Part of the educational philosophy of every professional educator is a position on the aim and practice of discipline in schools. Though the primary and immediate goal of schooling may be cognitive development, no teacher or administrator is unaware of the idea that the socialization of a young person is a concomitant and necessary outcome, essential not only to prepare the student to live in society but also to insure an atmosphere which is conducive to learning during the school years.

A theory of discipline colors how students and teachers relate and interact in a school. In schools where discipline is severe and rules are inflexible, the student-teacher relationship is formal and distant. Where rules have been replaced by guidelines and reprimand by rapport, the teacher-student relationship tends to be casual and informal. Underlying these diverse approaches are conflicting assumptions about how students grow and about how rules, authority, and punishment advance or retard that growth.

Different approaches to discipline are also one of the most frequent sources of conflict between teachers and administrators as well as among teachers. To some faculty members, discipline is perceived as too loose, a thing of the past, and not supportive of the intellectual climate that they are trying to build. Other teachers in the same school see discipline as too repressive, mistakenly focused on punishment, and ineffective in producing self-discipline. What is at issue is not so much perceptions of discipline as basic assumptions about the educational process, about models of schooling, and how education takes place. A position on the role of discipline in the process of growth derives from and depends on answering more basic questions on the purpose of schools.

An explication of the educational models that underly attitudes towards discipline can create a better understanding not only of the various options available to educators but also of the reasons for conflict and confusion in this vital area.

The application of the four models of schooling to the area of discipline was suggested to the author by Thomas R. Schnadelbach, S.J.
area of school life. In the analysis which follows, four educational models are described; then the implications of these models for discipline are explored and explicitated. The aim is to promote a greater awareness of the theoretical assumptions which motivate different attitudes toward discipline, and—as a consequence—to provide a more solid basis both for understanding and for intelligent action.

Four Educational Models

A. Individual Fulfillment

One model of schooling is the humanistic or Individual Fulfillment approach. Starting with the optimistic assumptions about human nature that are the basis of humanistic or third force psychology, the Individual Fulfillment model emphasizes student initiative and self-direction as the heart of the educational process. What the student discovers for him/herself is what is really important. Growth takes place through the natural 'unfolding' of the student's unique capacities rather than through pumping outside knowledge and skills into the student. At the core of the educational process is learning-to-be—a-person, the development of a deep understanding of self; this personal self-realization then becomes the core around which all other learning takes place.

In such a model, the teacher's role is helpful and supportive rather than intrusive and directive. The teacher stands back and encourages, provides resources, interprets, and clarifies. The curriculum emerges out of the natural curiosity of the child placed in a rich educational environment. The school is structured around the concept of openness—physical, intellectual and affective—aimed at releasing and encouraging the powerful, deeply personal, but often untapped, desire of the student to know and to become.

B. Scholarly Discipline

A second model of schooling is the Scholarly Discipline or subject-oriented approach. It focuses on knowledge and intellectual skills as the aim of schools. Its contemporary impetus came from scholars who were concerned that schools had lost their academic focus, and, as a consequence, were not producing graduates who were both knowledgeable and had the capacity to advance knowledge. The curriculum is composed of the enduring concepts and ideas which have emerged in the various disciplines through centuries of intellectual effort. If the material of the disciplines is properly translated and organized, it is assumed that students at any level can absorb the methods of inquiry and the important ideas of a discipline and their interrelatedness (the structure of the discipline). In a real sense the student becomes a beginning practitioner of the discipline—a fledgling historian, biologist, etc.

The role of the teacher in this approach is that of a model, a scholar who has chosen to communicate the substance and ways of knowing of a discipline to the next generation rather than to produce new knowledge. The school focuses around the 'traditional' pursuit of knowledge as it is contained in the time-honored approaches to understanding the world—the disciplines.

C. Educational Technology

The third approach to schooling is the behaviorist or Educational Technology model. Deriving its basic insight from the work of the behavioral psychologists, the Educational Technology model concentrates its attention on educational outcomes. Learning is defined as change in behavior; schooling is the process through which precisely defined behavior changes are made to occur in students through the proper arrangement of activities and contingencies of reinforcement. The major force in shaping behavior is the environment.

