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# **EASTERN EDUCATION JOURNAL**

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# EASTERN EDUCATION JOURNAL

**PUBLISHED BY  
THE SCHOOL OF EDUCATION  
EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS**

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The Eastern Education Journal seeks to present competent discussions of contemporary issues in education and toward this end generally publishes articles written by persons active in the profession of education who have developed degrees of expertise through preparation and experience in the field.

We are currently soliciting articles. All varieties of manuscript will be accepted. Research summaries, program descriptions, and book reviews are considered worthy; the Editorial Board, however, will give priority to original points of view and strong personal position papers. Controversy is welcome, and the editors hope to present a balance of pro and con articles on current issues in education. Manuscripts must be submitted to the Editor, Ronald Leathers, School of Education, Eastern Illinois University.

1. Manuscript size should be limited to 3000 words or less. It should be typed, double spaced, on 8 1/2 by 11 paper. Footnotes should be kept to a minimum, and all footnotes and references must appear at the end of the article.

2. The original and three legible copies are required; articles accepted for publication are read and approved by a minimum of three members of the Editorial Board.

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*"Few of us realize the hold that our vocabulary has upon us in understanding our world. Even though we can think without using words in such instances as thinking of a melody, a painting, or an experience, it is difficult to express such thoughts without using words. Mimes, we are told, need hours of sustained practice to communicate without using words. Our "alone" thoughts sometimes end up with some sort of a commentary when we talk to ourselves. Some of us watch a football game with a transistor radio on the bleacher beside us so the sports commentator can explain the play we've just seen."*

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*"Faced with the situation of the oversupply of elementary teachers, administrators have been forced to rely more heavily on educational credentials when deciding on candidates to interview for teaching positions.*

*Since credentials have become increasingly important, the questions evolved as to what school administrators most highly value within these documents. In an attempt to obtain an answer to this query a questionnaire was prepared and sent to 97 elementary school principals in the northern Illinois area."*

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## 2001: AN EDUCATIONAL ODYSSEY

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*"Half of the fifty states require that future teachers take a course in philosophy of education, history of education or a similar social foundations course in order to be certified. An experienced university dean of education recently speculated that if these certification requirements were dropped, this type of course would disappear from the curricula of schools of education within two or three years. I would like to suggest that this occurrence, should it ever eventuate, would make for a very unhealthy educational future."*

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*"In the last few years (since 1975) the Supreme Court of the United States has issued three significant findings about school boards, school administrators and school students. These decisions will undoubtedly affect the manner in which the public school system functions and hence it behooves those who are associated with the system to recognize and abide by them."*

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*"Departments of education offering technical training have no place at the university. Technicians carry out orders and while important, they are best trained on the job. Professionals not only act: they understand the theory which underlies their actions. Unlike technicians, professionals can explain what they do and alter their behavior when appropriate. Because only professionals grasp theory, they can transfer learning - that is, control similar though not identical experiences. The teaching vocation requires professionals, not technicians."*

# LET'S GIVE NEW EMPHASIS TO THE TEACHING OF VOCABULARY

**RICHARD FERRY**

*RICHARD E. FERRY, Ed.D. is an Associate Professor of Education at Millikin University, Decatur, Illinois. The following article is the result of Dr. Ferry's conducting workshops in creative writing for children in grades three through six sponsored by the Decatur Arts Council.*

The 14-year drop in scores on college entrance examinations has created concern both inside and outside the educational establishment. The fact that verbal test scores have gone down almost 50 points on such tests as the Scholastic Aptitude Test may indicate the need for more stress in developing vocabulary, beginning in the very early grades. This case has been stated most succinctly by William A. Kottmeyer, author-in-residence at McGraw-Hill, Inc., who says, "The primary cause of low scores on the verbal parts of tests including the SAT, is the low stock of word meanings (that students have)" (Akerson, 1977). His reasoning is that to do well on tests students have to know meanings of words without the help of a teacher. Kottmeyer believes Johnny has a vocabulary problem.

Are We Fixated on Controlled  
Vocabulary at all Reading levels?

Controlling vocabulary for the beginning reader is reasonable. Controlling vocabulary for the fluent reader is depriving him of both thinking and communicating tools. One

begins to value vocabulary when he thinks in terms of not having an adequate stock of words. Limiting one to the classical Dolch list of the 220 most commonly used words would be as enigmatic as having the three blind men describe an elephant. Using the Dolch 220, we came up with:

"It is very big and round, about as big as any ten of me. It can pull much. I think it is not pretty. I can ride on it, but I would look funny."

Even using the newer computerized Kucera-Francis list of the 200 most frequent words, we could say:

"She is great big. Between you and me, it would be nothing for her to have a number of government people on her. Of course, she is not something American."

Neither of these descriptions are worthy of the huge, thick-skinned mammal with a long flexible snout and tusks.

How Important are Words as Thinking  
and Communicating Tools?

Since the creation of standardized tests, if not before, a man's vocabulary has been considered to be one indication of his intelligence or his ability to succeed in school through comprehension of printed materials

in the content areas. In individualized intelligence testing, the Stanford-Binet Intelligence Scale and the Wechsler Adult Intelligence Scale (WAIS) have specific vocabulary tests. These and group intelligence tests require an understanding of directional language, names of objects, word meanings, etc. No test is language free and the popular "Chitlins Test" of the sixties enlightened us on how low we might score on a test using the vocabulary of a sub-culture. Whites and some blacks are unable to think and communicate in the language of the black ghetto.

Few of us realize the hold that our vocabulary has upon us in understanding our world. Even though we can think without using words in such instances as thinking of a melody, a painting, or an experience, it is difficult to express such thoughts without using words. Mimes, we are told, need hours of sustained practice to communicate without using words. Our "alone" thoughts sometimes end up with some sort of a commentary when we talk to ourselves. Some of us watch a football game with a transistor radio on the bleacher beside us so the sports commentator can explain the play we've just seen. The person who commands our attention may not necessarily be the one who has better thoughts. He has a great stock of words to express his thoughts and influence ours in just the right way. His comprehension of what he reads has to be more meaningful, too. The person who takes more meaning to the printed page takes more meaning away from the printed page.

Why is Vocabulary Basic  
to Effective Writing?

We become painfully aware of using just the right words when we speak from the top-of-our-heads and are not able to ad-lib our way out of situations or be as convincing as we wish. It is becoming more and more apparent that getting back to the basics in the language arts is getting back to more personal writing. Because writing is much slower than talking, time is of the essence. The good writer knows how to be terse and to-the-point. Just as our elephant sentences were not terse and to-the-point because we lacked the vocabulary, so children's writing will have a similar fate until the children have words to communicate their thoughts. Mark Twain is credited with quipping that the difference between using the right word and almost the right word is the difference between "lightning" and "lightning bugs." We have not given students enough "lightning" words. Not only have we feared that students would become malapropistic, we have feared they would become pompous. Another influence on our stressing plain talk and plain writing came from the writings of Rudolph Flesch which stressed our using the nickel word instead of the quarter word. Why can't we have children value both fancy talk and "quarter" language as well as plain talk and "nickel" language, just as we have come to respect "Chitlins" talk. If students have a humane feeling for others, they can handle quarter vocabularies without being pompous. There's a difference in using "big" words to be pretentious and self-important than in using them to get an idea across more clearly, either in speaking or writing.

Is There Value in Malapropisms and  
Misspellings?



