from home for some considerable length of time. The treatment of homesickness consists of getting the boy interested in some activity which will occupy his mind and prevent his dwelling on the home situation too much. It is sometimes necessary to hospitalize these cases when they become so extreme that appetite is gone for some length of time. Athletics, social events, and parties scheduled at the times of the year when the prevalence of homesickness is greatest have a marked effect on overcoming the seriousness of this difficulty.

One of the most dangerous types of behavior, and perhaps the least considered of all, is the case of the boy who is an excellent student, and an excellent disciplinary case from the standpoint of obeying the rules, but whose social development is neglected. We tend to give our attention to those who disobey the rules and to neglect those who obey the rules and get good grades. Oftentimes among the rest of the group there are those who need attention from another angle and because their behavior is within the regulations, they are overlooked. The proper development of the boy
must include association with his fellows and attendance at games, dances, and parties with his own and the opposite sex. These cases are not difficult to adjust if they are detected early, but later become the most serious problems.
SECTION X

SUMMARY

The results of these studies indicate that there are certain rather
definite relationships between the factors of behavior, academic achievement,
athletic ability, and military promotion. The summary of these tendencies
follows:

1. The total number of demerits received by an individual in one
semester is only slightly indicative of his academic achievement \( r = .28^{+}.04 \).

2. There is a trend toward a significant correlation between the
disciplinary grades and the academic grades. This academic grade is a better
measure of deportment than the total number of demerits.

3. Cadets receiving military promotions are better behaved, and
better students than non-commissioned officers. They do no better in
theoretical military studies than the average of the entire cadet corps or
than the non-commissioned officers. The non-commissioned officers are
slightly better students than the average of the entire group.

4. Athletes are academically as good as the average students and
they are better than the average student in behavior.

5. Roommates resemble each other to a significant degree in their
behavior \( r = .42^{+}.03 \), but show no significant relationship in their
academic achievements \( r = .16^{+}.04 \).

6. There is a tendency for the number of disciplinary cases occurring
in a military school to conform to a rather regular pattern that may be
represented graphically.
APPENDIX

The following is an incomplete list of typical offences recorded at the New Mexico Military Institute and the respective penalty assigned to each.

- Room not policed: 3 demerits
- Dirty floor: 2 demerits
- Shoes not shined: 2 demerits
- Absent class: 6 demerits
- Late class: 2 demerits
- Improperly dressed: 2 demerits
- Smoking cigarettes: 3 demerits
- Absent drill: 6 demerits
- Absent any formation: 3 demerits
- Late any formation: 2 demerits
- Gambling: 20 demerits
- Lying: 20 demerits
- Absent post during the daytime: 5 demerits
- Absent post at night: 50 demerits
- Pocket unbuttoned: 2 demerits
- Not saluting properly: 2 demerits
- Chewing gum: 2 demerits
- Out of quarters at call to q: 3 demerits
- Out of quarters study hall: 5 demerits
- Profanity: 6 demerits

This list suggests the relative importance attached to some of the more common deportment infractions. Most all of these penalties are the result of practice over a number of years. The penalties attached to the more common offences are quite well known to the individual cadet.