The student is seen as a highly adaptable individual who is capable, if properly reinforced, of achieving the most complicated performances. The curriculum is an experimentally designed behavioral strategy which can produce learning more efficiently than any other less scientific approach. The teacher in this model becomes an expert in diagnosis, prescription and evaluation, a professional capable of adjusting materials and reinforcement to the needs of the individual student. Objectives have been carefully determined; evaluative methods are equally precise.
D. Social Reconstruction
The final model of schooling, the Social Reconstruction, interprets the goal of schools as social change and improvement. The school itself is conceived as a miniature society where students learn the realities of political activity and where they are sensitized to the vital social issues which confront the human race. In the process, students develop not only the intellectual/political skills to enable them to effect change but also absorb a system of values which will motivate them to be active in the reform of unjust or dehumanizing social structures.

The curriculum in this model is adapted to include—wherever possible—explicit treatment of ethical issues implicit in every subject worth serious concern. The school environment provides an experience of life in society and of the importance of personal participation in the political process. The graduate emerging from such a school has developed critical intelligence which he/she will apply to the vital social problems of our civilization. The ultimate goal of the school is advancement/reform of society through the dedication of well trained, morally sensitive individuals.

The following chart serves to summarize and compare these four models of schooling on the important aspects of schooling.

<table>
<thead>
<tr>
<th>Models and Schooling and Discipline</th>
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<tbody>
<tr>
<td>As noted initially, models of schooling—as perspectives on how students learn and grow—'spill over' into theories of discipline. In the following discussion, the implications of the four models as they bear upon discipline are explicitated.</td>
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</tbody>
</table>

A. Individual Fulfillment
Consistent with the basic premises of the Individual Fulfillment model, the aim of discipline in this approach is the development of self-direction by each individual. Just as the educational process in general relies primarily on the initiative of the student to direct his/her own learning, so the student in the Individual Fulfillment school is trusted to develop internal control of his/her behavior.

The basic principle which the school seeks to implement is the right of the student to exercise responsibility for personal behavior. Adults may provide the general context in which decisions are made, but the student should not be deprived of the right to decide for him/herself.

The rules which the school articulates for student behavior take the form of guidelines rather than specific regulations that govern every possible contingency. These guidelines provide opportunity for the exercise of freedom by the 'room' which they permit to students; they encourage rather than discourage initiative and responsibility.

The role of the adult members of the school community is to provide a supportive environment in which students can exercise responsible...
self-regulation. The teacher is a non-directive counselor, allowing the student to be his/her own project, to mold his/her own behavior.

Authority or justification for this approach is founded in a basic trust of the natural processes of growth, as emerging naturally from the student's perception of the world and the natural sense of what is right and wrong in a particular situation. As Maslow suggests, the child, if given true freedom, can be trusted to choose what is really right for him/her. Rather than imposing a code of conduct from the outside, the rules for behavior are perceived, generated, and imposed by the student.

Punishment and reward are self-imposed and individual rather than a set of standard punishments for standard offenses. The student is allowed to make his/her own mistakes, put in contact with the consequences of those mistakes, and encouraged to learn from them. In general the attitude of the faculty toward students is one of trust. They are given the benefit of the doubt, supplied freedom rather than controlled, and counselled rather than punished. Through such a process, a graduate who has personally internalized both the values and the practices of productive behavior will emerge from the schooling experience.

B. Scholarly Discipline
The Scholarly Discipline model of discipline unfolds from more traditional premises. The aim of discipline in this approach is to demonstrate the importance of right order and the observance of rules in any society. Respect for legitimate, hierarchical authority is the foundation stone, and it is both expected and demanded.

Authority is seen as external to the student. It is a natural part of the societal context of which he/she is a part. Regulations are established by adult authority and are predicated on the assumption that they are integral to the accomplishment of the goals of the school. The right of the faculty to establish these regulations is taken for granted.

The student is expected to cooperate willingly with the regulations and to offer his/her conformity and obedience in the interest of preserving good order in the school; he respects proper authority. The right of the school and its faculty to command respect is an extension of the respect and obedience owed by the young person to parents. Faculty members emerge as authority figures who are seen as originators and monitors of the rules for life in the school. Their status is taken for granted and is not subject to questioning: any faculty member has the right to command and it is the student's obligation to cooperate. Insubordination is the most problematic of all student behaviors.

The rules and regulations are specific, addressing the typical disciplinary problems and specifying not only the behavior that should have been manifested but also the consequences for the violation of the rule. Regulations are enforced fairly and equitably for all students. Punishments are public and uniform and follow virtually automatically upon the determination of a breech of discipline. Failure to enforce rules would eventually erode the authority on which they are based.