Let's be tolerant of some malapropism if it creates an interest in words. Hopefully, it will lead to a taste for the best word and a love for using all types of words. The child who does not know how to tell time, but knows his numerals, can tell time from a digital clock. This may even have some transfer value when he really knows how to tell time. At least he will be acquainted with changing numbers that do not go beyond 59 on the minute side nor beyond 12 on the hour side. Sometimes words used superficially have a better chance of being researched when one hears or sees them in a different context than he's been using them. What gain is it for a student who fails to use a word in writing because he can't spell it or to say a word in conversation because he is fuzzy about how to pronounce it? Let's put malapropists in their seats gently.

#### How Might Teachers Influence the Development of Vocabularies?

The use of vocabulary games and the encouragement of wide reading are only two ways teachers can help children develop an interest in vocabulary. Three of the more common vocabulary games, mostly involving pronunciation, are Fishing (for words), Bang!, and Concentration. For "Fishing",

words are printed upon paper fish, each with a paper clip attached. The child lowers a fishing pole with a magnet for a hook and draws up one of the fish. If he can say the word, he may keep his catch. The commercial "Pringle" can lends itself well to becoming a firecracker when wrapped in red with a string wick glued on top. Children take turns reaching into the can and pulling out words printed on tabs of papers. Mixed with the vocabulary words are several cards with the word "BANG" on them. If the child draws out the word "BANG" he has to put all his words back into the can and start over. Patterned after the television game, "Concentration", a series of cards are printed having the same vocabulary word on two of the cards. The cards are turned over and arranged in rows. The player turns one card and if he can turn the other card with the same word, he gets to keep them. The object is to gain as many cards as possible through recognizing and remembering words.

Kottmeyer believes one of the best ways for a student to increase his vocabulary is through wide reading. Literacy comes about "through voluminous, voracious reading. Almost subconsciously you develop a vocabulary in the summer, on the weekends, at night. The literate kids are reading" (Akerson, 1977).

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*Two four-week terms will be a unique feature of summer school 1978 at Eastern Illinois University. Dr. Lawrence Ringenberg, Acting Vice-President for Academic Affairs, said the two half-terms provide an option for persons who might have difficulty attending the full eight-week session. The first half-term begins on June 14 and ends on July 11, and the second starts on July 12 and ends on August 4. Dates for the full eight-week session are June 14-August 9.*

*Courses in accounting, data processing, business education, educational guidance, educational psychology, health education, mathematics, physical education, political science, and psychology are available in each half-term.*

*Conversational Spanish for beginners will be taught in the first term and a similar course in German, the second. Most of the courses carry three semester hours of credit.*

*In addition to a complete schedule of classes for the full summer session, the usual large number of camps, conferences, and workshops will be held.*

*Following is "how to" information about applying for summer school:*

*If you are an undergraduate (either a beginning freshman or a transfer) apply through the Office of Admissions.*

*If you are a former student, apply through the Records Office.*

*If you are a graduate student, apply through the Graduate Office*

# PREPARING TEACHERS FOR ALTERNATIVE BASED EDUCATION

**DARRELL L. ROUBINEK**

*DARRELL L. ROUBINEK is Head, Department of Elementary Education at Southwest Missouri State University, Springfield, Missouri.*

The concept of educational options in America today is not a myth for the poor and a reality for the rich as has been true for generations. Within the past decade educational options have become available to more and more children and parents in all socio-economic levels, and the evidence continues to mount that the concept of alternatives is attractive to many Americans. Evidence also continues to mount that public school systems are responding to the concept of educational options. The same cannot be said, however, for colleges of education. Few colleges of education are making serious efforts to provide students with the opportunity to experience, to explore, and to prepare to teach in an alternative based educational system.

Surely there are a multitude of reasons why colleges of education have not responded to the alternative movement. It is, however, not the intent of this article to explore such reasons; rather it is the intent to share some suggestions on how an alternative preservice program could be organized. These suggestions may,

however, mean little to those who do not value alternative education or to those who may misunderstand the movement in general. Because of this possibility it seems appropriate to illuminate the value of alternatives and to put the movement into perspective before sharing specific criteria for preservice programs.

## Alternative Education: A Rationale For Its Existence

It seems almost unnecessary to suggest again that children learn at different rates, at different times, and in differing ways, but these simple universal facts continue to plague us every day of our professional lives. Time and time again many of our problems in education boil down to the fact that our single model of providing learning experiences fails to work for all children.

This single educational model simply cannot adjust to the differences found among children of all ages. Rather than allowing us to respond to the differences that exist, this single model forces us to respond in ways that do not reflect our belief that children learn at different rates, at different times, and in differing ways.

1. All six-year-old children are placed in a

classroom identified as first grade (graded school).

2. Most learning materials provided for these six-year-olds are identified and labeled as first grade materials (graded materials).

3. These same six-year-old children are evaluated and graded against the typical six-year-old (graded norms).

4. Six-year-olds spend approximately five hours a day for five days a week in directed learning activities from September to June (agrarian based time schedule).

5. Most learning experiences originate from the printed word and result in paper and pencil activities (academic based programs).

The overall result of these five practices and others is conformity not diversity. A single model breeds such conformity and cannot meet the needs of a diverse school population; it can only meet the needs of children who fit the model. The goal of any educational enterprise should not be to make children fit a model; rather it should be to create models which fit the children.

The irony of a single model is that by its very nature it tends to remain inflexible and unresponsive to the normal variance in our human population even when we modify its internal parts. The mere modification of internal parts may indeed bring about change but the net result is still a single model. A better solution appears to be a move from the single model concept to a multiple-model concept. The alternative education concept, as I perceive it, can result in a multiple-model concept with flexibility and responsiveness.

The creation of multiple models may now be mandated by the federal government through PL 94-142. The Education of all Handicapped Children Act of 1975 suggests, by direct and indirect implication, that our present single model is inappropriate for many children. This implication exists in the law's aversion to the segregation of mildly handicapped children from other children, in the mandated individual education program for handicapped children, and in the law's insistence on mainstreaming mildly handicapped children. One additional aspect of PL 94-142 which has direct implication for the concept of alternatives is the use of the phrase "least restrictive alternatives" in the text of the law. This term suggests that there is and should be more than one least restrictive environment to choose from.

The reader is cautioned not to be lulled into the false feeling that the multiple-model concept is an easy solution to all our problems. In the first place the mere creation of alternatives is itself not an easy task. Secondly, the creation of alternatives will create its own set of unique problems. However, even with these problems, the multiple-model concept must replace the single model which has already proven itself to be unable to meet the needs of all children. The multiple-model concept must at the same time become operational at the college of education level since the single model has not been appropriate there either.

#### Alternative Based Education: A Concept in Transition

Alternative based education as a multiple-model concept is not a universally accepted idea among advocates of educational alternatives. Generally speaking recent supporters of alternative education fall into

two groups. In the one group we have those who perceive alternatives as an alternative to the existing model. Ivan Illich and John Holt view the public schools as villains who basically interfere with real education, Jonathan Kozol and Herbert Kohl emphasize learning environments with political and cultural orientations that differ from established norms. This group would essentially replace the present single model with a different model.

In the other group are those who perceive alternatives as alternatives within and including the existing system. Mário Fantini and the membership of the International Consortium on Options in Public Education deal specifically with the mainstream of public education and support the concept of multiple-models. It is this concept of alternative education that is receiving wide range support within the profession and among parents. This support emerges from the fact that many people recognize that some children benefit from the existing system and that many parents support the present system.

Many who support the existing system also support the concept of alternatives within the system. A Gallup Poll conducted in 1973 revealed that 62 percent of parents and 80 percent of professional educators indicated that alternative schools is a good idea. "Changing Schools", a publication of the International Consortium on Options in Public Education, reported almost 500 alternative schools in 1973 and over 1,200 in their 1975 directory of alternative schools.

