

Nina Nauheim

Femdom

Student/Teacher

Discipline

Humiliation

STUDENT TAKES CHARGE



Student Takes Charge Femdom Student Teacher Discipline Humiliation

Richard Arum



Student Takes Charge Femdom Student Teacher Discipline Humiliation:

Student Takes Charge (Femdom, Student/Teacher, Discipline, Humiliation) Nina Nauheim, 2014-12-05 Reader Advisory These stories are for mature audiences only and feature intensely erotic situations dominant women and submissive men taboo teacher student relations discipline spanking and humiliation All characters are 18 or older If he s being honest Sam Rogers sometimes enjoys jerking around the female college students in his classes but when he goes too far with his bad marks he finds out there s someone in his class who won t get pushed too far Melanie an undergraduate who knows how to take charge has discovered a dirty little secret that Sam will do anything to keep from getting out into the open She s willing to keep this secret between them but she wants to be sure that Sam still gets the punishment he so very much deserves Excerpt I m going to punish you Sam she explained her hand opening first the belt and then my fly to push my pants down to my knees and allow them to fall the rest of the way to the floor I clutched a hand over my crotch now covered only by a pair of thin white briefs You don t seem to be grasping that reality she went on It s either me or the Chair of your Department Which one do you want it to be I stared at her caught in an impossible place I had no one to blame but myself Why had I done it And now I was completely at her mercy Well You I whispered Me You want me to punish you I grimaced trying to think of some other option Sam What s it going to be Yes The smile returned to her face That s a good boy I thought you d see it my way It just took a little explaining Now bend down and pick up your pants and hand them to me I d hate to let them wrinkle down there The deep crimson flush of humiliation was rising in my face as I stared at her paralyzed Sam she repeated pointing at my fallen garment I slid my back down the wall until I felt the rumpled fabric in my hand I stepped out of it and rose with it draped from my limp fingers Melanie held out her hand for it and I gave it to her She folded it with care placed it on the desk behind her and then turned back to me She eyed me up and down evaluating the man standing before her I was supposed to be the authority figure but how fast the tables had turned I felt the humiliating flush in my cheeks burning hotter than ever as I felt her soft brown eyes roving over my body Other more conflicted and confusing emotions were playing about inside me as well as I noticed the slight quickening of her breath and the almost predatory desire in her eyes Notice This title includes themes and passages that have been adapted from Jessica Whitethread s Disciplining the Teacher with full consent of the original author

Teacher's Rules: A Bundle of Femdom Discipline and Authority in the Classroom (Femdom Student/Teacher Discipline and Humiliation Erotica) Nina Nauheim, 2015-06-12 Reader Advisory These stories are for mature audiences only and feature intensely erotic situations dominant women and submissive men taboo teacher student relations bdsm play discipline spanking and humiliation All characters are 18 or older Teacher s Rules contains three hot stories of dominant women and school discipline Femdom Class for the Jock Peter Leyton has always found ways of using his good looks and athletic talents to get ahead and when he arrives in college it doesn t look like that s going to have to change But his easy ride runs out when his professor Sarah Kelly notices him flirting with a female classmate only to copy her course

work The domineering and ever so sexy professor decides it s time to teach Peter a little personal responsibility and maybe show the testosterone charged young man just what a woman who actually knows how to handle him looks like Student Takes Charge If he s being honest Sam Rogers sometimes enjoys jerking around the female college students in his classes but when he goes too far with his bad marks he finds out there s someone in his class who won t get pushed too far Melanie an undergraduate who knows how to take charge has discovered a dirty little secret that Sam will do anything to keep from getting out into the open She s willing to keep this secret between them but she wants to be sure that Sam still gets the punishment he so very much deserves Spanking After Class Jackson doesn t know why he started the rumor about Professor Eliza Richardson his young and beautiful economics professor Maybe it was a plea for attention or maybe it was just a way of making a long hidden fantasy become slightly real But whatever the reason the rumors have made their way to the Dean of Student Affairs Ms Clay herself and when Jackson is called down to the office on a Friday afternoon he finds out the dean s heard a lot more Once past the initial mortification he can admit he s probably earned the spanking she ll give him but did Ms Clay really have to tell Professor Richardson about the whole thing too Surely the professor will find her own ways to settle accounts and all Jackson can do is wait and see which method will leave him more sore Excerpt I m going to punish you Sam she explained her hand opening first the belt and then my fly to push my pants down to my knees and allow them to fall the rest of the way to the floor I clutched a hand over my crotch now covered only by a pair of thin white briefs You don t seem to be grasping that reality she went on It s either me or the Chair of your Department Which one do you want it to be I stared at her caught in an impossible place I had no one to blame but myself Why had I done it And now I was completely at her mercy Well You I whispered Me You want me to punish you I grimaced trying to think of some other option Sam What s it going to be Yes The smile returned to her face That s a good boy I thought you d see it my way It just took a little explaining Now bend down and pick up your pants and hand them to me I d hate to let them wrinkle down there The deep crimson flush of humiliation was rising in my face as I stared at her paralyzed Sam she repeated pointing at my fallen garment Melanie held out her hand for it and I gave it to her She folded it with care placed it on the desk behind her and then turned back to me She eyed me up and down evaluating the man standing before her I was supposed to be the authority figure but how fast the tables had turned I felt the humiliating flush in my cheeks burning hotter than ever as I felt her soft brown eyes roving over my body Notice These titles include themes and passages that have been adapted from several works by Jessica Whitethread with full consent of the original author