In general, students are regarded as junior members of a society which is governed by adults who are also role models. The expectation is that the student will not only recognize his/her experience but will also accept this subordinate status as the natural order for someone who is growing toward adulthood rather than being already there. By learning to accept authority and live cooperatively with others under authority, the young person gradually is prepared to be a cooperative member of the larger society.

C. Educational Technology
The aim of discipline in an Educational Technology school is to establish those patterns of behavior which will assist students and teachers in the achievement of learning outcomes. It is assumed that the most efficient disciplinary patterns can be identified and described, and, with the proper reinforcement, shaped in the learner.

The rules aim at encouraging and rewarding proper behavior rather than monitoring and punishing breeches of discipline. Underneath
this strategy is the belief that behavior change is the result of approval rather than disapproval and that right patterns of behavior are established through positive rather than aversive reinforcement.

Authority for right behavior derives from and is a function of the need to create a productive learning environment. The rules are instruments to attain the discipline necessary to achieve behavioral learning outcomes, and—by virtue of this function—are legitimized. The set of rules that emerge are the result of a careful analysis of the proper behaviors and a systematic strategy designed to produce them.

The role of the student in an Educational Technology discipline system is that of an adaptable respondent to reinforcement. The student will, in the long run, be happier if he/she is able to establish the behaviors that will provide for a smoother integration into the existing social order.

The role of the faculty in this model is to provide the appropriate reinforcing environment and not only to specify the kind of behaviors that are desired but also to identify those means by which the desired behaviors will be rewarded. The discipline program is a carefully designed, low key behavior modification program.

In general, the student in the Educational Technology model of discipline is seen as a respondent to environmental forces which can shape his/her behavior in the proper direction in a satisfying, rewarding fashion and thus avoid the demeaning, rewarding centered and negative effects of punishment-centered discipline. It is a scientific approach to designing and implementing a happy learning environment.

D. Social Reconstruction

The aim of the Social Reconstruction model of discipline is to give the student the experience of participating in the formation of the society of the school. The school, as an agency which prepares young people to live in and to improve society, must provide the student with an initiation into the realities of life in a democratic society.

The basic principle of discipline in a Social Reconstruction school emerges from the concept of the school as a society complete in itself, governed by those who populate it. Social rules and norms, both the generation and implementation, are the responsibility of the participants. The regulations that are enacted provide good order and allow the society of the school not only to function but also to address the important moral/ethical issues which are at the heart of any organization.

The source of rules is the democratic group process. Authority derives from the "consent of the governed;" its exercise is subject to critical review in terms of its efficacy in preserving and improving the society and promoting the welfare of its members.

The student is an active participant in the political and democratic process which generates rules and norms. The voice of students is not only accepted but also given influence, authority, and power in determining how the school is operated as well as how its goals are pursued. Faculty are participants in this political process, adding their opinions and voices to the decisions which emerge in the political process.

The punishment/reward system is based on group decision. Enforcement of rules, as their generation, is for the most part in the hands of the citizenry of the society—the students.

In general, the Social Reconstruction model envisions the student as an active, responsible participant in the formation of the society of the school. Discipline is a function of the democratic process and is basically the group's own self-regulation. The rules of good order enable the school society to pursue the goals for which it is organized: learning. The students as a group are trusted to govern themselves wisely.

The following chart summarizes the role of discipline in each of the four models.

Conclusion

As with any theoretical framework, each of the models presented above can both promote understanding and also be the springboard to
<table>
<thead>
<tr>
<th>Model</th>
<th>Aim of Discipline</th>
<th>Basic Principle</th>
<th>Type of Rules</th>
<th>Source of Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL FULFILLMENT</td>
<td>the development of student self-direction</td>
<td>the right to be responsible for his/her own behavior</td>
<td>guidelines which permit freedom, encourage responsibility</td>
<td>adults provide the context; student determines own behavior</td>
</tr>
<tr>
<td>SCHOLARLY DISCIPLINE</td>
<td>demonstration of the importance of right order to the attainment of organizational societal goals</td>
<td>legitimate, hierarchical authority as the key to any society/organization</td>
<td>regulations derived from organizational values/principles</td>
<td>determined by responsible authority (principal/faculty)</td>
</tr>
<tr>
<td>EDUCATIONAL TECHNOLOGY</td>
<td>establishment of the most efficient disciplinary patterns to achieve the desired learning outcomes</td>
<td>behavior shaped by the appropriate rewards</td>
<td>behaviors/outcomes which are most effective in producing an efficient learning environment</td>
<td>carefully devised by behavioral analysis, engineering</td>
</tr>
<tr>
<td>SOCIAL RECONSTRUCTION</td>
<td>participation in the generation of a just society</td>
<td>life in the society of the school; social rules/norms determined through a responsible political process</td>
<td>principles/regulations for good order determined by participants</td>
<td>determined by democratic group decision</td>
</tr>
</tbody>
</table>

Figure 2. Conceptions of Discipline in Four Models of Schooling.