It is obvious that the alternative school concept is in transition and that a distinct pattern has not been established. The current state of affairs, including PL 94-142, should provide colleges of education with solid evidence that alternatives in

education are accepted in many school systems. Those in higher education can no longer say, "Do as I say, not as I do." If educational options are valuable for students in the public schools, they are also valuable for students in colleges of education. If alternative environments exist, and they surely do, then teacher education must prepare teachers for the variety of learning environments that are being created in the public school sector.

#### Teacher Education: Quality At Some Distant Point

As one looks at the action in the alternative education movement it is obvious, with the exception of a few colleges of education, that the public schools are leading out. Colleges of education are providing fewer options for the education major than some schools are providing for seven-year-old children. Many public schools are significantly further ahead in the development of alternative programs than are most colleges of education. If it were not for individual college professors the contribution of higher education to the alternative movement would hardly be noticeable. This is a serious indictment of colleges of education but sadly it is accurate for all but a very few.

With the exception of a few optional (elective) courses, education majors have few significant options in their programs. They are all required to take "(X)" amount of methods courses which run a predetermined length of time. The learning environment is often one of learning how to teach by sitting in a sterile classroom and the only real encounter with children coming during the last semester in a course called student teaching.

The teacher education program is basically

inflexible and unable to respond to the uniqueness of students to any significant degree. Looking at these programs one cannot help but assume that colleges of education believe that students all need the same things, at the same time, and in equal doses. We further cannot help but assume that it is important for education majors to move from the abstract to the concrete since most, if not all, concrete experiences follow three and one-half years of listening and reading about this thing called teaching. The basic organizational design of most teacher education programs is contrary to what is preached to the education major in the classroom.

It is amazing how some professors complain of the difficulty in preparing young teachers and lay most of the blame on the public school cooperative teacher when their own houses are in such disarray. How can we in higher education ask young beginning teachers to improve their system when we, as tenured professors, are so unwilling to change our own system? The answer, of course, is that we cannot and should not ask others to risk when we are so unwilling to risk ourselves. For those in colleges who want to do something about their own system it seems logical to consider the concept of alternatives for the teacher education program. To move in this direction would provide opportunities to join forces with the public schools and to begin to move beyond that which has become so commonplace in teacher education.

Alternative Based Preservice Program:  
Suggested Criteria

#### Criterion 1 - Option Based

A preservice program designed to prepare teachers to explore, to evaluate, and to possibly teach in a multiple-model school system providing least restrictive alternatives must itself be a multiple-model program. It is unrealistic to prepare students for a multiple-model system from a single-model preparation program.

A quality alternative based program, therefore, must have options students can explore and evaluate. Such options may be similar to those offered by the elementary education department at the University of Arizona. Elementary education majors can choose from these programs which are available:

1. Early Childhood
2. Open Education
3. Language Arts/Reading Syncom
4. Traditional Methods Sequence
5. Bi-lingual education
6. Self-contained classroom

Each program has varying and unique approaches to the traditional methods requirements.

#### Criterion 2 - Field Based

If we are to provide students options in respect to preparation programs and if these programs are designed to prepare students to teach in uniquely different learning environments, then we must provide opportunities for students to experience these environments. The only way to provide this kind of experience is to create a field based program and get students into the public

school classrooms.

A field based program must begin before students are required to select teaching as a profession and before students enroll in the college of education. If students are required to select teaching without prior experiences as an adult in the public school environment, they will be selecting teaching through the eyes of themselves as students and not through the eyes of young adults.

Field experiences should continue through all phases of the preparation program including varied experiences prior to student teaching. Within this format, students would be moving from the curriculum laboratories at the university to the public school classrooms and back to the university laboratories. There are specific and valid benefits in both environments which complement each other.

#### Criterion 3 - Laboratory Based

An effective preservice alternative based education program will necessitate a strong movement from the sterile college classroom to places where materials and equipment are available for students to explore at the university and with children in the classroom.

Within this concept the public school classroom is considered one of the laboratories. This concept demands a close working relationship between colleges of education and the public schools. Colleges of education must be prepared to offer goods and services in return for the use of the public schools.

#### Criterion 4 - Personal Discovery Based

Providing a field based laboratory program with many options without emphasizing personal discovery will fail to produce a major impact on education majors. We have already discovered that preservice programs which focus their attention on

what students "do" produces teachers who are more concerned about themselves as teachers than on children as learners.

A personal discovery-based program would not concern itself with teaching students "how" but would rather direct its efforts and resources toward helping students discover their own best ways. This seems totally consistent with the multiple model concept of alternative education.

#### Concluding Thought

Colleges of education must, if they hope to maintain credibility within the profession, become more responsive to their students, to program development in the public schools, to public law 94-142, and to change in general. This responsiveness need not, however, be without purpose or design nor should it imply that colleges of education must support that which they consider to be inappropriate or harmful to children.

Some colleges of education may not support the concept of alternatives as implied in PL 94-142 or the general concept of alternative education as practiced in many public schools and, of course, this is their right. However, colleges of education do not have the right to deny options to their students. Students have a right to the kind of teacher education that will best prepare them to be successful classroom teachers. Students cannot prepare themselves for options that are available in the public schools if the college does not provide experiences with these options. To deny students access to any option is to deny them educational opportunities which may be important to them in later life. To deny students this right of access to quality teacher education is to deny our right to exist, since we (colleges of education) exist for no other reason.

# WHAT DOES IT TAKE TO GET YOUR FOOT IN THE DOOR?

THOMAS BAER

LES BROWN

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*LES BROWN is an Associate Professor of Elementary Education in the Department of Curriculum and Instruction at Illinois State University, Normal, Illinois.*

## WANTED

Eighteen elementary teachers-  
all grade levels. Will be on  
campus Wednesday and Thursday,  
January 17-18. Please sign up  
below for interview.

Only ten years ago hundreds of notices like the one above covered college placement offices' walls throughout the country. These notices were usually accompanied by colorful brochures describing the many benefits to be gained by prospective teachers accepting a position with District X, Y, or Z. There was open competition, and sometimes even verbal warfare, among school districts to attract the novice teacher to their system. Beginning salaries were emphasized and graduates were given much individual attention to help them make the "right decision."

Alas, gone are the colorful brochures and the swarming school recruiters. In their

place are short notes stating that an administrator may be on campus to interview prospective candidates - not to hire, but simply to encourage a few to apply for possible openings.

Yes, conditions have changed! Faced with the situation of the oversupply of elementary teachers, administrators have been forced to rely more heavily on educational credentials when deciding on candidates to interview for teaching positions.

Since credentials have become increasingly important, the question evolved as to what school administrators most highly value within these documents. In an attempt to obtain an answer to this query a questionnaire was prepared and sent to 97 elementary school principals in the northern Illinois area. These principals were randomly selected from a group of 546. Seventy-three respondents completed and returned the questionnaire.

The basic design of the questionnaire consisted of having the respondents rank nine items commonly found within credentials as to their importance in determining which teacher candidates, without teaching experience, were selected for interviews. They were also requested to provide reasons for their rankings. The nine items to be ranked were:

College Supervisor Recommendation -  
Student Teaching



Cooperating Teacher Recommendation -  
Student Teaching

Subject Area Concentration  
(math, science, reading, etc.)

Grade Point Average

University or College Attended

Length of Student Teaching

Participation in Extracurricular  
Activities - H.S. and College

Previous Work Experiences

Recommendations from On-Campus  
Professors

It is important to emphasize at this point that the above items were ranked by respondents in terms of their value in selecting interviewees, not in terms of their value in determining who should be offered a position. However, it is obvious that unless a candidate is interviewed, it is highly improbable that he/she will even be considered for potential vacancies.

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### FINDINGS

Their rankings are presented below in Table 1.

