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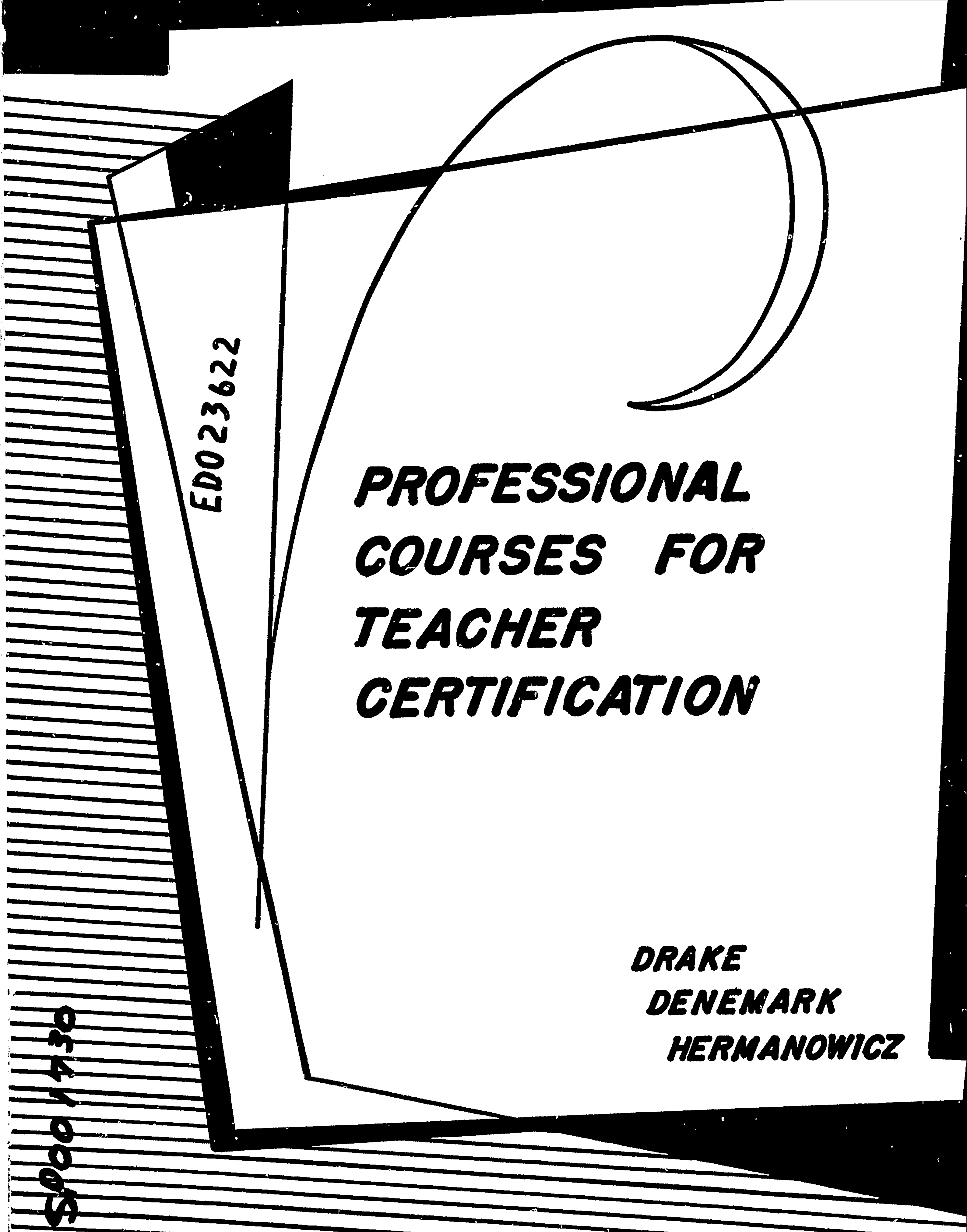
The three lectures comprising this document are introduced with a foreword by Clifford L. Bishop and an introduction by William H. Dreier, both of the Department of Education and Psychology which sponsored the Central State Colleges and Universities (CSCU) seminar on the professional program for undergraduates leading to teacher certification and the BA. or BS. degree. The lecture by George W. Denemark presents "A Proposed Common Professional Core for the Preparation of Teachers." He includes discussion of the context for curriculum planning and of the broad range of objectives for teacher education. In his discussion of "Ideal Experiences Needed in the First Course for Undergraduates," Henry J. Hermanowicz deals with the newer systematic and descriptive studies of teaching, experiments in clinical studies of teaching by prospective teachers, and the emergence of theories of teaching. William E. Drake's "Needed Experiences in the Foundations Professional Sequence Course" includes justification for a social philosophy course and discussion of content necessary to meet the minimum professional standards and classroom activity conducive to quality professional experience. Included are bibliographies, the major comments made at the final panel discussion, and a list of the seminar participants (20 from the host institution and 50 from 25 institutions in 12 different states). (JS)



PROFESSIONAL COURSES FOR TEACHER CERTIFICATION

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PROFESSIONAL COURSES FOR TEACHER CERTIFICATION

Based Upon Three Lectures
Presented at a
State College of Iowa Seminar
November 10 and 11, 1966

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FOREWORD

The professional sequence is a most important ingredient of any teacher education program. True, the prospective teacher should be well-grounded in the subject or area he expects to teach, and also have a body of knowledge and understanding common to all educated people as part of his general education. However, too often the prospective teacher will have no planned or organized course work in professional education other than that contained in the required professional sequence.

A considerable amount of attention has been given to the professional sequence in most good teacher education institutions. Staff members have struggled with how to get the most information into the smallest amount of time and for the smallest amount of credit. They have been told what to teach, and what not to teach, by college faculty members who have received a substantial amount of professional preparation and by those who have received none and "are proud of it." Professional educators have often been told that all they have to offer is "methods" and, on the other hand, are voted out of the methods business. All the methods courses, in some instances, have been given to the "subject matter departments" to teach.

Those responsible for professional education have been told, also, that what little content they have could be taught "on the job" by a practicing school teacher, or at best, by a dual-professor representing the school system and the college or university. According to this point of view, there is little time or place for a well-organized set of courses in professional education. However, when a teacher fails in his lack of understanding of children; in his ability to get along with his colleagues or the parents; when he does nothing but lecture to his class of young, immature children or youth; or when he lacks other knowledges or understandings necessary for successful, professional teaching, his problems and the blame for them are laid on the doorstep of the professional educator.

Professional educators have brought some of this about, it must be admitted, but far from all of it. For example, too many professional programs have not been live and practical. Furthermore, many have not taken into consideration the maturity level of the students. Many programs have not included observation, participation, and school and community involvement. Some courses paid little attention to content, and some instructors have taught the content as if it were "academic" stuff. Some thought that such an approach would be more acceptable to the "academicians" and thus they could become "one of the boys."

Fortunately, many good institutions and teacher education specialists have given much time and thought to preparing and teaching the professional sequence. A substantial amount of experimentation, study, and change have taken place in this area in the past fifteen years. For example, at the present time the Department of Education and Psychology, State College of Iowa, is responsible for three fused courses of the professional sequence. First, there is a course entitled *The Teacher and the Child*. It is offered for five semester hours of credit and deals with a short introduction to the field of teaching (about two-fifths of the time) and the psychology of growth and development from birth through late adolescence (for about three-fifths of the time). This is taken mostly by second-semester freshmen and sophomores. This course is followed by one offered for five semester hours called *The Psychology of Learning*. It deals with the theory of human learning, the application of learning, statistics, measurement and classroom management, and is taken most often by second-term sophomores and juniors. The third professional sequence course is one that deals with the social, philosophical and historical aspects of the schools. It is a four-semester hour course entitled *Social Foundations of Education*, and is offered opposite student teaching in a nine-week block, most often during the last or next to last semester.

In addition to the above, all students have a full-time student teaching experience for nine weeks under the direc. guidance of college faculty members "on-the-job." The secondary students take a methods course (or courses) taught by the "subject-matter" departments preceding their student teaching experience. The elementary majors have additional pre-student teaching professional work taught by the Department of Education and Psychology and other departments of the college.

In 1965, the conclusion was reached that we would like to share our experience, knowledge, and even our problems with a group of institutions that have much similiarity of purpose and scope. Thus we organized a conference in the area of the Social Foundations of Education. The conference was a success and most of the participants felt that we should follow it with a session on another area of the sequence. In the Fall of 1966, a conference was called on the theme "Professional Courses for Teacher Certification" with the time spent on the first course in the professional sequence. The content of the major addresses given by three leaders in professional sequence work is reported in this publication along with a sampling of the discussion that transpired. Plans are now in progress to hold a conference in the Fall of 1967 in the area of the psychological foundational work offered as part of the professional sequence.

I commend this publication to you. You will find it interesting, challenging and at times exciting. We hope that through this and other means we can all improve our teacher education programs to a level not yet achieved. We trust that this contribution will help in some small way.

Clifford L. Bishop, Head
Department of Education and Psychology
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Cedar Falls, Iowa

INTRODUCTION

William H. Dreier
State College of Iowa

Since 1957 the state colleges, in the region around Iowa, that have teacher education as their major concern, have worked together to collect and share information about their common problems. The group first met on February 8, 1957, when nine institutions sent representatives to the then Iowa State Teachers College, at the invitation of President J. W. Maucker. During their first nine years the group has worked on some 26 different projects. These studies have been collected and summarized by Dr. Herb Silvey. He is Director of Research for the group which identifies itself as the Central State Colleges and Universities. The CSCU is not formally organized with a constitution, official representatives, set dues or fees, or committees. Representatives of the 46 institutions from 13 states usually meet at one of the member colleges each summer and discuss and recommend what information is needed and how it will be collected. This meeting is the annual planning conference.

In the fall of 1965 the State College of Iowa, through its Department of Education and Psychology, was host to a Central State Colleges and Universities Professional Education Seminar. It brought representatives of 17 institutions from nine other states to Iowa. The four lectures were published in Social Foundations of Education: An Essential in the Professional Education of Teachers by the Extension Service, State College of Iowa. Out of this conference came the suggestion that special attention be given to the beginning experiences and courses in the professional sequence program leading to teacher certification and the B.A. or B.S. degree.

The 1966 Professional Education Seminar

During the spring semester, 1966, the Department of Education and Psychology named a committee to plan the fall Seminar. The members were: Dr. William Dreier, Chairman; Mr. Len Froyen, Dr. Joseph Przychodzin, and Dr. Edward Rutkowski. Early contact was made with the Deans of the 46 institutions. Each Dean was asked to nominate four members working in the Professional Sequence Courses for the 1966 CSCU Seminar. The theme was chosen: Professional Education Program for Undergraduates, and a program was prepared using suggestions from the 1965 Seminar.