Spanking After Class (Femdom Student/Teacher Discipline and Humiliation Erotica) Nina Nauheim,2015-04-23 Reader Advisory These stories are for mature audiences only and feature intensely erotic situations dominant women and submissive men taboo teacher student relations discipline spanking and humiliation All characters are 18 or older Jackson doesn t know why he started the rumor about Professor Eliza Richardson his young and beautiful economics professor Maybe it was a plea for attention or maybe it was just a way of making a long

hidden fantasy become slightly real But whatever the reason the rumors have made their way to the Dean of Student Affairs Ms Clay herself and when Jackson is called down to the office on a Friday afternoon he finds out the dean s heard a lot more Once past the initial mortification he can admit he s probably earned the spanking she ll give him but did Ms Clay really have to tell Professor Richardson about the whole thing too Surely the professor will find her own ways to settle accounts and all Jackson can do is wait and see which method will leave him more sore Excerpt The ensuing silence was awful After daring the initial glance towards Professor Richardson my eyes had stayed locked on a spot on the floor near the leg of the desk I could feel her considering me Won t you say something Professor I finally blurted I m trying to understand you Jackson What s to understand I shouldn t have said I just made a mistake What did you want I struggled with the question I guess I just sort of liked the idea of it to tell the truth I said finally in a very quiet voice I m just so incredibly embarrassed Professor She blinked in surprise Then she started to laugh Is that what it was she said I thought I saw something in the way you looked at me and it made the lie all the harder to understand She closed the door of the office and stepped into the room But then again if you knew the headache what a stupid thing I m sorry She billowed the top of her blouse with a hand and ran frustrated fingers through her lustrous dark hair Even though it was wildly inappropriate given the situation I couldn t help but find her even more alluring when angry than when she was calm and collected She seemed simultaneously capable of anything and yet in control I got the sudden and very strange insight that she had probably been the type to get into a lot of trouble when she was younger She turned back to look at me and caught me staring Her eyes locked to mine freezing me in place and I watched a faintly appraising look come into her face Her full lips pursed thoughtfully Well what are we going to do about this she asked The question sounded rhetorical so I watched her without answering Tell me she said walking over to lean against the desk only a couple feet from me What is it exactly you told people I did Notice This title includes themes and passages that have been adapted from Jessica Whitethread s Naughty Rumors with full consent of the original author

Femdom Class for the Jock (Student/Teacher Femdom Discipline and Humiliation Erotica) Nina

Nauheim,2015-04-16 Reader Advisory This story is for mature audiences only and features intensely erotic situations dominant women and submissive men taboo teacher student relations bdsm play discipline spanking and humiliation All characters are 18 or older Peter Leyton has always found ways of using his good looks and athletic talents to get ahead and when he arrives in college it doesn t look like that s going to have to change But his easy ride runs out when his professor Sarah Kelly notices him flirting with a female classmate only to copy her course work The domineering and ever so sexy professor decides it s time to teach Peter a little personal responsibility and maybe show the testosterone charged young man just what a woman who actually knows how to handle him looks like Excerpt You know Professor I begin I understand why you have me cleaning the classroom I m really learning a lesson But as for talking to Jessie I really don t understand why that s so necessary How do you know I don t like her I shrug my shoulders That s the sort of thing I get to decide for myself isn t it