#### Ranking of Nine Factors Used by Elementary Principals to Select Interviewees for Teaching Positions

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Assigned Rank	Credential Items
1st	Cooperating Teacher Recommendations
2nd	College Supervisor Recommendations
3rd	Subject Area Concentration
4th	Grade Point Average
5th	Previous Work Experience
6th	Length of Student Teaching
7th	Recommendations from On-Campus Professors
8th	Participation in Extracurricular Activities
9th	University or College Attended

## CONCLUSIONS

Examination of the above data and the comments by the respondents leads to several generalizations:

\* Not too surprisingly the top two rankings focus on performance in student teaching as viewed by the cooperating teacher and college supervisor. Although other factors have been suggested as equally valid predictors of successful teaching, principals regard achievement during student teaching as the most valid index to select teacher candidates. These rankings have been at least partially confirmed by comparing the number of candidates who obtained positions with their grades in student teaching. A two year study of 191 elementary graduates (1974-75 and 1975-76) conducted by Baer revealed that 67 percent of the graduates who received A's for student teaching obtained full-time teaching positions immediately following or within one semester of graduation. Only 29 percent of the graduates who received less than A's for student teaching obtained full-time teaching positions.

\* Considerable emphasis was placed on subject area concentration for, what appears to be, two basic reasons. Firstly, principals tend to regard a candidate's background in the area of reading as of major importance for effective elementary teaching especially at the primary grade levels. Secondly, the respondents indicated that in cases where there are two or more classes at a particular grade level, any teacher addition to that grade is often hired to complement the skills of the other member(s) of that team. For example, if there were a lack of science expertise at a particular grade level, a strong science background would be given additional

weight in selecting candidates to be interviewed.

\* The relationship between the grade earned during student teaching and the actual obtaining of a teaching position was discussed earlier. College grades appear to be a significant factor even though they ranked fourth among the nine items. Principals stated that although grades were not their first consideration they did expect potential interviewees to have a minimum grade point average of B.

Work experiences, especially those involving contact with the public, were valued as indices of the candidates' dependability, ability to work with others, and willingness to assume the responsibilities which come with employment.

\* Our respondents indicated that all things being equal, the longer the student teaching experience the better. However, they expressed more interest in the quality of experiences rather than its duration.

\* The relatively low ranking assigned to recommendations from on-campus instructors perhaps needs additional explanation. If one accepts that most principals view student teaching performance as the best indicator of future success in teaching, the on-campus recommendation perhaps serves more as an index of student long range commitment to becoming a teacher rather than his/her ability to successfully perform in the classroom.

\* Participation in extracurricular activities, although certainly not a significant factor in determining whether the prospective candidate will obtain an interview, is often viewed as a measure of the candidates' probable involvement in the total school operation (i.e., P.T.A., school clubs, professional organizations, etc.). Certain extracurricular activities also provide evidence of additional experiences working

with children in informal settings, an asset valued by most principals.

\* The university or college attended, although ranked last, is a deceptive variable as most school districts are quite selective as to which university placement offices are notified of their vacancies. Therefore, the interviewer is usually confronted mainly by candidates from certain universities and/or colleges that have provided successful candidates in the past.

Caution should be exercised in regarding any one item as being the ultimate factor in

determining candidates for interviews. It is probable that more teacher candidates are selected for interviews based on a combination of the items listed above. However, the prospective teacher who has had an unsuccessful or mediocre student teaching experience should not be too optimistic about being granted an interview. One has to get in the door for the opportunity to "sell" his/her potential abilities and this, at a minimum, will require evidence of high performance during student teaching.

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## NATIONAL ATE MEMBERSHIP INFORMATION

The National Association of Teacher Educators is an organization that can represent all who participate in the profession of teaching. If you are not a member, please consider joining and become an active participant. ATE's goals are to strengthen the role of teacher education. Dues are:

Regular yearly membership      \$35.00  
Life (10 consecutive payments, \$75 each)

Send your check and membership information (name, address, position, and institution/agency) to:

Association of Teacher Educators  
Suite 1201  
1701 K Street, N.W.,  
Washington, D.C. 20006

# 2001: AN EDUCATIONAL ODYSSEY

## ROBERT BARGER

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Half of the fifty states require that future teachers take a course in Philosophy of Education, History of Education or a similar social foundations course in order to be certified. An experienced university Dean of Education recently speculated that if these certification requirements were dropped, this type of course would disappear from the curricula of Schools of Education within two or three years. I would like to suggest that this occurrence, should it ever eventuate, would make for a very unhealthy educational future. However, since Philosophy and History of Education have been required courses for teachers since the days of the normal school more than a hundred years ago when the specialized training of teachers began, it seems unlikely that these foundational courses will become optional. Nevertheless, the Dean's speculation seems to call for some reflection on this type of course and what might happen if it were in fact to disappear. Consider the following scenario.

The year is 2001. Teacher 342-28-0984 is on his way to his neighborhood

student training center. Enroute, he is thinking about the stirring phrases which the Autonomous Central Computer (popularly referred to as "ACC") had printed out for figurehead President Julie Nixon Eisenhower's inaugural address yesterday. The phrases sparkled in his mind: "Making the world safe for technology" and "Proclaiming a 'War on Ivory-towerism.'" The ACC had a way with words, as well as a knack for picking the perfect figurehead!

Some of 0984's students would probably try to get him off the track and start a discussion on the ideas behind these inaugural phrases during his Money-making 101 class today, but he would be ready for them. He had been programmed during his training at X18 Teacher Training Center that this tactic should be handled by explaining that with the coming of the new millenium, a new frontier had been crossed. We had entered on the Post Rational Era. The answers to all possible questions had already been determined and stored in the memory banks of the ACC. Thus, the need for discussing ideas, and subsequently the need for a speculative subject like Philosophy or History of Education, had been eliminated. It was pointless now to contemplate essences or test out problems or even reflect on the meaning of inaugural phrases. The spectrum of thought from Idealism through Existentialism had been rendered obsolete and the Pragmatist was

as mortally wounded as the Neo-Thomist. The "mindlessness" of which Charles Silberman spoke way back in 1970 had now taken on new meaning. But these pesky students with which O984 dealt were still attracted to the old-fashioned rationality. However, he would bring them into the 21st Century. He had been programmed with all the technology he needed to do it.

This scenario may sound fantastic, but it is not totally absurd. It is the logical and quite possible outcome of the abandonment of rational foundation in education. The removal of the requirement for a perspectival foundations course for teachers would be one step in this direction. Surely, if one holds a completely technical view of teacher education, then such a requirement would be hard to support. The main function that a teacher performs, after all, is the transmission of a specific body of knowledge to his or her students. This is a technical task. Holding this view, there may be some discussion about the proper proportion between subject-area concentration and teaching-methods concentration, but there will be little room left for a foundations course.

This view, however, assumes that the role of the teacher is simply one of following instructions which are issued from on high - and here it makes little difference whether that "on high" will in the future be a domineering central school board, a big-brother state or federal government, or an all-powerful closed-shop teachers union.

To most of us here in the Rational Era, however, there is more to the teacher's role than simply following instructions in the transmission of knowledge. Here in the Rational Era, the belief persists that the teacher is an important contributor to the critical formation of educational policy, even if that policy is finalized at a higher level. The

question for the teacher is not just how to transmit knowledge, or when to transmit it or even what to transmit, but why transmit it and what kind of implications will it have. This kind of question extends beyond the boundaries of subject-area concentration and teaching-methods concentration. It demands perspective. The foundations type of course provides an opportunity to gain this kind of perspective. It provides the teacher with the analytic ability to interpret and understand the cross-disciplinary issues encountered in the field of education. It also provides the teacher with an understanding of a variety of philosophical world-views, how these views have affected historical trends in educational policy, and how they influence the present-day basic questions in education. Finally, it provides the teacher with an understanding of the symbiotic relationship that exists between education and other social institutions, as well as the ability to understand ones own teaching practice within a social context.