Further insight and future activity. Each model has its strengths. The Individual Fulfillment model of discipline is committed to the proposition that real growth must take place in an atmosphere of freedom and risk-taking. Self-direction rather than obedience to outside authority must be the goal of any disciplinary system if it is to have a lasting effect on the student's life. The Individual Fulfillment model focuses attention on self-development from the very beginning.

The Scholarly Discipline follows a traditional model which seems to flow out of the natural order of man in society. The family, the school, the nation, etc., all require the establishment of legitimate authority. The young person, finding his/her way in so many aspects of life, should be dependent on adult authority and guidance during the formative years.

The Educational Technology model offers the most scientific approach to discipline. As behavioral psychologists so often note, the behavior of students is shaped by the reinforcement they receive from adults and the environment. Why not take a more rational approach to creation of an environment and disciplinary patterns which will mean a more productive learning environment both for the student and for his/her classmates?

Finally, the Social Reconstruction model proposes an approach which supplies not only the experience of life in a society but also develops the skills for critical appraisal of social/ethical issues emerging out of social interaction. The student learns to be a member of a group and to see his/her behavior and conduct implicated in the larger group through which he/she achieves identity, to which he/she must contribute, and to whose norms he/she owes observance.

While there is an obvious overlap in the
models, they are distinct viewpoints—separate and competing approaches to discipline. Experienced educators should be able to interpret past or present conflicts over discipline within the framework provided by the four models.

Each of these models contains a fundamental insight, both about human nature and also about discipline: the self-determination of the Individual Fulfillment model, the respect for traditional authority of the Scholarly Discipline model, the reality and power of positive reinforcement in the Educational Technology model, and the reflective participation in society of the Social Reconstruction model. An adequate theory of discipline should attempt to draw on each of these insights.

At the same time, I would argue that it is important that the administration/faculty of a school place predominate emphasis on one of these models. In the end, they are contradictory and competing approaches to discipline. Without a definite option for one of these models as the framework to guide the principles and practices of discipline, a disciplinary policy will likely lack firm and coherent direction. The most frequent problem in discipline is a failure of the faculty to adopt a consistent, generally agreed upon approach to discipline. Competing, inarticulated philosophies of discipline, held by teachers and administrators working in the same school, create chaos in the school environment. Given clearly defined expectations, students are capable of adjusting themselves to any of these systems. A disciplinary policy which firmly establishes a predominate direction along the lines of one of these models and which then searches for ways to weave in the insights of the other approaches is reaching for the most productive and effective model of discipline.

<table>
<thead>
<tr>
<th>nature of authority</th>
<th>role of student</th>
<th>role of faculty/administration</th>
<th>punishment/reward system</th>
<th>attitude toward student</th>
</tr>
</thead>
<tbody>
<tr>
<td>internally perceived and imposed; emerging from the best instincts of the student</td>
<td>source of regulation; responsible agent</td>
<td>helper/guide/creator of the environment/opportunity for responsible action</td>
<td>self-imposed; students allowed to suffer consequences of misbehavior and learn from mistakes</td>
<td>trust in the ability of the student to regulate self</td>
</tr>
<tr>
<td>implicit in the traditional understanding of a good society</td>
<td>willing to cooperate with legitimate authority; conform to societal rules of good order</td>
<td>authority figure who monitors and enforces uniform rules</td>
<td>traditional punishments specified for offenses</td>
<td>expectation of cooperation with legitimate authority</td>
</tr>
<tr>
<td>a function of the outcomes of the instructional process</td>
<td>an adaptive respondent to positive reinforcement</td>
<td>specifier/reinforcer of proper behavioral patterns</td>
<td>emphasis on positive reinforcement rather than punishment</td>
<td>capable of developing appropriate social behaviors given proper reinforcement</td>
</tr>
<tr>
<td>emerging from the consent of the group; its exercise subject to the critical review inherent in the democratic process</td>
<td>an active participant in the creation of good order</td>
<td>participant in the generation of rules to govern the school society</td>
<td>group influence/pressure; group determination of punishments and their mode of imposition</td>
<td>responsible participant of a social group</td>
</tr>
</tbody>
</table>

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Reference Notes