I m not just a child you get to push around like that I wince slightly as I hear the last words come out of my mouth That may have been taking it too far but it was where the conversation was headed anyways That s a very interesting perspective Peter she says in a neutral voice But surely if you cared about her you wouldn t be manipulating her into giving you her work when she clearly didn t want to I roll my eyes in dismissal Professor I say is it really that simple Sometimes you need something from someone that s all It doesn t hurt her any if she helps me out just like it doesn t hurt you any if you forget this whole thing ever happened I put a little emphasis on the if I m not obvious I think but I do it just enough that he ll interpret the sentence the way I mean it She sits back and considers me for a long moment taking me in all of me I find myself suddenly a little bit self conscious but try to shake the momentary weakness out of my head What are you doing Peter she asks Why do you think it s appropriate to act this way I try to meet her gaze but I m finding it increasingly difficult Like what Professor You always trying to push people around to get what you want Do you think I m some kid who ll go weak kneed if you flex your muscles What are you talking about Professor I ask as innocently as I can mentally backpedaling as my heart begins to hammer She seems angry It s suddenly obvious to both of us that I don t have the courage to go through with my implied threat What am I talking about She asks incredulously No enough I ve wasted too much time trying to teach you like an adult and give you the benefit of the doubt I can see now that I was wrong from the beginning She stands up angry and strong and almost as tall as I am but still managing to look down at me somehow She grabs me by my arm and pulls me to face her Look at yourself she says Do you think this is an acceptable way to behave How far in life do you think this sort of stunt will take you I look at her unable to speak There isn t anything to say But there s something about the way she s looking at me almost like she knows she s supposed to be angry but she s responding in a different way instead almost like she s noticing me the way I noticed her along the pathway this morning now that we re so close I draw in a faltering breath Notice This title includes themes and passages that have been adapted from Jessica Whitethread s Caught By My Professor with full consent of the original author

Discipline and Learning National Education Association of the United States,1975 *Discipline and Learning* ,1975 *Judging School Discipline* Richard Arum,2005-09-30 This powerful account of how decades of mostly well intended litigation have eroded the moral authority of teachers and principals and degraded the quality of American education offers a rigorous analysis enriched by vivid descriptions of individual cases The book explores 1 200 cases in which a school s right to control students was contested

The Impact of Teacher Conflict Styles on Student Discipline Outcomes Marie E. Borrazzo Mba Ph. D.,Marie E. Borrazzo,2005 Research was centered on at risk students enrolled in an Academy that was designed to specifically meet at risk student needs Teacher response styles during the discipline process was the center of the research given that at risk students are suspended more frequently than students typically falling into the regular student population Teachers conflict styles were assessed using the Kilmann conflict assessment Another key focus was the effect of systemic issues that influence teacher student interaction that result from cultural influences and social

complexities present in capitalist economic system Social complexity has resulted in the compartmentalization of individual action affecting interaction Teachers and faculty with assigned duties are expected to follow prescribed discipline procedures as dictated by the school s discipline action plan These individuals are placed in situations where they must continually second guess their decision making process Laws policies and procedures currently in existence which were originally believed to promote efficiency restrict and hinder individuality and creativity Discipline in the public school system has deteriorated throughout the years Teacher shortages and student failure continue to rise despite changes in curriculum Theorists such as Freire believe this is the result of polarization between teacher and student resulting from the banking concept of education Freire 2000 The polarization results from poor family structure inappropriate adult models and the loss of individuality within a system designed to serve the masses Individuality Thomas 1963 has been lost as schools have standardized interaction through policy resulting from law Students are expected to compete uniformly regardless of their life circumstances Economic models are rarely mentioned by individuals holding positions of power or influence as they rather maintain their status rather than correct social inequities resulting from increased stratification This is permissible simply because stratification and the constant state of conflict present within individuals serves a purpose as individuals compete in a capitalist system for a better life situation Poor discipline is often believed to be the result of family background Blandford 1998 while the stress resulting from poverty such as lack of social support teenage motherhood and low birth weight Baumrind 1995 are ignored Regardless the need for a stronger economy that can provide higher paying jobs for families living in poverty is a key element that will strengthen the family Those who struggle to live a descent life can work less hours and spend more time nurturing their children The increasing complexity of society has resulted in the transformation of the scientific consciousness of the human race as puppets in the grip of natural or fate in an alienated mode of awareness Harris 1995 Social complexity has resulted in an increase in structural violence Galtung 1999 as a result of divisions inequalities and lack of equilibrium within social order Foucault 1976 A close look indicates that the very forces that appear to press people into molds and to force them to follow the herd are interlaced with the crying needs for creativeness imagination desire to be venturesome and great diversity of talent Barnes et al 1965 While we cannot transform the economy we can control our response choices as educators to help at risk students achieve their highest potential regardless of their circumstances This is perhaps why understanding the influence of a teacher s discipline conflict style is an important key in stifling the cycle of violence at risk students encounter on a daily basis The research results obtained demonstrated that there were significant differences between each style and consequently the discipline outcome Appended to this document are 1 Definition of Terms and 2 School Discipline Plan A 115 item bibliography is included Contains 20 tables