A recent survey of Education graduates of Eastern Illinois University has indicated that these new teachers do not usually see the foundations course as one of their more valuable courses. If this course is indeed as crucial as has been contended in the first part of this article, why is it not appreciated as such? Perhaps the answer lies in the manner in which the course is presented. While methods and curriculum courses have a certain motivational appeal because their application can usually be foreseen by students, foundations courses suffer because they deal with more abstract matters whose utility is not always apparent. Thus, an attempt to teach the latter type course with a straight lecture method usually produces a sure-fire cure for insomnia.

What is needed in this type of course is a more creative, problem-centered approach.

In this way, students will literally discover its value for themselves. While it might be difficult to offer this course in a completely field-based manner, there is nothing to prevent the modification of a traditional classroom approach to obtain genuine student involvement. For instance, field projects can be assigned to make classroom considerations more experiential and career-related, such as interviews of practicing teachers and administrators with subsequent philosophical analysis of the views they express. Teaching games can be used, such as having students offer quotes from educational literature and letting the rest of the class try to identify the operative philosophic theory behind the quote. Audio-visual material can be employed in a more participatory way, e.g., color slides or videotapes can be produced by students to

illustrate how teaching methodology flows from theoretical groundings or how different periods of educational history have been affected by different educational philosophies. Finally, students can be encouraged to apply their foundations learning more immediately by voluntary participation in various educational forums such as debates at school board meetings or letters to the editors of newspapers or journals written about educational issues.

In conclusion, if the world of the Autonomous Central Computer of 2001 is not to make non-rational slaves of teachers (and their students), then it is to be hoped that foundations courses will be retained in teacher education. It is also to be hoped that these courses will be taught in a creative, problem-centered, participatory manner.

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## FALL IASCD CONFERENCE - 1978

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**DATES:** September 21-~~21~~, 1978

**LOCATION:** Champaign, Illinois  
(Ramada Inn)

**THEME:** "Get It Straight in '78"

**FOR FURTHER INFORMATION:** Contact . . .  
Dr. John McGill, Professor  
301 Education Building  
University of Illinois  
Urbana, Illinois 61801

# RECENT SUPREME COURT DECISIONS CONCERNING THE PUBLIC SCHOOL SYSTEMS

CHARLES HOLLISTER

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This paper is designed to inform interested parties about the fact that in the last few years (since 1975) the Supreme Court of the United States has issued three significant findings about school boards, school administrators, and school students. These decisions will undoubtedly affect the manner in which the public school system functions and hence it behooves those who are associated with the system to recognize and abide by them.

The first of the decisions is *GOSS v. LOPEZ*<sup>1</sup> wherein the High Court determined the validity of an Ohio statute<sup>2</sup> which empowered a high school principal to either suspend or expel a recalcitrant student for up to ten days. A principal who made this kind of decision was obligated to notify the student's parents within 24 hours and inform them of the reasons for the discharge. It should also be noted that an expelled student or his parents could appeal the decision to the Board of Education which might permit the former to be heard at a board meeting. The board, of course, might reinstate the pupil following the hearing.

The students challenged this statute

primarily on the ground it violated 42 USCS 1983<sup>3</sup> which, inter alia, authorized federal courts to entertain suits to redress deprivations, under color of state law, of constitutional rights. The students also petitioned the Court to declare the Ohio statute unconstitutional because it authorized school administrators to deprive students of the right to an education without a hearing of any kind. Moreover, the pupils sought a court order which would prevent school officials from issuing future suspensions as authorized by the statute. In addition, the high school learners sought a judicial order which would require the school authorities to remove references to past suspensions from student records.

The defense offered by the State of Ohio was that insofar as there is no constitutional right to an education at public expense, the Due Process Clause does not afford protection against expulsions or suspensions from the public school system. Moreover, the State asserted that even if there is a right to a public education protected by the Due Process Clause generally, the Clause becomes operative only when the state subjects a student to a severe detriment or grievous loss. Insofar as the state officials had concluded that a ten day suspension is neither severe nor

grievous, there was no need to consider the Due Process of Law guarantee.

A three-judge federal district court declared that the students had been denied due process of law because they were dismissed without hearing prior to the dismissal or within a reasonable time thereafter.<sup>4</sup>

A perusal of the three-judge district court opinion will reveal that the Court was unwilling to impose any kind of fixed disciplinary procedure upon school officials and observed that the latter should be free to adopt regulations providing for fair suspension procedures which are consonant with the educational goals of their schools and reflective of the characteristics of their school and locality.<sup>5</sup> The Court also ruled that case law is to the effect that a student can be immediately removed under these circumstances: (1) the student's behavior disrupts the academic atmosphere, threatens the safety of other students, teachers or school officials, or damages property. As the Court observed, however, an immediate removal must be followed by a notice of suspension proceedings which must be delivered to the proper parents within 24 hours of the time set for the hearing. The hearing, with the student present, must be conducted within 72 hours of the removal order. At the time of the hearing, the school officials must produce evidence which will support the dismissal and the student must be permitted to offer statements which might either increase or reduce the punishment. In passing, it should be noted that it is not necessary for the school authorities to permit the attendance of counsel at the suspension proceeding.

In the United States Supreme Court, the Ohio argument that there is no constitutional right to education at public expense was

questioned. It was the majority opinion that the Ohio statutes<sup>6</sup> directed local authorities to provide a free education to all residents between five and 21 years of age, and a compulsory attendance law requires attendance for a school year of not less than 32 weeks. The opinion then declared that the net effect of the statutes was to secure to the students a property right which is protected by the Due Process of Law clause and it may not be taken away for misconduct without adherence to the minimum procedures required by that Clause.

Another benefit which the Due Process of Law Clause secures to a student is a right to enjoy a reputation unbesmirched. Thus, when the state chooses to harm a reputation, it must abide by the minimal requirements of the Clause.

Once the Court concluded that the Due Process of Law Clause applied, it set out to answer the query as what process is due. In an attempt to resolve this issue, the High Court noted that a minimal requirement of the Clause is a notice and hearing. Students, therefore, who are confronted with a suspension order must be afforded some kind of notice and hearing.

The kind of notice and hearing will depend upon a proper balancing of the interests of the parties to the dispute. In GOSS, it was found that a major interest of the student is to enjoy protection from an unfair or mistaken expulsion or suspension decree. And, as the Supreme Court declared, there is ample reason to believe that these kinds of decrees are often erroneously issued.

Irrespective of the fact that disciplinary measures are viewed as not only a necessary tool to maintain order but also as a valuable educational device, the measures are not to be imposed in an arbitrary, capricious, or unreasonable manner. Tc



prevent such occurrences, the Court ruled that in suspension cases of ten days or less, the school officials must grant oral or written notice of the charges against the student. If the student denies the charges, the school officials are obligated to explain the evidence which they have accumulated against him and the student in turn, must be afforded the opportunity to refute the evidence.

A review of GOSS will indicate that the United States Supreme Court is of the opinion that a ten day suspension is not de minimis and cannot be imposed apart from the Due Process of Law Clause. Moreover, the property interest which a student has in being properly educated and the liberty interest he possesses in enjoying an un-sullied reputation are not to be denied by the state in other than a fair, orderly and impartial manner.