Three seminar leaders were chosen and each was asked to prepare a manuscript, to take part in the small discussion groups, and to contribute to the final panel discussion. The keynote presentation was made by Dr. George W. Denemark, Dean of the School of Education, University of Wisconsin-Milwaukee. He was asked to address the seminar on "The Course Content and Experiences to be Included in the Undergraduates Professional Education of Teachers." Since Dean Denemark was on leave for the fall semester to study and observe new and promising programs of teacher education, he was uniquely prepared for this assignment.

The second lecture was presented on Friday morning by Dr. Henry Hermanowicz, Professor of Education and Acting Dean of the College of Education, Illinois State University, Normal. His topic was "Ideal Experiences Needed in the First Course for Undergraduates Planning to be Teachers." The first of two work sessions followed this presentation. The seminar participants were assigned to three groups and each group was asked to work out the objectives and intent essential for the first course in the professional sequence leading to teacher certification.

Dr. William E. Drake, Chairman of the Department of History and Philosophy of Education, The University of Texas, Austin, presented the third address on Friday afternoon. His topic was "Ideal Experiences Needed in the Final Course for Undergraduates Before They Are Certified as Teachers." The second and final work session ran from 3:15 to 4:45 p.m. Following this the reporters from the three groups brought their notes to the Seminar Committee Chairman. He had arranged for a typist who cut stencils and ran off copies of the comments of the Thursday evening small discussion group chairmen and of the reports of the three Friday work groups. These were distributed at the final session on Friday night and formed the basis for the panel discussion which evaluated and summarized the Seminar.

Study Materials and Seminar Membership

The Seminar registration fee of $15.00 paid for: three meals, coffee Friday morning and afternoon, study materials, a ditto report of the discussion group and a copy of the printed Seminar proceedings. In 1965 the study material was distributed with the registration materials at the first session. In planning for 1966 it was agreed that study materials should be made available as early as possible. The materials were ordered early in the fall and sent out in October as soon as advance registrations were received. The first 50 were mailed before November 15 and the second order came just before the Seminar, on November 7.

One of the sources used was: *A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education,* prepared by Herbert F. La Grone, Director of the Teacher Education and Media Project, The American Association of Colleges for Teacher Education. This AACTE bulletin was printed in 1964 and included 66 pages.

The second resource sent to each member who registered for the Seminar was: *The Professional Education of Teachers*, written by Arthur W. Combs. This perceptual view of teacher preparation was printed by Allyn and Bacon as a 134 page paper bound booklet in 1965.

In addition to the three seminar leaders, twenty people from the host institution, and 50 educators from 25 institutions in 12 different states took part in the Seminar. In October an invitation had been extended to the state supported teacher education institutions in Missouri. Central Missouri State College, Warrensburg, responded with four representatives. The only CSCU states not represented were Colorado and North Dakota. Over half of the 46 members of the CSCU group were represented by one or more educators. The out-of-state educators included 7 women and 13 of the 50 were chairmen, heads or deans.

Extending the Contribution of the Seminar

In his concluding remarks to the Seminar, Dr. Herbert Silvey, Director of Research for State College of Iowa and Director of Research for the Central State Colleges and Universities, said: "If the meeting was needed (and I'm sure it was, else you wouldn't have felt the need and the urge to come here) then get something going, if it means revision of courses or whatever it is. Try it. If it doesn't work, try it again. I believe that a group of this kind is the one that really puts into operation those things that we feel a concern about. I think over this ten-year period most of us are convinced that we can do things for ourselves".[1]

The purpose of this publication is to extend the contribution of the Seminar beyond the 73 people who participated on November 10 and 11, 1966. The two publications used as resources have been named so they may be examined by the reader. The three lectures, the bibliographies, the major comments made at the final panel discussion, and a list of ten first-course outlines available from CSCU are all included in this publication.

The Central State Colleges and Universities and others, whose major concern is the preparation of teachers, have moved ahead by pulling themselves up by their own accreditation through the AACTE. These institutions not only prepare teachers and supervise their student teaching, but also follow them into the public schools with extension courses and services. These colleges keep in close contact with the public and private elementary and secondary teachers in the many local communities throughout their state. They do not, in the main, face the problem of separation of scholar from school as stated by Jerome S. Bruner in 1960 when he summarized a meeting of leaders called by the Education Committee of the National Academy of Sciences:

"The past half century has witnessed the rise of the American university graduate school with its strong emphasis upon advanced study and research. One consequence of this development has been the growing separation of first-rank scholars and scientists from the task of presenting their own subjects in primary and secondary schools--indeed even in elementary courses for undergraduates."[2]

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[1] Tape of the final session of the CSCU Professional Education Seminar, State College of Iowa, Cedar Falls, November 11, 1966.

The following suggestions are made to help the professors in colleges all over the nation who are working with the professional education sequence courses. With this publication they can examine their work and their teaching responsibilities. Here are five ways this publication may be used.

A. Initiate experimental programs or courses in the college as suggested by Denemark, Hermanowicz and Drake.

B. Total University Study Committees are active on most campuses coordinating the teacher education program. All three seminar speakers have something to say to this group and point it up in the final panel discussion in chapter four.

C. The College of Education or the Department of Education in most institutions is aware of the need to study and review their professional sequence courses. Denemark urges us "to struggle a little bit harder to look for common agreements, to look for approaches that fit together so there's greater agreement among institutions."[3]

D. The Professional Education Sequence staff have many specific suggestions for the experiences and courses in this publication.

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[2] Jerome S. Bruner, *The Process of Education*, (New York: Vintage Books, 1965), p. 3.

[3] Tape of the final session of the CSCU Professional Education Seminar, State College of Iowa, Cedar Falls, November 11, 1966.

E. Topics for Graduate Seminar Courses and for research studies in professional education and in higher education may be found in almost every chapter as well as in the many references listed in the bibliographies.

Presidents, Deans, Heads and Chairmen of Universities, Colleges, Divisions and Departments dealing with teacher education often want to move and sometimes will not move. This Seminar report prepared by people in teacher education, where the action is, should help the chief move the Indians and also help those Indians who feel they have a "No-Move-Is-A-Good-Move" Chief.

Chapter I

A PROPOSED COMMON PROFESSIONAL CORE FOR THE PREPARATION OF TEACHERS

George W. Denemark

A Context for Curriculum Planning

Several general observations about the nature of teaching and about teachers may be helpful in providing a context for the curricular proposal which follows. None of these ideas will be new to you, but each has special significance for the planning of teacher education programs.

1. The role of today's classroom teacher is complex and demanding.

This observation is not new to any person at all familiar with schools and teaching. It is not in terms of newness, however, but rather in terms of significance for how we conceive of the preparation of teachers that the point is important to our discussion.

Because the job of the teacher is complex, many-faceted, and demanding, it seems clear that we cannot hope to complete properly his preparation in a pre-service program, whether it be four years, five, or even more. The nature of the teacher's job really requires an effective combination of pre-service and in-service educational experience.

Many of us have long talked of the importance of in-service education and of the need for teachers to continue intellectual and professional growth throughout the course of their career. If we are to take seriously this concept, however, we shall have to begin planning teacher preparation programs which reflect an integral relationship between pre-service and in-service dimensions, rather than the causual, almost accidental, link which currently exists. Starting from the assumption that the preparation of every teacher has both a pre-service and an in-service dimension we can then more intelligently proceed to a determination of which objectives may be best assigned to each of these phases of the process. We are then confronted with a whole series of questions such as the relative importance of program content, the degree to which certain concepts are basic to other learnings, the dependence of some learnings upon immediate trial and extended practice, etc. The complexity of the teacher's task demands careful consideration of the appropriate mix or blend of theoretical and applied studies.

Some persons currently writing about teacher education and some who are planning preparation programs are, however, disposed to believe that teaching is a rather simple matter and that the preparation of a teacher presents no special complications. For such persons, the best way of preparing teachers is to put them in close association with seasoned, experienced teachers and have them watch closely, listen carefully and confer frequently. While I would not deny the value for a prospective or beginning teacher of close association with an able, experienced teacher, I am convinced that the complexity of the job of the teacher demands much more than this. It demands systematic attention to theoretical and foundational conceptions regarding the nature of education, the function of schools in a social context, the nature of human nature and of human learning, and familiarization with a range of teaching models. If teaching is to be a profession rather than a craft, it seems clear that the preparation of teachers must involve more than an apprenticeship process of developing operational skills.

2. The complexity of the task of the modern teacher is causing us to move toward a differentiation of teacher roles.

Increasingly, school administrators, board members, and teachers are recognizing that the job of today's teacher has become unmanageable.[1] Unless something is done about it creative and competent teachers will find themselves hopelessly bogged down in technical and clerical duties which could be performed by others under their supervision. Or they will be so overwhelmed by the many complex and important things that they have to do that few, if any, of these things will be done well enough to provide the teacher any sense of accomplishment or satisfaction. Many potentially outstanding teachers may grow discouraged and frustrated over their inability to find the time and energy to be educators rather than technicians. And thousands of promising college students may, as a consequence, turn away from careers in teaching. If such happens, America's children will be cheated out of the quality education they deserve because their teachers are too busy with trivia to find time to teach. Curricula will become standardized rather than individualized because schools are keeping their teachers busy collecting money, recording attendance, or supervising lunchrooms rather than enabling them to counsel with students, plan learning experiences with teacher colleagues, and analyze their own teaching efforts.

The National Commission on Teacher Education and Profesional Standards has recognized the unmanageability of the teacher's job as a priority problem. The Commission has accordingly chosen as the theme of its efforts during its "Year of the Non-Conference", The Teacher and His Staff. A recent newsletter of the NCTEPS pointed out that teaching involves so many tasks that it has become an unmanageable job for one person. The teacher needs auxiliary and support personnel working side by side with him, providing a wide range of service to him and to his students. The Newsletter concluded that "The use of auxiliary personnel could be one of the most significant advances in education in the past fifty years."[2]

---

[1] George W. Denemark. "The Teacher and His Staff." *NEA Journal* 55:17-19+; December, 1966.

This trend toward differentiated teacher roles has important implications for programs of teacher education. Is it realistic to assume that we will be able to fill the more than two million classroom teaching positions with persons of uniformly high levels of professional competence, commitment, and talent? If it is not, we should be asking if there are different levels of proficiency and skill which we can utilize and prepare for. Perhaps teacher educators, rather than thinking of the teacher in unitary terms as an isolated adult performing all of the instructional duties of the classroom, will need to think instead of different levels of responsibility that may be assigned to different persons and combined in an instructional team. Such a concept will necessitate our reflection on the nature of programs designed to prepare senior or coordinating teachers to direct such instructional teams. These teachers will need coordinating and managerial skills that will enable them to effectively direct the activities of a team of teachers and auxiliary personnel.