Student Discipline Strategies Oliver Clinton Moles,1990-01-01 Almost a third of public school teachers have considered leaving teaching because of student misbehavior When asked what were the greatest problems facing their local

schools respondents to Gallup polls have cited discipline first almost every year back to the early 1970s Discipline problems may range from crimes in schools such as robbery and drug dealing committed by students or intruders to lack of respectful behavior toward teachers and classmates and the spectrum from crimes to disrespect is discussed in the chapters of this ground breaking volume This collection by leading scholars should be useful to social scientists educational researchers educators and school administrators all those who need to understand how specific and manipulable features of schools classrooms and their surrounding environments affect the course of student behavior and prospects for sustained improvement in the discipline climate in schools The information in these chapters provides many practical ideas as well as some cautions for trying new approaches to make schools more orderly learning environments for all students

Strategies to Reduce Student Misbehavior Oliver Clinton Moles,1989 *A Comparison of Student Teacher Attitudes on Discipline Before and After Student Teaching* Stephen John Zimmerman,1978 **Teachers' Attitudes Toward Student Control, Discipline and Suspension** Kathleen Ann Pistone,1989 Reimagining School Discipline for the 21st Century Student John A. Williams III,Chance W. Lewis,2021-11-17 This book focuses on transforming school disciplinary practices by leveraging the strengths of marginalized students and professional knowledge of school personnel It addresses discipline disproportionality affecting African American Latinx Native American and LGBTQ students offering solutions for equitable engagement **Student Discipline and Teacher Agency** Angella Manhertz,2021 Discipline is defined as the practice of training people to obey rules or a code of behavior using punishment to correct disobedience In public schools across the United States disparate discipline outcomes continue to plague most educational settings and methods of effectively addressing this concern remain elusive White teachers comprise the majority of the teaching force and the over representation of non White students in exclusionary discipline may be function of cultural mismatch or bias This qualitative study addresses how White teachers come to make decisions about discipline and explores factors that inform such decisions The inquiry includes interviews with three White middle school teachers In their expressed values beliefs and actions each teacher emerged as representing a particular perspective from which to view discipline Discipline as Relationship Building Discipline as Social Justice and Discipline as Caring for and Challenging Students Findings further highlight the need and importance for White educators to acknowledge the impact of race on themselves students and the school system as an institution Additional consideration is given to the trustworthiness of findings implications and limitations of the study

Teachers' Attitudes Toward Student Control, Discipline and Suspension Kathleen A. Pistone,1983 **The Relationship of Student-teacher Compatibility to Perceived Student Discipline** Terrence J. O'Toole,1982 **Student Discipline** Philip M. Brown,2016-02-03 The foundation for a safe school rests on the creation of a healthy school climate a caring community where students feel safe and relationships facilitate prosocial growth as well as academic learning A balance of structure and support is essential and requires an organized schoolwide approach that is practiced by all school

personnel Codes of student conduct that rest on core ethical values rather than just rules and punishment are a start Recognizing that teachers are moral educators and schools model expectations for citizenship undergirds the prosocial school From PBIS and restorative justice to mindfulness and the importance of play from academic integrity to peer group support we examine the science and evidence informed programs that support a prosocial approach to school discipline Eight schools from across the country that have struggled and learned to be beacons of prosocial school approaches are highlighted through summaries and links to their stories Proactive responses to the U S Department of Education s Guiding Principles on School Discipline are provided by education law experts from the National School Climate Center and the New Jersey Principal s and Supervisor s Association , **Schools and the Right to Discipline** Nicky Darlow,Wellington Community Law Centre,2005-01-01 Student Discipline Dennis Lee Tuggle,1995

Whispering the Secrets of Language: An Mental Quest through **Student Takes Charge Femdom Student Teacher Discipline Humiliation**

In a digitally-driven world where displays reign great and quick communication drowns out the subtleties of language, the profound techniques and emotional subtleties concealed within phrases frequently move unheard. Yet, nestled within the pages of **Student Takes Charge Femdom Student Teacher Discipline Humiliation** a interesting fictional treasure blinking with raw thoughts, lies a fantastic journey waiting to be undertaken. Penned by a talented wordsmith, this marvelous opus encourages viewers on an introspective trip, lightly unraveling the veiled truths and profound impact resonating within the very cloth of every word. Within the psychological depths of this poignant evaluation, we shall embark upon a heartfelt exploration of the book is core styles, dissect their fascinating writing fashion, and fail to the strong resonance it evokes serious within the recesses of readers hearts.

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