#### WOOD v. STRICKLAND<sup>7</sup>

This 1975 United States Supreme Court decision concerns itself primarily with the immunity which school board members enjoy and the congressional statute 42 USCS 1983.<sup>8</sup>

The school board membership immunity can be identified thus: A school board member is not immune from liability if he knew or reasonably should have known that the action he took within his sphere of official responsibility would violate the constitutional rights of the student affected, or if he took the action with the malicious intention to cause a deprivation of constitutional rights or other injury to the student.

The WOOD court also assumed these stances: (1) it is not the role of federal courts to set aside decisions of school administrators which the court may view as lacking a basis in wisdom or compassion and

(2) public high school students have substantive and procedural rights while at school.

#### INGRAHAM v. WRIGHT<sup>9</sup>

This 1977 United States Supreme Court decision presents two crucial questions for those associated with the public school system. The questions can be identified thus: (1) does the paddling of students as a means of maintaining school discipline constitute cruel and unusual punishment in violation of the Eighth Amendment of the United States Constitution and (2) to the extent that paddling is constitutionally permissible, does the Due Process Clause of the Fourteenth Amendment require prior notice and an opportunity to be heard? An analysis of the manner in which the United States Supreme Court responded to these issues will be of more than passing interest to school administrators and classroom teachers.

A perusal of the facts of the case will reveal that because he was slow to respond to his teacher's instructions, Ingraham was subjected to more than 20 swats with a paddle while being held over a table in the principal's office. The paddling was so severe that he suffered a hemotoma<sup>10</sup> requiring medical attention which kept him out of school for 11 days. A fellow student, Andrews, was paddled several times for minor infractions. On two occasions he was struck on his arms. As a result of one of the blows, he was deprived of the full use of his arm for a week.

Interested parties will learn that the INGRAHAM majority made a number of significant findings about the cruel and unusual punishment guarantees.

A general finding as to the meaning of the guarantee was identified by the court thus:

The padding of students in public schools as a means of maintaining school discipline does not constitute cruel and unusual punishment since the constitution prescription about these kinds of punishment were designed to protect those convicted of crime. A second finding was to this effect: There is no need to extend the Eighth Amendment guarantees to public school paddlings because (a) the public schools are open to public scrutiny and are supervised by the community and (b) school officials are subject to the legal constraints of the common law whereby any punishment exceeding that which is reasonably necessary for the proper education and discipline of the child may result in both civil and criminal liability.<sup>11</sup> Thus, when public school teachers or administrators impose disciplinary corporal punishment on students, the cruel and unusual punishment clause of the Eighth Amendment is inapplicable.

School officials are undoubtedly aware of the fact that at common law reasonable corporal punishment in school is justifiable. The common law rule, it is urged, creates the necessary balance between a pupil's concern about personal security and the widely accepted view that some limited corporal punishment might be necessary in the course of a pupil's education. For this reason, there would be no deprivation of substantive rights insofar as the corporal punishment was within the limits of the common law privilege. To enjoy the benefits of the common law privilege, however, the proper school officials must exercise prudence and restraint in making the initial decision as to whether corporal punishment is the necessary "ways and means" to discipline a miscreant.<sup>12</sup>

It can now be concluded that the relationship between the constitutional

guarantee against cruel and unusual punishment and corporal punishment can be summarized thus: Under the common law rule governing the use of corporal punishment in public schools, teachers may impose reasonable but not excessive force to discipline a child; the prevalent state rule allows such force as a school official reasonably believes to be necessary for the pupils' proper control, training, or education. However, if the force employed is excessive or unreasonable, the disciplinarian in virtually all states is subject to civil and criminal liability.<sup>13</sup>

It will be recalled that a second question presented to the INGRAHAM Court was a proper determination of whether the Due Process of Law Clause of the Fourteenth Amendment requires a disciplinarian to give an accused a notice and an opportunity to be heard before inflicting punishment. In essence, the Court was petitioned to determine the relationship between the Due Process of Law Clause and school paddlings.

A study of the majority opinion in the INGRAHAM litigation will reveal that in an attempt to resolve this conundrum, there was a judicial agreement to the effect that a state cannot hold and physically punish an individual except in accordance with the Due Process of Law Clause. Hence, where school authorities, acting under color of state law, deliberately decide to punish a child for misconduct by restraining the child and inflicting appreciable physical pain, Fourteenth Amendment liberty interests are implicated. But although Fourteenth Amendment liberty interests are implicated, it does not necessarily follow that even though the manner in which pupils are punished has the unintended effect of temporarily removing them from school, they have been deprived of their Fourteenth

Amendment property rights. Therefore, as the Court observed, irrespective of the state's interest in that kind of liberty which protects its citizens from bodily restraint and corporal punishment, it should not be concluded that these interests necessarily bar school officials from imposing corporal punishment.

Mention has already been made of a pupil's due process liberty interest in avoiding corporal punishment while in attendance in the public school system. This interest, as the Court ruled, is subject to historical limitations such as those imposed by the common law. At common law, it will be remembered, an invasion of personal security (the imposition of excessive force to discipline a child) gave rise to a right to recover damages in a subsequent judicial proceeding. A right of recovery, however, was qualified by the concept of justification and for this reason there could be no recovery against an instructor who administered only "moderate correction." Consequently, to the extent that the force employed was reasonable in light of its purpose, the type of punishment was not wrongful but rather justifiable or lawful.

Historically speaking, due process of law has required notice and hearing before certain kinds of public actions can be taken. Nevertheless, where the state has preserved what has always been the law of the land, the need for notice and hearing is less compelling. Moreover, as the *INGRAHAM* Court decided, at some point the benefit of a notice and hearing to an accused and to society in terms of increased assurance that this action is just, may be outweighed by the costs. Furthermore, when the majority members of the *INGRAHAM* Court considered such due process of law procedural safeguards as notice and hearing, they concluded as

follows:

Such a universal constitutional requirement (notice and hearing) might induce school authorities to abandon corporal punishment rather than incur the burdens of complying with the procedural requirements. Teachers, properly concerned with maintaining authority in the classroom, may well prefer to rely on other disciplinary measures--which they may view as less effective--rather than confront the possible disruption that prior notice and hearing entail.<sup>14</sup>

Also, some members of the Court expressed the opinion that the effect of interposing prior procedural safeguards may well be to make the punishment more severe by increasing the anxiety of the child.

A review of the *INGRAHAM v. WRIGHT* litigation will reveal that the United States Supreme Court assumed these major stances about corporal punishment in the public school system: (1) When public school teachers or administrators impose disciplinary corporal punishment on students, the "cruel and unusual punishment" clause of the Eighth Amendment is inapplicable and (2) Insofar as there is a low incidence of abuse, the public school systems operate in an open manner, and the common law safeguards (i.e. civil liability) are available, the risk of error that may result in a violation of school-child's substantive rights can only be regarded as minimal.