A related idea with important implications for preparation programs is that of thinking of the beginning teacher as an associate member of an instructional team rather than an independent operator with full responsibility for all learnings of an assigned group of children. Programs designed to recognize that the beginning teacher is not a polished professional, but rather someone capable of successful work under the guidance and supervision of an experienced colleague, will be quite different than some we currently provide.

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[2] *NCTEPS: Newsletter*. Fall Issue, 1966.

The concept of differentiated teacher roles and instructional teams in turn introduces the issue of specialties for teachers at the elementary as well as the secondary level. Currently the concept of specialties for teachers is not seen in terms of conventional grade level or subject field specialties that become reflected in a rigid compartmentalization of the school program. Instead, school faculties are seeking ways to use the special interests and background of teachers more flexibly. Some teacher specialties that are coming to be seen as important to many school staffs are those involving working with children with special learning disabilities, working in a counseling relationship in the classroom, developing curriculum materials, incorporating programed material, television, or other new media in the educational program, etc. The idea of teacher specialties and their contributions to instructional teams is an important one for teacher educators.

A related problem is that of the preparation of instructional technicians -- staff members specializing in the preparation and use of new media and materials, in library service, laboratory demonstrations or other special facets of the total instructional process.

The utilization of such auxiliary personnel introduces the question of how they shall be trained and by what agency. New levels of cooperative effort will be needed between colleges and universities now preparing teachers, junior colleges or technical institutes, and school systems.

It is likely that the preparation of para-professionals for the classroom will be undertaken more appropriately by school systems themselves and by junior colleges, than by regular four-year collegiate institutions. However, the training of persons to conduct such programs and the manner in which auxiliary personnel are utilized in relation to professionally prepared teachers should remain a matter of considerable importance for colleges and universities.

Another implication of the trend toward teacher role differentiation is the need for pre-service programs to provide prospective teachers with expanded opportunities to see instructional teams in action and to work as members of such teams in appropriate supporting roles. It is often one thing to read about an idea and quite another to experience it in action.

3. The drop-out rate of those prepared to teach is very high.

It has been reported recently that nearly half the teacher-education students graduating in June 1966 will not be teaching two years hence. Such figures represent an alarming casualty rate. We can ill afford either the loss of able people to other occupations or the doubling of preparation costs resulting from our current need to train twice as many persons as we are able to retain in the classroom.

What implications do these data have for schools and colleges? One is the possibility of preparing some individuals as educational technicians rather than as full professionals. Such programs might involve much less time, possibly even only junior college training. For individuals who do not have long term career commitments to teaching perhaps such programs and assignments would be appropriate. Another implication is that of encouraging the very best people to stay in teaching by developing and utilizing their instructional leadership talents, by differentiating the roles of classroom personnel so that teacher strengths are capitalized upon rather than neglected, and by varying teacher loads and salaries to provide a better fitting of the job to the person. A California school system I visited recently has plans to pay top level salaries (some reaching the $18,000 mark) to some experienced career teachers. The purpose of such a salary schedule is to encourage outstanding teachers to make a career of classroom teaching rather than moving into administrative or supervisory assignments or into industry. In addition to attractive salary possibilities the plan provides for utilization of the special talents of such teachers through flexible schedules. One possible special assignment of such a senior teacher might be work with beginning teachers, with one-third or one-half of his day assigned to such responsibilities rather than expecting that all such assistance be provided on top of teaching a full group of children in a regular schedule.

One further implication of the heavy drop-out rate among those prepared to teach is an acceptance of the concept of pre-service education as training for a successful beginning in teaching, with greater attention to the role of in-service education for continuing and extending the preparation of those remaining in the classroom. Perhaps we would be wiser to seek to give quality professional education to those persons who have clearly registered their intent to make a career of teaching instead of assuming that all who begin a program of teacher preparation will make a lifetime career of teaching. If we were to accept such a concept, what would it mean for the selection of learning experiences in the undergraduate pre-service program in contrast to those things to be emphasized at the in-service level?

4. The geographic mobility of American teachers is high and its rate is expanding.

America's population is on the move and its teachers are no exception. In an urban school system like Milwaukee, for example, new teachers are employed each year who were prepared in nearly two hundred different colleges, representing a majority of the states in the Union. The same pattern is undoubtedly characteristic of many other metropolitan centers.

An obvious problem which such mobility poses for teacher educators is that of attempting to provide continuity between the pre-service and in-service dimensions of the training program. What can those planning in-service programs count on as having been provided in the pre-service experience of teachers in an urban school system when those teachers have come from hundreds of different colleges, each with its own notion of the task? Too often the answer is "nothing", and in-service programs start at the beginning -- a wasteful and frustrating approach to the continuing education of a professional. Perhaps the necessity for viewing both pre-service and in-service elements as essential to the education of every teacher will cause us to work toward broad agreements upon a common professional core among institutions preparing teachers. We are in an era when institutional uniqueness has become almost a cult, defended on the grounds of its democratic virtues. Many institutions have developed their own programs in virtual isolation from all others and have spoken proudly of these variations as if their very existence documented creative and independent thinking rather than, on occasion, breakdowns in communication and narrow parochialisms. In spite of all that has been said recently about the pressures of the "establishment" for conformity and standardization in teacher preparation programs the reality of what actually occurs under the labels of required professional courses is far from monolithic.

In an age of great and growing moibility among teachers it is necessary that teacher educators struggle with the problem of distinguishing between the variables and the constants in their curricula. Perhaps instead of taking refuge in the automatic virtue of institutional uniqueness we should not be content until we are sure that such differences truly reflect varying needs and values rather than inadequacies in the processes of debate and discussion regarding the fundamentals of teacher preparation. I am in no sense suggesting establishment of a rigid, standardized pattern with identical specific content, illustrations, methods, and materials for every program. Rather, I am urging that we search earnestly for common objectives and broad areas of experience which we can agree upon as having significance in the preparation of teachers. Indeed, perhaps an element in the determination of the maturity of our profession will be our ability to communicate effectively with colleagues and identify areas of shared value. We may discover that certain of our program variations result from our lapses in communication rather than from substantial differences in our objectives.

5. Vocational motivations for study, strongly linked with professional programs in many other fields, have not been viewed as appropriate to teacher education.

The trend in American teacher education has been toward a growing separation of liberal and professional studies. It is true that teacher education has been brought in closer contact with the academic disciplines as we have abandoned teachers colleges in favor of multi-purpose institutions. However, close on the heels of that important and constructive development has been the trend toward the separation of liberal and professional studies, with the postponement of the latter until the junior and senior years and, in an increasing number of cases, until a fifth, post-baccalaureate year. While I enthusiastically support the advantages associated with viewing the early college years as broadly exploratory ones and commend programming which avoids premature student commitment to a specialization that is based upon sentimental rather than rational grounds, I cannot accept without qualifications the rigid separation of general and professional studies. The current trend toward delaying professional studies until the graduate year seems to deny the possibility of using career motivations to stimulate liberal studies at the undergraduate level. Why not consider using the vocational motivations that may be associated with teaching or with other career interests to enhance general education learnings at the undergraduate level? What is wrong with having students reflect upon possible applications of important concepts to contemporary social institutions and professions? If the chief business of the elementary and the secondary school teacher is in fact that of directing the general education of children at those levels, what is wrong with having prospective teachers reflect on their own collegiate liberal studies at some point in the context of what these ideas may mean for the curriculum of elementary and secondary schools? Are there possible psychological and motivational advantages to linking general education and professional studies that we have dismissed too readily? There is some indication that leaders in certain other professional fields are seeing new possibilities in an earlier introduction of professional studies in the collegiate programs within their fields.

6. Professional organizations play a key role in the education of American teachers.

The dollars and hours that go into organizational activities and the impact they have upon teaching practices and upon schools is considerable. Too often, however, we have failed to recognize and use this influence deliberately in the education of teachers at the pre-service level. If there is validity to the observation that today's teachers are disturbingly ineffectual in civic and community action matters, perhaps an earlier emphasis on participation and involvement in group leadership and organizational matters would help prospective teachers develop such skills. Rather than assuming that all objectives must be accomplished through the medium of formal credit courses offered by a college it is worth exploring the possibility that many significant learnings may come about through informal programs which utilize the resources of student organizations interested in teaching.

A Broad Range of Objectives for Teacher Education

Before turning to the presentation of a proposal for a common professional core for the education of elementary and secondary teachers let me point out, very briefly, the broad range of objectives which are represented in various curricula. Some focus on instructional skills needed by the beginning teacher, and are largely formulated in terms of the kinds of practical classroom "know-how" deemed important to the neophyte. Other programs seem to emphasize a concern for developing in students an image of what teaching is, of the various roles which teachers play, and perhaps most important, what teaching could be --- that is, something of the aspirations for teaching and learning at their best. Some programs seem to place special emphasis upon fostering appropriate personality and value patterns in teachers, coupled frequently with effective communication skills. Still another emphasis noted frequently is upon attitudes which support an analytical and experimental approach to teaching and a commitment to the concept of continuing learning throughout the lifetime of the teacher. In a world of rapid change, the ability to profit from subsequent experience is an objective viewed as important by a growing number of teacher educators.

Another area of objectives in many programs lies in the category of fostering basic professional "literacy" regarding educational issues and developments; that is, matters we believe teachers should be knowledgeable about even though the knowledge may not be directly translatable into effective operation in the classroom. Cooperation with others, particularly in the context of differentiated teacher roles, seems to be another important objective of many teacher education programs. Familiarity with practice in the school system in which the student will begin teaching is yet another objective. Many of us talk about the new teacher being able to do a competent job in the context of a particular kind of community, or school, or classroom. I am not proposing that we must choose one from among these many kinds of objectives. Rather, I am suggesting that some imply quite different levels of expectations for pre-service programs than do others and that both the content and method of teacher education is likely to be influenced depending upon which of these objectives we give greatest priority or what combination of them we decide is necessary in a pre-service program.

A Proposed Common Professional Core for the Preparation of Teachers

I. Career Exploration

(Freshman and sophomore years)

A. A series of non-credit activities planned and administered by student organizations and designed to familiarize students with opportunities in the various fields of teaching, provide insight into the nature of modern teaching, and encourage reflection on some of the central problems and issues confronting schools and teachers.

B. Counseling and guidance activities to help prospective teachers explore the field of teaching and its various options.