## FOOTNOTES

1. 419 US 565, 42 LEd 2nd 725, 95 S Ct 729 (1975).
2. Ohio Rev. Code Ann. secs. 3313.48, 3313.64 and 3321.04
3. Civil Action for Deprivation of Rights.
4. 372 F Supp 1279. A three judge federal district courthearing is conducted when someone challenges the constitutionality of a state statute or a provision in a state constitution.
5. GOSS v LOPEZ, 42L Ed 2nd 725 at 733
6. Ohio Rev. Code Ann., secs. 3313. It should be borne in mind that a recorded and sustained suspension would damage the suspended in the eyes of his peers and could interfere with an attempt to obtain higher education or employment.
7. 420 US 308, 43 L Ed 2d 214, 95 S Ct reh den 421 US 921, 43 L Ed 2d 790, 95 S Ct 1589
8. This statute, again, provides for a civil action for the violation of federal rights.
9. 51 L Ed 2d 711 (1971)
10. In the vernacular of the street, a hematoma is a local swelling or tumor filled with effused blood.
11. Civil liability means amenability to civil action as distinguished from amenability to criminal prosecution. Teachers should bear in mind that a civil action is defined as a proceeding in a court by one party against another for the enforcement or protection of a private right or the redress of a private wrong. Criminal liability, on the other hand, embraces a criminal proceeding which is instituted and conducted for the purpose either of preventing the commission of a crime, or for fixing the guilt of a crime already committed and punishing the offender.
12. At common law teachers may impose reasonable but not excessive force to discipline a child. In order not to violate the common law right of a child not to be subjected to excessive corporal punishment, the teacher and/or principal must exercise prudence and restraint in deciding in the first instance whether corporal punishment is reasonably necessary under the circumstances in order to discipline a child who has misbehaved. In passing, it can be reported that Dade County Policy 5144 for the 1970-71 school year provided as follows: "Corporal punishment is authorized where the failure of other means of seeking cooperation from the student made its use necessary." The regulation specified that the principal should determine the necessity for corporal punishment, that the student should comprehend the seriousness of the offense and the reason for the punishment, and that the punishment should be administered in the presence of another adult in circumstances not calculated to hold the student up to shame or ridicule. The regulation cautioned against using corporal punishment against a student under psychological or medical treatment, and warned that the person administering the punishment must realize his own personal liabilities in any case of physical injury. With the passage of time, the Dade County School Board amended Policy 5144 to

standardize the size of the paddles used in accordance with the description in the text, to proscribe striking a child with a paddle elsewhere than on the buttocks, to limit the permissible number of 'licks' (five for elementary and intermediate grades and seven for junior and senior grades), and to require contemporaneous explanation of the need for the punishment to the student and a subsequent notification to the parents.

13. In California, corporal punishment in schools is conditioned on parental approval.

Montana requires prior parental notification before the school officials can impose corporal punishment. Massachusetts and New Jersey have prohibited all corporal punishment in their public schools. Readers who are concerned about criminal or civil liability for excessive or improper punishment inflicted on a child by parent, teacher, or one in loco parentis, should read 89 American Law Reports 2d at 396.

14. INGRAHAM v. WRIGHT, 420 US 308 at 736.

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## THOSE WHO EXCEL

The Those Who Excel Awards Program, recognizing individuals making outstanding contributions to Illinois Education and the Illinois Office of Education, will once again be offered this fall. The program, sponsored by the State Board of Education and the Illinois Office of Education, honors persons in the categories of teachers, school administrators, school board members, parents, and other community members, and students. The awards program is open to all public and nonpublic schools. Nomination forms are to be submitted by June 15, 1978. Forms and guidelines are available from the Community Relations Section in the Illinois Office of Education, 100 North First Street, Springfield 62777.

# DEPARTMENTS OF EDUCATION: THEIR ROLES AND THEIR FUTURE

EUGENE MCGUIRE

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Today more than ever departments of education are under attack. Some of these attacks, often posed as questions, are old and some are new, but in any case they must be answered if such departments are to survive.

I will examine three questions. What is the relationship between vocationalism and the liberal arts? Do education departments prepare students for life? And finally, is there a need for teachers? Then I will consider the implications of these discussions for departments of education. I hope to show that if the purposes of education departments are understood and if their students are properly trained, then there is a harmony between vocationalism and the liberal arts. I will also show how such departments can prepare a variety of students for different aspects of adult life. Finally, I will argue that there will be a need for teachers and that departments of education must attract teachers and non-teachers alike.

## VOCATIONALISM AND THE LIBERAL ARTS

Discussions concerning vocationalism and the liberal arts in relation to education departments involve three different issues. Does vocationalism belong at the college? Is vocationalism technical training? Are education courses too theoretical? These questions may rest on contradictory premises and may be thinly disguised attacks rather than honest inquiries. However, education department faculty must respond to them because if they go unanswered, many will consider them legitimate criticisms.

## VOCATIONALISM AND THE COLLEGE

If departments of education prepare the student for a vocation, they need not be ashamed. Nothing is wrong with readying people for work, a task that is of central importance for the great majority of adults. This is especially true when the work is a difficult and essential profession such as teaching. Furthermore, many college departments, for example English, mathematics and modern languages, train students for jobs such as editors, actuaries and translators.

It is also worth noting that vocational subjects have always found a place in higher education. The faculties of law, medicine and theology were the glory of the great medieval universities. On the other hand, some subjects ordinarily referred to as

liberal arts, for example, the social sciences and modern languages, first appeared at the universities in the nineteenth and twentieth centuries.

Leaving aside the history of higher education, critics might still attack departments of education by contrasting a liberal education with one which trains technicians. They would, in other words, argue that education departments train technicians and are therefore vocational in the worst sense of the word.

### EDUCATION DEPARTMENTS AND TECHNICIANS

Departments of education offering technical training have no place at the university. Technicians carry out orders and while important, they are best trained on the job. Professionals not only act; they understand the theory which underlies their actions. Unlike technicians, professionals can explain what they do and alter their behavior when appropriate. Because only professionals grasp theory, they can transfer learning; that is, control similar though not identical experiences. The teaching vocation requires professionals not technicians.

Those who equate education courses with technical training and who on this ground differentiate them from other college courses are mistaken. The liberal arts free men's minds and should be the basis of any college education. However, this liberation comes not so much from what subjects are taught as from how subjects are taught.

A course in social philosophy which helps one to discover his prejudices, evaluate the arguments of social thinkers and to examine the assumptions undergirding society is a liberating course. One which merely

requires that a student memorize and regurgitate the social positions of five famous thinkers is not. The same point applies to courses offered by a department of education. An instructor in educational foundations who preaches that American education is the victory of good (civic minded public school supporters) over bad (the wealthy and the narrow minded backers of private schools) or the victory of bad (sexually repressed, middle class authoritarians) over good (free, creative kids) does not liberate the minds of students. Rather he reinforces their unexamined assumptions, or he manipulates them into substituting another set of unexamined assumptions for their own.

Instructors liberate when they present students with information and a variety of explanatory constructs which enable them to evaluate and analyze educational issues and their feelings about them. Admittedly some education department instructors merely preach at students. Admittedly some have taught courses as if the methods of the field were but a series of cookbook recipes or mechanical steps to be repeated slavishly regardless of the situation. Yet the same can be said of instructors in any department. More importantly, this does not mean that education courses cannot and have not been examples of critical analysis. The notion of analysis raises the topic of theory which is another issue in the long controversy concerning vocationalism, liberal arts and departments of education.

### EDUCATION DEPARTMENTS AND THEORY

Critics of education departments often contradict one another. We see some accuse departments of education as being

too technical or job oriented but there are others who attack them for being too "theoretical" or out of touch with the world of the classroom. Thus education departments are damned if they do and damned if they don't. However, education courses while they must emphasize theory, do not divorce themselves from reality. In fact they are often the only undergraduate courses, which perform the essential task of uniting theory and practice.

Education students work closely with the lower schools. More and more they are immersing themselves in school activities in their very first course. Throughout their undergraduate training they observe teachers, they engage in teaching activities, such as preparing lessons, constructing and grading examinations, tutoring and planning curriculum, and they actually teach. These activities are not separate from theory.

Any college course properly taught rests on theory. A theory is the precise statement of the relationships existing among a specific set of elements in experience. Theory in turn directs practice. For example, without an understanding of the various theories of learning and of developmental psychology, a child's behavior is often inexplicable. Lacking such understanding, the teacher is not a professional intelligently choosing among various courses of actions. He is at best a technician following past practices which may or may not apply in a specific situation.