C. Work study opportunities in the area schools to provide students interested in teaching with experience as aides, tutors, or other auxiliary personnel. Experience designed to:

    a) Communicate image of teaching and the contributions which various members make to the instructional team.

    b) Provide sufficient income for student to replace that lost by requirement of summer study at the end of junior year.

c) Represent a means of self-selection in which contacts with children at various grade levels, in inner city situations, etc. will help individual decide what he wants for a career.

2. Nature and Interrelations of Knowledge

(Freshman or sophomore year)

A seminar type course taken along with general education work, taught by an inter-disciplinary team and designed to consider alternative ways of knowing, unique structures of knowledge in different fields, linkages between concepts in various disciplines, and implications of ideas for teaching at the elementary and secondary levels. Instructional team would include one member from professional education.

3. The Foundations of Education

(Junior year)

Three major dimensions:

A. The Nature of Teaching -- major dimensions of the teaching act, various roles associated with teaching, some promising models for analyzing teaching.

B. Human Development and Learning -- readiness and motivation, cognitive growth, affective learning, concept formation, learning disabilities, evaluating learning.

C. The School in Society -- study of teaching and learning in a range of settings to see impact of the culture upon them --- consideration of family backgrounds, community power structure, urban-suburban life styles, racial, ethnic, religious composition.

The above would be taught by a foundations team so that work could be related when desirable. Maximum use would be made of films, video-tapes, case study reports, etc., along with actual field visits in order to make best use of time and to suggest the relevance of foundation studies to actual problems of the teacher and the school.

4. Developing Teaching Skills (Summer session between Junior and Senior years)	A skill development set of experiences designed provide opportunities through use of video-tapes for prospective teachers to practice certain teaching behaviors with a small group for a short period, see and evaluate results with supervisors, and redo the assignment. Demonstration or model teaching efforts would be available on tape for aiding communication of the concepts involved.
5. Internship and Curriculum and Methods Seminar (Senior year, first or second semester)	Assignment for a full semester to a school as a member of an instructional team with sub-assignments to teachers or team groups as appropriate. Weekly seminar at school center to include all interns in school or cluster of schools, senior teacher supervisors, and university staff, as appropriate. Students paired so as to cover classrooms for full school year.
6. Teaching Resource Laboratory (Individually scheduled -- senior year	A clinical type of experience providing a "cafeteria" of items for selected intensive study as determined by a student deficiency, special talent he wished to develop or a specialty desired in terms of needs of instructional team at school he expected to work in. Could include remedial reading, counseling, art or music skills, special education, etc.
7. Educational Issues and Trends (Junior and senior years -- monthly)	A convocation series sponsored jointly by School of Education and student organizations, designed to provide opportunities for students to develop basic "literacy" on educational issues, history of American public education, educational ideas of other nations, new methods, professional negotiation, etc. Discussion and visitation opportunities would be coordinated.
8. Workshop for New Teachers (Summer session before beginning first regular teaching assignment)	A one-week to one-month workshop sponsored by school system for new teachers. Focus upon curriculum and organization of that system and upon procedures and policies employed. Staffed by senior teachers, supervisors from schools and supplemented by area colleges.

NOTE: Two elements of emphasis that would be included in many of the above segments of the program:

(1) Experience with the planning and conducting of modest research or experimentation associated with some instructional or curricular problem.

(2) Continuing assessment and screening by faculty of students enrolled in the program to determine which need extensions of certain aspects of the program and which should be dropped from it.

My purpose in proposing a curricular pattern has not been to proclaim a single design for teacher education suitable for universal adoption. Instead, it is an attempt to present some of my current and still tentative thinking on the subject in sufficiently specific terms to foster discussions and debate on the subject. Consistent with the point made earlier, I believe American teacher education to be seriously in need of a rigorous, constructive forum for discussion and debate on the nature and design of preparation programs. While it is true that teacher education has been much under discussion in recent years, the discussion has too often reflected largely hostility and built-in prejudice toward any pedagogical study rather than open-minded scholarship.

The presentation of this proposal is designed to represent a point of view which may be considered, modified and improved in the light of a larger number of minds reflecting upon it. It is still my hope that through such focused discussion and analysis of the design of teacher education we may find broad areas of agreement among individuals and faculties. Such agreements may help us meet the challenges of teacher mobility, the demands of a complex professional role for significant contributions in both theoretical and applied learnings, and for systematic, effective in-service as well as pre-service preparation programs.

Chapter II

IDEAL EXPERIENCES NEEDED IN THE FIRST COURSE FOR UNDERGRADUATES PLANNING TO BE TEACHERS

Henry J. Hermanowicz

The proposals and analysis I shall offer here will be similar to those in a paper I presented at Rochester University in January, 1966, and in another conference honoring Florence Stratemeyer upon her retirement from Teachers College, Columbia University. My fundamental convictions presented on those two previous occasions have not changed in substance, and they are directly pertinent to the topic I agreed to discuss at this conference--"Ideal Experiences Needed in the First Course for Undergraduates Planning to be Teachers".

Introduction

At the outset it is important that I establish two conditions implicit to the proposals which will follow in my paper. First, the term "ideal" pertains to that which is taken as a standard of excellence or an ultimate object of attainment--that is, a model or prototype for all others to emulate. It would be rather presumptuous for me to assume that I have the answer to all our problems in teacher education. It is my contention that we simply do not know what experiences, practices, or knowledge--for that matter--are most significant and relevant to preparing teachers. An implied, but pervasive, theme running through this paper is that "How best can we prepare teachers?" is an open, empirical question. Furthermore, answers to this question are conditioned by value judgments we make about what teaching and education ought to be with respect to certain ends in view. In short, I believe that responsible debates on teacher education will and should continue in the future, and I seriously doubt if any solutions will be completely satisfactory in our pluralistic society for any length of time. This contention, on the other hand, does not mean that I plan to "hedge" or diplomatically avoid presenting my own point of view about certain directions in teacher education that I feel are worthy of your attention.

The second point I should like to make is that, even though I shall address myself to concerns about the first course or courses in teacher education, such proposals cannot avoid having implications for the total professional sequence. Describing what one considers as desirable initial experiences in teacher education must be predicated on some notions of what formal preparation should follow. Similarly, Dr. Drake, I am sure, can only discuss the final course in teacher education if he assumes something about the preceding professional education which leads to the terminal experiences. In this respect, I suspect that both Dr. Drake and I will be treading on some of the ground covered by Dean Denemark, even if the treading be only by implication. Furthermore, all three of us may view the overall terrain somewhat differently.

Now that the two foregoing conditions have been established, the rest of my paper will consist of three major parts:

1. Diverse Studies of Teaching
2. Clinical Study of Teaching by Prospective Teachers
3. The Emergence of Theories of Teaching

Diverse Studies of Teaching

My introductory comments were rather cautious, but now I would like to throw some of this caution to the wind. I believe that present and future systematic inquiry into the nature of teaching may well revolutionize the initial course as well as the total professional sequence in teacher education. I would maintain this contention despite the realization that studies of teaching have displayed extreme diversity in approach, quality, and resultant findings. To understand my point of view, however, it is necessary to examine the diversified attempts to study teaching and explore how they can lead to:

(1) tools for having prospective teachers study teaching, and

(2) producing knowledge indigenous to explaining and controlling the phenomenon of teaching.

A substantial proportion of past study of teaching has been directed at appraising teacher qualities or some aspect of teaching performance. Such studies have fallen short of contributing broad, predictive generalizations about teaching or indeed even lesser valid information for understanding of teaching. In the preface of one of the more recently published books devoted to research on teaching effectiveness, the editors make the following statement:

> Few, if any, facts are now deemed established about teacher effectiveness, and many former "findings" have been repudiated. It is not an exaggeration to say that we do not today know how to select, train for, encourage, or evaluate teacher effectiveness.[1]

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[1] Bruce J. Biddle and William J. Ellena, (Editors), *Contemporary Research on Teacher Effectiveness* (New York: Holt, Rinehart and Winston, 1964), p. vi.

In addition, there have been difficulties among researchers in determining what kinds of inquiry could be legitimately designated as research on teaching. For example, should studies of how teachers perform school duties outside of the classroom, such as faculty committee participation or having conferences with parents, constitute research on teaching? In reviewing plans that served to outline the prodigious *Handbook of Research on Teaching*, Gage reported the committee agreement that an investigation must deal with certain central variables in order to be considered research on teaching in the handbook. Three categories on such central variables were identified: (1) teaching methods, (2) instruments and media of teaching, and (3) the teacher's personality and characteristics. Gage also described variables often found in investigation that the handbook committee considered neither necessary nor sufficient as bases for qualifications as a study on teaching. These variables included social interaction and the social background of teaching. Other considerations, such as subject matter and grade level could be held as constants or serve as key variables in research on teaching.[2] This rather liberal delineation of research on teaching at least narrowed the foci of such study to what the teacher does or uses in acts of teaching, or on teacher characteristics that may have relevance to teaching.

Even with the foregoing limits established to designate investigations as research in teaching, the phenomenon of teaching may be studied at different levels. Meux and Smith identify three such levels of inquiry: (1) purely descriptive studies of teaching, (2) correlational studies, and (3) studies designed to discover generalizations.[3] The first level of inquiry is one intended simply to describe and classify teaching behaviors so that the phenomenon of teaching can be better understood. Because the approach is one which attempts to describe, rather than evaluate or gather correlative data of the phenomenon, it is a study in the sense of "natural history". The second level of study is one with the purpose of establishing correlations between certain designated variables relevant to the phenomenon under investigation. Such has been the principal approach to studies of teacher effectiveness previously mentioned. For example, pre- and post-test results of students' achievement tests may be correlated with observer's judments of certain teacher behaviors in the classroom. The last type of inquiry is essentially that of an experimental study specifically designed with sufficient controls to discover cause-effect relationships or broad, predictive generalizations within the phenomenon.

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[2] N. L. Gage, (Ed.), *Handbook of Research on Teaching* (Chicago: Rand McNally & Company, 1963), from the preface.

Smith, Meux, and others serving as research collaborators are convinced that descriptive studies represent the most fruitful approach to investigating teaching at the present time. The primary reason for this conclusion, according to these researchers, is because so little is known about the nature of teaching to warrant the use of the other research approaches identified. Realizing that such descriptive studies are often dismissed as unimportant, Smith offers the following justification for them:

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[3] Milton Meux and B. Othanel Smith, "Logical Dimensions of Teaching," from Biddle and Ellena, *Op. Cit.*, p. 128.

> If very little is known about a phenomenon, the way to begin an investigation of it is to observe and analyze the phenomenon itself. It must be observed, analyzed, and classified into its various elements. Until the factors which are involved in the phenomenon are understood and described, there is little likelihood that significant correlational, predictive, or causal studies can be made. In other words, the state of knowledge about a given phenomenon dictates to some extent the kind of inquiry of it which is appropriate.[4]

It would be reasonable to infer that these researchers regard the use of the other two levels of inquiry in past studies of teaching as premature, thereby casting considerable doubt upon the validity of any findings resulting from such studies. Furthermore, if we have so little knowledge about teaching, this may explain our continued dependence upon such fields as group dynamics, learning theory, and philosophy in providing descriptions or explanations of teaching.

Apparently, there are no studies of teaching at present that will yield the broad, predictive generalizations that are a long-range goal of inquiry into teaching. Descriptive studies of teaching, however, serve as essential prerequisites to subsequent investigations which may yield such generalizations. For many researchers, obtaining leads to further inquiry serves as the primary function of such study. But if descriptive studies provide various means of understanding the complex phenomenon of teaching, then such studies are important in their own right. In addition, such investigations may provide possibilities for the immediate improvement of teacher education.

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[4] B. Othanel Smith and Milton O. Meux, et. al., *A Study of the Logic of Teaching* (Urbana, Illinois: Bureau of Educational Research, College of Education, University of Illinois, 1963), p. 8.

Clinical Studies of Teaching by Prospective Teachers

A wide range of implications for teacher education may be drawn from descriptive studies of teaching. No attempt will be made here to explore the variety of such possibilities. It seems obvious, however, that use of such studies by prospective teachers in clinical analysis of teaching would offer considerable promise for experimentation in teacher education. Here I must acknowledge the work and proposals of my colleague Mort Waimon, who several years ago started experimenting with such an approach and has continued efforts along these lines.[5] My own feeling is that the initial course in teacher education could be a series of experiences extending over a full year in which prospective teachers engage in clinical analysis of teaching. I further believe that such a course would utilize a combination of various simulated acts of teaching as well as some actual acts themselves. Perhaps it would be best to describe here what I am proposing in general, what limitations I see in the proposal, and how best to overcome such limitations.

1. The General Approach

The term "clinical" has become rather fashionable in various educational circles, particularly since Conant used it in describing proposed new roles of education professors. It is with some reluctance that I use the term in this paper for fear of having the proposal misinterpreted. However, the word is quite appropriate for what I have in mind. "Clinical", by conventional definition, means "pertaining to a clinic whereby teaching is done with the actual circumstances and subjects or patients being present". Clinical studies of teaching, then, would be teaching-learning situations involving actual acts of teaching or simulations of actual acts that are subject to analysis and inquiry.[6] Of course, these types of learning situations have been regarded as an integral part of teacher education for years. A central function of professional laboratory experiences has been to use actual classrooms as laboratories for inquiry and testing ideas about teaching. Indeed, we can find the rationale for such direct study of teaching described by Dewey in 1904.[7]

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[5] See, for example: Morton D. Waimon, "Feedback in Classrooms: A Study of Teacher Corrective Responses." *Journal of Experimental Education,* (June, 1962) and "The Nature of Teaching: Implications for Teacher Education," in the 42nd Yearbook of AST, *Concern for the Individual in Student Teaching* (Dubuque, Iowa: Wm. C. Brown Co., Inc., 1963) p. 79-97.

It seems, however, that those of us in teacher education are now being offered additional opportunities to make such laboratory experiences and studies of teaching more systematic, rigorous, and fruitful. Descriptive studies of teaching attempt to conceptualize the complex phenomenon of teaching. Such studies provide us with ways of ordering various elements or components of teaching and thus offer cognitive maps for trying to understand the phenomenon. Such maps are a result of the direct, systematic study of teaching itself, rather than derivatives from fields which may or may not have relevance to the phenomenon of teaching. The possibilities of using such descriptive studies of teaching and the cognitive maps they provide merits the careful and critical attention of teacher educators. After discussing his own system of classroom interaction analysis, Flanders states:

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[6] Harry Broudy further distinguishes the nature of clinical experience by describing the cases selected for analysis as being exemplars of master teaching and learning diagnoses. Whereas testing ideas and theory in practice he identifies as "laboratory exercises". See: Harry S. Broudy, "Criteria for the Professional Preparation of Teachers", *The Journal of Teacher Education* (December, 1965), p. 413.

[7] John Dewey, "Relationship of Theory to Practice in Education", in Charles A. McMurry (Ed.), *The Relationship of Theory to Practice in the Education of Teachers*. Third Yearbook of the National Society for the Scientific Study of Education, Part I (Chicago: University of Chicago Press, 1904), p. 9-10.

> Perhaps this is a point to risk a prediction, which is that teacher education will become increasingly concerned with the process of teaching itself during the next few decades. Instead of emphasizing knowledge which we think teachers will need in order to teach effectively, as we have in the past, we will turn more and more to an analysis of teaching acts as they occur in spontaneous classroom interaction.[8]

2. Possible Limitations

While descriptive studies of teaching offer exciting possibilities for experimentation in teacher education, certain limitations should be considered. Such studies of teaching serve only to develop classifications of teaching behavior for greater understanding of the phenomenon. This type of research is not designed for discovering cause-effect relationships or predictive generalizations about teaching. Having prospective teachers utilize such studies in their own study of teaching should enable them to learn how to classify and perhaps better understand teaching acts. The research procedures and their findings, however, do not provide teacher candidates with principles or generalizations about teaching which are useful in the control and resolution of teaching problems. Principles or hypotheses for coping with instructional problems must come from other sources and by means other than descriptive studies of teaching. However, such studies may help in identifying some of the instructional problems.

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[8] Ned A. Flanders, "Intent, Action, and Feedback: A Preparation for Teaching", *Journal of Teacher Education* (September, 1963), p. 260.

A second precautionary note is one centering on the readiness of teacher candidates for the learning experience of using descriptive studies of teaching. The researchers have developed such inquiry as a result of certain backgrounds of knowledge, perhaps past failures, some speculative hunches, and a host of other conditions that prospective teachers probably will not bring to the learning situation. In the attempt to have the teacher candidates engage in genuine intellectual inquiry comparable to the researchers, inadvertently we may be training them to learn how to classify teacher behaviors reliably, how to use certain observation guides efficiently, or whatever the methodological approach demands. Unintentionally, we might be preparing useful graduate assistants, but not necesarily better teachers.

A third area of precaution relates to the nature of the research being used as the model for teacher candidate understanding of, and inquiry into, teaching. Descriptive studies of teaching deal with or focus upon selected dimensions of teaching. The study of B. O. Smith and his associates, for example, centered upon the logical nature of teachers' verbal behavior. Other studies of teaching may focus upon affective, rather than cognitive, dimensions of teaching. Furthermore, because such descriptive studies have little or no precedent, the attempts at classification and understanding of teacher behavior may reflect varying degrees of imprecision and ambiguity. Teacher candidates employing such research schema should recognize the status and nature of the inquiry so that it is not misinterpreted as an infallible, comprehensive explanation of teaching. Unless this is done, intellectual closure, rather than a spirit of continued, open, inquiry might be an end result.

Furthermore, the utilization of a particular system of studying teaching should desperately avoid the development of "cultism". The task of engaging prospective teachers in systematic study of teaching is not to make of them simply the proponents of any particular system. This, however, is not to say that different systems are equivalent in their quality to describe teaching. Critical examination of the system or systems employed seems imperative in such an approach. Questions certainly should be raised concerning dimensions of teaching simply not revealed by a particular system. This suggests the desirability of exposing students to several major different systems of studying teaching. While such an approach appears terribly eclectic, at least students so involved would hopefully develop less of a tendency to view teaching from the exclusive perspective offered by a single system.

3. Overcoming Possible Limitations

In view of the foregoing limitations, I suspect that an initial approach to the clinical study of teaching by prospective teachers should involve elements such as the following:

1. The kinds of insights and perhaps misconceptions that students have about teaching should be examined and assessed prior to actual clinical study of teaching.
2. Utilizing a system or systems of studying teaching should be stressed to help students understand teaching with greater sophistication, and to help them learn to cope with instructional problems more knowledgeably and imaginatively. An attempt should be made to help students bridge the gap between their present understandings of teaching and subsequent clinical study of teaching.
3. Several different systems of instruments for the study of teaching should be utilized, rather than concentrating on a monolithic interpretation of teaching.
4. Students should become familiar with background information concerning the development, use, and possible limitations of each system or instrument.
5. Students should experience a training period designed to develop skill and reliability in using the system or instrument. This probably could be best done with the use of simulated teaching materials in the form of video tapes and the like.
6. The system or instrument should be employed in collecting and classifying raw data from simulated and actual acts of teaching.

7. Rather than stressing the mechanics of data collection and classification, central emphasis should be placed upon analyzing and making inferences from such data so that prospective teachers engage in behaviors such as the following:

    (a) ordering and displaying understanding of certain teaching behaviors and dimensions of teaching
    (b) identifying any regularities in teaching behavior
    (c) clarifying the nature of the teacher's intended instructional goals
    (d) questioning the desirability of intended instructional goals and alternative goals
    (e) examining procedures employed for attaining instructional goals
    (f) analyzing student responses in reference to the teaching strategy and goal attainment
    (g) examining the reflexive behavior of the teacher in class interaction with students
    (h) identifying instructional problems that emerge and considering possible circumstances leading to such problems
    (i) suggesting various hypotheses for coping with instructional problems identified
    (j) offering suggested means of more effective planning for subsequent teaching.

8. The students would have some opportunity for abbreviated, sample exposure to actual teaching themselves, whereby they would then monitor their own teaching with analysis comparable to that used when examining the teaching acts of others.

9. Finally, the prospective teachers would engage in critical, comparative analysis of the various systems or instruments they had employed in studying teaching.

Such a course emphasizing clinical study of teaching is based upon certain assumptions and objectives. I assume that all teachers must learn to make wise decisions regarding classroom procedures and problems, despite the fact that they are forced to operate on very imperfect, often speculative forms of data. Furthermore, rather than have prospective teachers develop habits and skills in grasping for single, oversimplified solutions, it seems desirable that they develop the ability to formulate alternative solutions when confronted with classroom problems. In short, prospective teachers can learn to be diagnosticians of instructional problems and hypotheses-makers of feasible solutions to such problems.

In addition, such an approach to studying teaching recognizes that no program of teacher education can provide a set of standard solutions for all of the instructional problems the teacher is apt to face in his lifetime. Prospective teachers should develop skill in devising different ways of making knowledge meaningful to different students, under varying conditions, utilizing different procedures, and for different purposes. It is further unlikely that each teacher will receive constant supervision and evaluation of his teaching procedures to assure its improvement. Therefore, it is important that the prospective teacher develop the ability to monitor and evaluate his own teaching behavior as well as to develop a commitment to such self-monitoring throughout his professional career.