#### EDUCATION DEPARTMENTS AND PREPARATION FOR LIFE

Not all students are interested in questions about liberal arts, professionalism and theory, but they are concerned with the

question of how college, and in this case, departments of education prepare them for life. An adequate answer to that question requires a discussion of the department's purposes.

#### Preparation for Work

Students who pass up education courses because there are few teaching jobs often assume without thinking that taking courses in other departments assures them of finding employment. This is simply not true. Without denigrating the humanities or the social sciences one can safely say that a major in these areas certainly does not guarantee a job. The student specializing in literature, history or anthropology will have in all likelihood no more access to a non-teaching job than will one with education courses.

It is also important to remember that one does not take either education courses or other courses. The teacher candidate takes courses in education, in the area he intends to teach and in other areas. Furthermore, his education courses include the tools of philosophy, history and the social sciences as these disciplines apply to education. The teacher candidate therefore increases his career options by choosing department of education courses. Not only does he have the choices open to students without such courses, but also he has the possibility of becoming a teacher.

#### Education Departments, Pleasure and the NonTeacher

Although adults must work, they have other important needs which departments of education can help meet. Education departments can perform two functions other than preparing one to teach. First,



they promote a love of learning.

The pleasure derived from understanding how men learn and about the institutions which bring about learning is an end in itself. Intellectual pleasure though not the sole end of education is certainly an essential one and one which education departments can promote. While many educators have insisted that learning ought to be pleasurable, they have not unfortunately always stressed that learning about education can itself be pleasurable.

A second vital function performed by education departments is the introduction of nonteachers to the study of education. This function cannot be over-estimated. All citizens as taxpayers if not as parents should be familiar with the theory and practice of education. They should learn about education as it affects individuals, for example, the place of motivation and the emotions of learning. They should also learn about the effects of social policy such as segregation and city finances on education.

Today we realize that because science is too important to be left to the scientists, the layman must understand its social consequences. There has not been a similar realization concerning education. Some pay it no heed while others without any study become instant experts on the subject. There is then a need for instruction in education which our departments of education can meet. Unfortunately, they have not always met this need.

Education departments have not sufficiently stressed that the pleasure derived from learning about learning is an end in itself. They have failed therefore to attract their share of serious and intelligent students. Furthermore, these departments have overemphasized practicality and a limited view of it at that. They identify education with teaching and fail to service

those who wish to learn about education without becoming teachers. Departments of education must be departments of education and not merely departments of teacher training, and they must meet the demands of all who desire a rigorous understanding of education.

## JOB FOR TEACHERS

We have discussed the relationship of liberal arts and vocationalism to departments of education as well as the relationship of such departments to the roles adults play. Now we will turn to the effects which the declining student enrollment and the teacher "surplus" will have on teacher employment.

### The Decline in Student Enrollment

In the past the number of school teachers employed increased at an even faster rate than did the number of school children enrolled. In 1940 there were over twenty-eight million elementary and secondary students and slightly fewer than one million teachers. By 1970 there were over fifty-one million students and two million three hundred thousand teachers.<sup>1</sup> As a result of the declining American birthrate, however, school enrollment has begun to decline. According to government estimates, the decline will bottom out with forty-four and one-half million students in 1982 or a drop of approximately thirteen percent since 1970.<sup>2</sup>

Many believe that a decline in the number of teachers employed is a necessary consequence of the diminishing number of students.

### The Teacher "Surplus"

A decline in the number of students need

not bring about a teacher surplus. A decrease in the pupil teacher ratio, or in the number of teacher trainees, or an increase in life long education can result in a teacher shortage. If all three factors occur together and if educational funding is given proper priority, then there will certainly be a teacher shortage regardless of any drop in enrollment.

For years educators have called for a reduction in class size and in the number of classes taught. If both declined, teachers would have more time for research, to observe one another, plan lessons and improve their teaching skills. The result would be a rise in productivity that is a higher quality education for all students.

There is strong evidence that the number of teacher trainees will decline in the next few years. In 1975, 6.5 percent of college freshmen intended to become teachers as compared to 21.7 in 1966.<sup>3</sup> Therefore while there was an increase in the number of students entering college from 1,380,000 in 1966 to 1,800,000 in 1975<sup>4</sup> the number of such people planning to teach declined from almost 300,000 to 117,000

There is no reason why schooling must take place only between the ages of five and twenty-two. More and more people have been going to school for more and more years. Yet most people still believe that there is a specific period for formal schooling. Increased leisure, greater job mobility, longer life spans and rapid social change are among the factors promoting life long schooling. Life long education would greatly increase the need for prekindergarten teachers and for adult educators.

The teacher surplus is really a money shortage. Money spent on unnecessary weaponry, gadgets, cosmetics, alcohol and prisons which house a disproportionately large number of the poorly

educated<sup>5</sup> would be better spent on education. Productivity is best understood as an increase in quality as well as an increase in quantity and not as an increase in quantity at the expense of quality. To insure an increase in quality, the necessary first step is a dramatic increase in the amount of money spent on education. Part of the money would be used to hire more teachers with the result that there would be a shortage rather than a surplus of teachers.

## EDUCATION DEPARTMENTS AND THE FUTURE

We have examined the goals, methods and student body of education departments and such an examination can only be profitable. Clearly it is good that departments of education join with other departments to prepare students for the teaching profession. It is clear that a decline in population need not mean a decline in the number of teaching positions. It is also clear that departments of education must recognize and remedy their shortcomings.

Education departments should place greater stress on theory and they should appeal to a wider body of students. Today's well educated public demands knowledgeable professionals. The classroom teacher must know why he behaves as he does, what alternatives are available to him and he must be able to explain his actions. No longer can he merely memorize a few tricks or facts such as the steps in a developmental lesson plan or the causes of the fall of Rome and expect to gain the respect of pupils or parents.

Departments of education must widen their influence by widening their appeal. Today many admit only those planning to teach. Provincialism of this kind excludes students who could bring different and important

perspectives to education courses. Classes made up of students with a common interest, namely education, but with different goals, for example, some planning to teach and to examine the principles and practices of education and others interested only in the latter, would do much to guarantee that teacher candidates received a liberal education and not a technical training. A more varied group of students results in more qualified teachers. They would be knowledgeable about the classroom and about the relationship of education to other social activities. This second type of knowledge heightens the likelihood that the teacher will behave as a professional by playing an important role in community affairs affecting education.

A final implication of our discussion con-

cerns recruitment practices. Following World War II, departments of education could wait passively for students lured by the availability of teaching jobs in the school. This situation no longer exists. Faculty members must make their courses attractive to those not wishing to teach and weed out would-be teachers whose commitment and competence is limited. The immediate result would be a larger and better student body and a more qualified group of teacher candidates. The long term results would be twofold. First, the prestige of the teaching profession would grow. Second, more teaching positions would be created as departments of education graduate teachers and nonteachers who would influence public policy concerning education.

#### FOOTNOTES

1. W. Vance Grant and C. George Lind, Digest of Educational Statistics (1973) ed.; Washington, D.C.: United States Government Printing Office, 1974), pp. 7, 11.

2. New York Teacher, April 18, 1976, p. 38.

3. Leonard Buder, "About Education," New York Times, January 28, 1976, p. 16.

4. Projection of Educational Statistics to

1983-84 (1974 ed.; Washington, D.C.: United States Government Printing Office, 1975), p. 32.

5. A survey of state prison inmates conducted by the United States Census Bureau reveals that "61 percent of the prisoners were high school dropouts, as against 17 percent of the country's over-17 male population." "Narcotics Used By 61 Percent of Felons," New York Times, June 2, 1976, p. 20.