Furthermore, descriptive studies of teaching and their use by prospective teachers for analyzing teaching in the initial course represents only one side of the coin in teacher education improvement and a side of immediate applicability. However, descriptive studies, as mentioned previously, are preliminary to further investigations of which the major goal is discovery of broad, predictive generalizations. Such broad generalizations could then lead to theories of teaching. Theories of teaching, in turn, could offer substantial possibilities for the improvement of teacher education--possibilities that go to the heart of the knowledge dilemma of professional teacher education mentioned in the opening section of this paper. The following examination of theories of teaching suggest some long-range developments for teacher education.

The Emergence of Theories of Teaching

Educational literature often contains pleas for a "unified theory" or a "unified theory of teacher education". It is difficult to determine what is meant or requested by such pleas. I suppose that the demand for a unified theory of teacher education is primarily a concern regarding discerned disjointedness in programs for educating prospective teachers. Calling for a unified theory of teacher education, then, is largely requesting that a more coherent pattern of teacher education be established with clear relationships of goals, content, procedures, and general organization given in such a plan.

Demands for a "unified theory" are somewhat more bewildering. Does such a request suggest the necessity or desirability of incorporating all of the specialized areas, content, and research of the total educational enterprise into one gigantic, logically constructed explanation of the enterprise? If so, the suggestion is completely unrealistic. It is inconceivable, for example, that all of the diverse aspects of the social sciences be subsumed in a monolithic, comprehensive explanation of man's social environment. Why should we assume that such an explanation is possible for the diverse areas that comprise education? On the other hand, perhaps such a request suggests the possibility of a comprehensive explanation of teaching. Even a more modest expectation such as this is unlikely to materialize. Rather than the development of a single theory which will explain all forms of teaching, regardless of differences in content, teaching goals, or levels of instruction, it is more likely that various theories of teaching will emerge in the future.

Of course, there are legitimate doubts even as to whether various theories can be developed with power to explain only limited forms or dimensions of teaching. When addressing himself to questions of knowledge employed in teacher preparation, Conant simply did not consider the possibility of deriving theories of teaching from the study of teaching itself. Moreover, in discussing problems of empirical-inductive inquiry, he warns against misconstruing research which merely piles up narrow generalizations as contributing to wide scientific principles and theory.[9] Additional doubts are expressed in Nagel's analysis of systematic inquiry into social phenomenon:

> Many social scientists are of the opinion, moreover, that the time is not yet ripe even for theories designed to explain systematically only quite limited ranges of social phenomenon.[10]

Nagel further reviews methodological problems in the social sciences and points out the limited nature of theoretical explanantions or generalizations which have been produced as well as their questionable validity. However, his analysis concludes with the cautious but optimistic observation that

> ... none of the methodological difficulties often alleged to confront the search for systematic explanation of social phenomena is unique to the social sciences or is inherently insuperable.[11]

If the emergence of various theories of teaching is possible even for explaining limited aspects of teaching, how shall such theories be constructed? Perhaps at this point it would be helpful to examine the general nature of scientific theory. According to Brodbeck, a scientific theory is a deductively connected set of laws. A theory is dependent upon having a series of broad generalizations about the phenomenon in question. Furthermore, the generalizations must be related to each other in a coherent pattern or system. Generalizations are also called general facts, laws, or hypotheses. A scientific theory, then, is comprised of general facts, laws, or hypotheses related to each other in a systematic, non-contradictory order. Within the theory each generalization states how something is lawfully connected with something else. Therefore, the theory describes and explains the phenomenon to which it is addressed. The theory also serves as a means of predicting certain consequences in the phenomenon in view of certain given antecedents. The theory may be considered a huge, internally consistent, if-then statement.[12]

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[9] James B. Conant, *Two Modes of Thought*, (New York: Trident Press, 1964), p. 16-17.

[10] Ernest Nagel, *The Structure of Science* (New York: Harcourt, Brace and World, Inc., 1961), p. 448.

[11] *Ibid.*, p. 503.

In a paper devoted to her inquiry into the nature of teaching, Maccia describes three characteristics necessary for a scientific theory. These characteristics plus a terse explanation for each are as follows: (1) formal coherence - i.e., systematic relationship of the statements which comprise the theory, (2) observational verification - i.e., correspondence of the statements within the theory to that which can be experienced, and (3) observational predictiveness - i.e., derivation of statements from the theory about what will happen in experience.[13]

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[12] May Brodbeck, "Logic and Scientific Method in Research on Teaching", in N. L. Gage (Ed.), *Op. cit.*, p. 68-69.

[13] Elizabeth Steiner Maccia, "Instruction as Influence Toward Rule-Governed Behavior." A Paper Presented to the Ninth ASCD Curriculum Research Institute, Eastern Section, Washington, D.C., March 2, 1964, (Mimeographed), p. 2.

The foregoing sketchy anatomy of scientific theory borrowed freely from Brodbeck and Maccia offers clues as to the structure of future theories of teaching. It also helps clarify the nature of present descriptive studies of teaching. Attempting to develop descriptive classifications, rather than correlational or causal data, the researcher in such study may identify a series of behaviors exhibiting common characteristics. He then may group such behaviors in one category because of their common characteristics. The category may be designated by some term with appropriate connotations such as "opining", "integrative", or "controlling" as has been the case in such studies. The researcher may have as many of these categories as he deems necessary to handle his data. Such categories and their identification labels designating the set of characteristics or descriptive features are the concepts invented by the researcher.

Concepts are the "stuff" which generally distinguish one field of knowledge from another. The concepts emerging from purely descriptive studies of teaching, however, may be short lived. Concepts may be analyzed with respect to their meaningfulness and significance, according to Brodbeck. Concepts are said to be meaningful if they are sufficiently defined in terms of the observable characteristics or descriptive features which they designate. Concepts are significant only when they are connected with other concepts; that is, when they enter into generalizations or laws.[14] Since the discovery of connections between concepts is not the intent of descriptive studies of teaching, the significance of concepts resulting from such studies is dependent upon subsequent investigations.

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[14] Brodbeck, *Op. cit.*, p. 56-57

Concept connections or laws or generalizations or if-then causal statements are the basic fabric of theories. Controlled investigations rather than descriptive studies of teaching may yield such generalizations. However, investigations themselves will not yield theories of teaching. Theories of teaching are dependent upon the background of knowledge, the ingenuity, and the insights of the person or persons who fashion them. The broad, predictive generalizations resulting from controlled investigation of teaching must be organized in some logical structure by the theorists. The theories as well as their component generalizations are always subject to further investigation, refinement, and possible invalidation. One of their principal functions is to generate further investigation.

Multiple theories of teaching will result from the efforts of the researchers and theorists in education as they turn more of their attention to the examination of teaching itself. Each theory of teaching will offer explanations for limited aspects of teaching. The particular nature of such theories and the aspects of teaching they will explain are matters for conjecture. Variations in theories might depend upon the nature of subject matter in question, the particular kind of children to be taught, or the kinds of educational objectives to be stressed.

One of the more eloquent proponents of the necessity for a theory of instruction is Jerome Bruner. Whether Bruner sees the emergence of multiple instructional theories can only be inferred from his writings. However, he seems to suggest the addition of another dimension to such theories. He would not be satisfied with instructional theories which, like learning theories, provide after-the-fact description of the phenomenon. He insists that such theories be prescriptive and normative in nature. Or, to put it in his own words:

> A theory of instruction, in short, is concerned with how best to learn what one wishes to teach, with improving rather than describing learning.[15]

Bruner further insists that such theories involve a congruence of learning theory, developmental theory, and knowledge of the subject matter to be taught. He probably would not settle for less than a multidisciplinary convergence of knowledge upon the solution of instructional problems and curriculum improvement. The convergence of learning theories and knowledge of development psychology with knowledge about the nature of teaching, however, is dependent upon investigation of teaching. That is, the relevance and points of convergence of such knowledge to teaching are indeterminate since inadequate knowledge exists about the phenomenon of teaching itself. It appears that Bruner would like an instructional theory subsumed as an integral part of curriculum theory. Thus, the approach would be a grand strategy for improving the teaching-learning process in all phases of the curriculum. The proposal of Bruner may represent an ideal which is as difficult to dismiss as it is to attain. In the long run, perhaps we cannot settle for anything short of such an ideal.

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[15] Jerome Bruner, "Some Theories on Instruction Illustrated With Reference to Mathematics," in Ernest R. Hilgard, (Ed.), *Theories of Learning and Instruction*, 63rd Yearbook, Part I. National Society for the Study of Education (Chicago: University of Chicago Press, 1964), p. 307.

Nevertheless, the development of multiple theories of teaching will have significant impact upon teacher education and the enterprise of education in general. Such theories will result from cumulative, systematic inquiry into the nature of teaching. The theories will be comprised of related generalizations of a predictive nature. The concepts, generalizations, and theories will constitute a corpus of knowledge with demonstrable power to describe, explain, and control various dimensions of teaching. Such knowledge ultimately will become the principal substantive content of the professional aspect of teacher education. Such knowledge also will provide greater clarification of the points of convergence and relevance of ancillary disciplines like psychology, sociology and philosophy to the educational process.

Education will then have developed its own modes of inquiry, a system of interconnected concepts and conceptual schemes, and fundamental bases to guide practice as well as further investigations. In short, education will assume the characteristics of a discipline in its own right, but a discipline inextricably tied to the improvement of practice in its enterprise. The future of teacher education may well reside with the nature of such theories of teaching, the knowledge which they represent, and how wisely those of us in teacher education can put such knowledge to use.

Summary

Newer developments in the systematic study of teaching have emerged in the past decade. Such studies may be viewed as points on a continuum starting with purely descriptive studies of teaching but advancing to controlled investigations which yield broad generalizations about the phenomenon. It was suggested that present descriptive studies of teaching might be useful as means of having prospective teachers engage in clinical study of teaching in the initial course of teacher education, although certain possible limitations were cited. Such efforts of having prospective teachers study teaching should be regarded as experimental rather than idealistic. Certain conditions for alleviating possible limitations of employing various systems in the clinical study of teaching, along with certain desired outcomes, were described. Experiments in clinical study of teaching were suggested as immediately applicable in teacher education. Long-range inquiry into teaching, on the other hand, could produce additional results for dramatic modification of teacher education.

The general nature of scientific theory was examined to suggest the possible anatomy of a theory of teaching. It was argued that controlled investigations of teaching subsequently will yield broad, predictive generalizations. Such generalizations will be fashioned into multiple theories rather than a single, comprehensive theory of teaching. Each theory of teaching will be relevant to limited aspects or dimensions of teaching. The generalizations and theories will constitute a corpus of knowledge with demonstrable power to describe, explain, and control various dimensions of teaching. Such knowledge may offer clarification of the points of convergence and relevance of ancillary disciplines like psychology, sociology, and philosophy to the educational process. Such knowledge ultimately will become the principal substantive content of the professional education of teachers.

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Chapter III

NEEDED EXPERIENCES IN THE FOUNDATIONS PROFESSIONAL SEQUENCE COURSE

William E. Drake

In discussing the role of the foundations course in the professional teacher education sequence, it is necessary to take under consideration three areas of significance. The three areas we propose to analyze are:

1. Justification for a social philosophy course in the professional education sequence.
2. Content necessary to meet the minimum professional need.
3. Classroom activity conducive to quality professional experience.

Now let us turn to the first of these areas - justification - for a social philosophy course in the required professional sequence.

Justification for a Social Philosophy Course

For more than a thousand years, and late into the nineteenth century, the intellectual and moral foundations of education were a part of the prescribed classical curriculum. The scientific revolution which hit American higher education after 1880 (especially because of its emphasis on subject matter specialization) not only brought to an end the prescribed classical curriculum, but, in doing so, led to a loss of instruction in that portion of the arts and sciences program which contributed most to an insight into our intellectual and moral needs. Stated otherwise, the traditional metaphysical and unified concept of liberal education had given way to a number of units in specialized bodies of subject matter.

The passing of the prescribed classical curriculum as the core of the arts and sciences degree brought about the elimination of mental and moral philosophy as a requirement for the preparation of classroom teachers. As a substitute, there was a tendency for some institutions to require a course dealing with some phase of the history of education, usually of a biographical nature. State certification programs, however, tended to follow the specialization tendencies implicit in the scientific movement. Just as subject matter specialization became the chief prerogative of the colleges of arts and sciences, so did specialization in methods of instruction become the chief prerogative of schools and colleges of education. It was for this reason that a course in educational psychology became a requirement in all teacher education programs. Educational psychology became the essence of the scientific movement in education because it was concerned with a knowledge of method. The Comenian dichotomy which developed from this change in degree requirements is still with us, and may, in some respects, be held responsible for the immaturity of the profession of teaching.

The shift of emphasis from mental and moral philosophy to an emphasis on subject matter specialization in the colleges of arts and sciences, and to an emphasis on methods in schools and colleges of education, inevitably contributed to a loss of any pattern of meaning and value in the teacher education program. For an outmoded and no longer warrantable theological tradition, we had substituted a narrow empirical mundane sense of practicality.

Contributing further to the poverty of the present-day teacher education outlook are issues involving the church, the state, and the economy. Because of sectarian religious dogma it has been impossible for public schools to deal with matters of a religious and moral nature at a level of understanding. At the same time the church leadership, steeped in medieval doctrine, and talking in a language which has no meaningful significance, is less and less capable of meeting any kind of community need. A well known theologian has said that the Protestant church of today is Protestant but it is not Christian. Dean Samuel H. Miller of the Harvard University Divinity School says that what "the church demands and what society needs and what God asks never seem to meet". In short, while the church is incapable of providing the ethical leadership necessary for a free society, tradition has determined that public schools must not assume this responsibility.

Throughout the history of the public school movement, it has been assumed that (because the schools belong to the people) local school boards and the several state legislatures should define what is taught. This is an anti-intellectual doctrine capable of being defended on intellectual or moral grounds. Political determination of matters intellectual and moral is of the essence of fascism, not of democracy. On the contrary, it is the responsibility of political bodies in a free society, bodies such as school boards and state legislatures, to defend the teacher in the exercise of his obligations not to define the nature of those obligations.

Much can be said of the contribution of the public school during the past century, but when we look at these contributions in a realistic manner we note that they are quantitative rather than qualitative in character. They deal with man-object relations rather than with man-man relations. During the century from 1865 to 1965, the United States built the most powerful productive economic system in the history of man, and in the development of this system the public school played a significant and major role, but at what price?

Side by side with our great productive corporate economy we created human cesspools of filth and degredation - the American slum. When the majority of the people of one of our southern states will deliberately vote for a candidate who has only one qualification for governor, that of hate for his fellow man, can we honestly say that the public schools of that state have lived up to their democratic obligations? And can we say that the seeds of race hatred are any less deeply rooted in the East and the West than they are in the South? It is true that we have sought the passage of numerous laws guaranteeing the freedom rights of every citizen in the United States, but, as John Dewey once said, "A child knows what kindness is by the way you act toward him, not by what you say." Our greatest danger lies in the assumption that the symbolic language which we use is of the essence of reality.

There is a growing conviction that the present pattern of cultural operations is making us increasingly brutal in our responses to our fellow man. Is this a reason for our annual increase in crime, and for our growing pattern of juvenile deliquence? What is the essence of our assumption that we believe in the dignity and worth of the individual? How do we correlate this assumption with our international efforts to prevent the spread of atomic power as a military weapon, and, at the same time, affirm, as did a former living President of the United States, that when we engage in a war we have the right to use any weapon we may have at our command? It would appear that we have adopted the Hegelian assumption that power defines the nature of that which is right, and that we are fully justified in resorting to Machiavellian politics in order to attain our desired ends.

In the face of our anti-philosophical and anti-historical attitudes on the nature of our responsibilities, how can we develop that professional competence necessary for the teachers of children in a free society? Who can say that the people of the United States are willing to delegate to the public school teacher that professional autonomy necessary for the public schools to become the enlightened agency for which they were visualized as becoming by the mind of Thomas Jefferson? And if teachers are not as yet ready to assume the kind of responsibility which their assignment in a pluralistic society commands, how, and through what means, will they acquire the competence necessary for such enlightened service?

Any one who concludes that the right kind of instruction in the final professional sequence course can solve all of our present professional ills is in need of psychiatric treatment. However, I do believe that the right kind of instruction could do much for our intellectual and moral well-being; that the professional maturity of teachers at all levels is the key to a quality educational program; and that such maturity is not possible without an understanding of and a committment to the implications of the issues raised.

Content Necessary to Meet the Minimum Professional Needs

It is not the purpose of this paper to outline even the minimum requirements of the general and professional education necessary for all teachers. In discussing the problem of the necessary minimum content of the foundation course, however, certain assumptions must be made. Among these assumptions are at least the following three.

1. Assumptions:

a. That the student has acquired a liberal education of at least three college years. The issue here is not so much a matter of courses as of cultural and intellectual maturity. Unfortunately, present day colleges of arts and sciences have little or no concern for a liberal education, only for specialization in subject matter. Up until the past century a liberal education called for some pattern of unified philosophy, but today even philosophy has become an area of subject matter specialization. From the standpoint of the education of the individual, the problem is not so much one of specialization as of fragmentation, the subject being studied having no meaning or significance other than itself. What is most lacking today is an insight into and an understanding of the inter-disciplinary nature of subject matter.

b. That there is an interest in and a projected effort toward creating a unified profession on the part of the faculty responsible for the implementation of the professional sequence. Unfortunately, schools and colleges of education are as guilty of promoting fragmentation of subject matter as are the colleges of arts and sciences. Educational psychology stands apart from curriculum theory; curriculum theory stands apart from school administration; school administration stands apart from guidance and counseling; and guidance and counseling stands apart from the social foundations of education. Not long ago a Dean of one of our large university colleges of education held, at an administrative conference, that there was only one of two approaches to the field of philosophy of education - either mundane or metaphysical. When he was questioned as to the place of the profession of teaching in his conceptual picture, he appeared to never have thought about the idea.

c. That we look forward in the very near future to a minimum required six year teacher education program with the fifth year devoted to a program of internship and the sixth year devoted to seminars, conferences, and workshops dealing with crucial problem areas in the American culture - economic, social, political, racial, international, et. al. We must move beyond the nineteenth century concept of the subject matter teacher to the view that the teacher's role in a pluralistic society is to provide the intellectual and moral leadership necessary to counterbalance the narrow empirical pressures of our economic, political and social life. It is not difficult to determine just who sets the pattern of meaning and value (the blueprint) in a totalitarian nation, but where is the source of responsibility in our society? Can it be in politics or the profit system? There was a time when the church carried the responsibility but the voice of the church is a relic of the past. At one time, there was a glimmer of hope in the progressive education movement, but progressive education never got beyond the welfare of the elementary school child.

2. Structure and Content

Now what is to be the structure and content of the foundations professional sequence course? Since I have labored with this problem over a period of years, and, since the fruits of this effort are soon to be published in book form, let me give you the gist of my conclusions. The approach which I take is inter-disciplinary, and the primary concern is for the "Intellectual Foundations of Modern Education". The structure which has been designed is divided into two parts: Part I - Formative Background and Part II - The Conceptual Frame. These areas of investigation are deemed necessary to a functionally adequate understanding of the nature of mind and the development of individuality.

We begin with an analysis of man as a symbol creating animal, especially with reference to the development of language. In this respect the studies of Mario Pei *The Story of Language*, Susanne Langer *Philosophy in a New Key*, and Ernst Cassirer *An Essay on Man* are excellent examples of illustrative material. This socio-scientific and epistemological view of man stands in striking contrast to the traditional classical metaphysical presentation. A clarification of the issues involved in the present conflict over molecular versus organismic biology is thought to have high educational significance in the light of our assumption of the dignity and worth of the individual. Furthermore, this approach is warranted because of its emphasis on the development of the human mind and the correlative nature of the learning process. Recent works, such as that of Theodosius Dobzhansky, *Heredity and the Nature of Man* or Rene Dubos, *Man Adapting*, tend to clarify the continuing controversy over nature and nurture.

As a symbol creating animal man expresses himself symbolically through the subjective creative role of art and through the rational objective role of science. It was to these roles that John Dewey directed his attention in his studies on *Art as Experience* and *The Sources of a Science of Education*. Each of these two areas of creative activity should be studied in the light of the western culture tradition to give the prospective teacher a deeper insight into the nature of the educative process. This type of empirical and historical analysis is necessary for a clarification of those areas of misunderstanding now running rampant in the academic world.

3. The Conceptual Frame

The establishment of the formative background lays the basis for an analysis of the seven areas which make up the conceptual frame.

1. Empirical origins of ideas
2. Romantic naturalism in education
3. Scientific individualism and education
4. Social reality and education
5. Technology and education
6. Professionalization of teaching
7. Critique of American education

In analyzing each of these seven areas the time period is roughly that of the past three centuries, or that period in which the physical, biological, and social sciences (studies) have developed. The conceptual frame is supported by the principles of continuity and interaction as set forth by John Dewey in his *Experience and Education*.

How does one come to know? This is the question to which we direct our attention in the unit on "Empirical Origin of Ideas." The contributions of Francis Bacon *(The Advancement of Learning)* and of John Locke *(Essay Concerning the Human Understanding)* are held to be of primary significance because they best state the case for empiricism over the traditional Platonic doctrine of innate ideas. The narrow empirical dogmatism of our day is held to be unfortunate in that it fails to take into consideration either the comparative or the historical approach to the significance of a proposition. Moreover, narrow empiricism is peculiarly lacking in appreciation for the intuitive, artistic aspects of the learning process.

The roles of art and of science in the cultural process are clearly demonstrated in the discussions on "Romantic Naturalism" and "Scientific Individualism." Jean Jacques Rousseau's *Emile* should be analyzed as an outstanding example of a romantic naturalistic approach to education; although other examples, such as the work of Pestalozzi, should be stressed. Also, it is important to emphasize the impact of the romantic naturalist on the development of our belief in the democratic way of life and our acceptance of the fundamentals of progressive education.

In contrast to the influence of "Romantic Naturalism" on modern educational thought we have the growth of "Scientific Individualism." Scientific individualism lies at the heart of a century of American education as well as at the heart of the American economy. We can analyze the scientific individualistic approach through the thinking of Adam Smith and his *Wealth of Nations;* Herbert Spencer and his *What Knowledge Is of*

Most Worth?; Thorstein Veblen and his *Theory of the Leisure Class*; John Dewey and his *Individualism and Individuality*. Scientific individualism made it possible for us to become the most economically productive nation in the world, but it failed to cope with the socio-ethical and moral issues growing out of an industrial, urbanized, and mechanized society.

In our unit on "Social Reality and Education" we can spell out the development of a sense of social reality from the contribution of Immanuel Kant, Freidrich Hegel, Karl Marx and George Herbert Mead. We can distinguish between the social immaturity of Kant; the idealism of Hegel; the realism of Marx, and the pragmatism of Mead. Only the thought of the latter gives due consideration to the role of the individual in a pluralistic society. The educational contributions of Herbart and of Froebel can be contrasted in relation to the principle of social reality. Of primary significance, however, is the development of an historical sense in philosophy of education, an encouragement of the sociological imagination, and an appreciation for the practicality of social engineering. The differences between the concept of individualism and of individuality can be analyzed in relation to the social order.

The issue of "Technology and Education" is very much before the conscience of the American teacher. Are we to be slaves of the machine or is the machine to be an instrument for the betterment of human life? The issue of mechanization and standardization of human life is involved in our present controversy over the use of the teaching machine. It is important to study the role of the tool in the advancement of human culture in order that we may make constructive use of man's advancing material knowledge. In this respect the contributions of John Dewey should be analyzed because of their positive and meaningful applications. A tool can be a weapon of destruction, but this determination depends on the use man makes of a tool, not its composition.

What of the professionalization of teaching? This concept is an integral part of the scientific movement in education, for its conceptual development parallels that of other professions. At the heart of the issue is the question of whether the public school is to become a primary institution side by side with the church, the state, and the family, or whether the public school is to become a propaganda agency of the state. Of one thing we are sure, the day when the teacher is to serve as a missionary of some religious faith has passed. The public school teacher of the future will be organized into a powerful labor union, operating at the level of a skilled craftsman, or he will become a member of a professional group operating at the level of a fourth power in government, that of the professionally trained expert. What is most significant about this development is that the future of our free society may well be determined by the quality of the profession of teaching.

Dialogue, or the interaction of well informed minds, is, in the final analysis, the educative process which can best serve a society of free people. For this reason, a critique of present day educational theory and practice in the United States should be the final conceptual area of the professional sequence course. What are the realists, the idealists, the pragmatists saying about our educational practices? Where does the existentialist or the logical analyst fit into our educational picture? How can the classroom teacher function at a level of professional intelligence if he (she) has little or no awareness of the power potential of a dynamic profession, conscious of the crucial issues of our day, and willing to participate as a creative agent in their resolution? The evaluations of Alfred North Whitehead and of Maynard Hutchins are considered important in the development of such a critique. Teaching can be a great and powerful profession, but only the teachers of the United States can so make it.

Classroom Activity Conducive to Quality Professional Experiences

The third question with which we are concerend is the kind of classroom activity conducive to quality professional experience. In making reference to the kind of desired classroom activity we need to identify some of the ingredients which should go into that experience. Here our growing knowledge of educational psychology, especially in the area of ends-means relations, should be highly beneficial

1. Insights

Basic to quality activity are such insights as:

(a) The quality difference between teacher and prospective teacher is a matter of degree of professional competence, not of kind. Mutual respect is mandatory if there is to be maximum professional growth.

(b) A sense of the intuitive-creative art role is as important to the learning process as is the role of science.

(c) Content of the course is not important in itself, but must be directed to some desired professional end.

(d) Empirical illustrations are a necessary part of the instruction if the basic content of the course is to have functional significance.

(e) The lecture-discussion method is preferred over the traditional lecture method with students given numerous opportunities for self expression and for participation in the dialogue.

(f) Classroom size should be limited so as to maintain a personal communicative role between teacher and student. Our tendency to ignore the significance of personal relationships and to maximize the man-object relation, has in it the ingredient of brutality and the dehumanizing of the educative process.

(g) Wherever possible there should be a graduate apprentice working with the teacher so as to provide maximum opportunity for meeting individual needs.

2. Need for Research for Growth

A word should be said about the need for research in those areas of experience needed in the Foundations Professional Sequence Course. The sickness of our present situation is demonstrated by the fact that, because of our deification of the physical sciences, we have unwittingly come to a neglect of the teaching art role. We say we are interested in good teaching, and one can assume that we are, but the concept of the "good" has been so restricted to the mechanics of the teaching operation that the word "good" no longer has any effective meaning. Insofar as the scholar disowns the student, can we expect the student to identify himself with the scholar? If such is the trend in American higher education, then there is justification for a high note of pessimism about the future of our free society. Research activity is as important to good teaching in grade one as it is in the university, but the kind of research we are talking about is concerned with individual growth and not with publication. Publication should be viewed as an aspect of the educative process and not as something to be substituted for it. As far as students are concerned, there is need for the university to consider separating the research scholar from the teaching scholar, and, in doing so, provide for the improvement of college teaching. At this point the foundations course in the professional sequence has possibilities for the prospective college teacher as well as for those public school teachers who must be professionally certified. The new day that is dawning calls for a greater understanding of man and his nature, and a worldwide application of this knowledge will be possible only as we give our best efforts to the development of the quality of mind of the classroom teacher.

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Chapter IV

COMMENTS AND EVALUATIONS OF THE IDEAS FROM THE WORK SESSIONS AND SEMINARS

Taken from the Tape Recorded Remarks of the Final Session of the Central State Colleges and Universities Professional Education Seminar - Dr. Edward Rutkowski, Associate Professor of Education, Presiding.

Dr. Rutkowski: We now come down to the final postmortem. Now that we've made educational history, we'll have to try to recapitulate what we've done. I really don't have any idea just what would be the order, but possibly it would be best if we said good things first and constructive criticism after. I would suspect you gentlemen could just talk seated at the table.

Educational Theory and Practice

Dr. George W. Denemark: One discussion group gave considerable attention to educational theory and practice, a quite central question for teacher preparation. We have been through an era in teacher education when we focused on the theoretical approach, talking about schools and teaching for an extended period with delayed opportunity for practice. More recently we have entered a period when it seems fashionable to emphasize the practice element For example, I met someone last week who, with considerable pride, indicated his college had absolutely no course work at all in their program; that they moved people immediately into a practice teaching situation with professional studies confined to seminar discussions around the problems they encountered.

I have a strong feeling that both of these approaches are mistaken. To talk at length about education without an opportunity to deal with some of the practical situations in teaching is unfortunate. On the other hand, I think we sell teaching short if we assume that it is the kind of competence one learns simply by being tossed in the water and forced to swim without an opportunity to develop some concepts, without an opportunity to see some of the backgrounds that explain certain problems, and without the benefit of the insight of persons who have made more systematic studies and analyses of the process. I am hopeful that through the use of some of the new media we can take advantage of the opportunity to bring teacher education programs closer to practice. Opportunities for observation can be provided more efficiently and effectively by video tape than by continuing to load students on buses to bring them into the field to see often poor examples of the same thing a dozen times over. Instead, we should think through, organize and structure the teaching operation so that we clarify some of its critical dimensions, develop useful ways of describing them and then seek out clear illustrations of those dimensions.

I believe that there are many forces at work today which would have us turn teacher education over to the public schools to operate on essentially an apprentice basis. It seems that such an approach is more appropriate for craft-technician kind of training than it is for the preparation of a professional. I think we must be very sensitive to this development and be working toward closer cooperative relationships with and greater utilization of public school people. They have much to contribute, but we should be very careful that we do not lend support to a movement to place teacher education entirely in the schools. Such a development would be most unfortunate.

Dr. William E. Drake: I think one of the things that disturbed me most about the Conant report was the implication that this is what Dr. Conant was asking for when he would limit professional education to five hours or so of practice teaching. I certainly concur with what Dr. Denemark has said. I think we have operated too much on the assumption that we could develop a sound teacher education program from the textbook - what we might call "isolated theory" - and did not recognize the "reciprocal relation" between practice and theory. I can't conceive of a profession that is apart from theory. It's in the practical sense that we need the professional educator. In my years of experience (and especially with colleagues in the Philosophy of Education Society) I have been disturbed by the large percentage of college teachers who have never had any experience in the public school. It seems to me there is a difference in the orientation of the person who has had public school experience but who, at the same time, knows the world of higher education. I would wholeheartedly concur with what Dr. Denemark has said, and would reinforce the idea that the future of professional education rests on the empirical test, the practical refineed by the theoretical, refined and defined by the testing out of theory.

Dr. Henry J. Hermanowicz: One thing that perhaps I might address myself to, to get into the act, is that in Group Three one of the principle concerns expressed apparently was the emphasis on values, purposes, and goals. Fundamentally, I agree with what I think was the thesis of Professor Drake that formal education is essentially a normative enterprise, that is it's an enterprise that one must understand in terms of certain ends in view. The ends in view are determined essentially by making value judgments, and indeed perhaps one of the more important areas of analyzing formal education is to make more careful and critical judgments of the kinds of values that are being employed to determine ends in view.

Systematic Analysis of Teaching

I don't, however, consider the systematic analysis of teaching an antithesis of this point of view. Indeed, I suspect that if we engage in systematic analysis of teaching, we will find that teaching itself is a multi-dimensional phenomenon that involves elements of ethical judgments, that involves elements of aesthetics, and that indeed is not simply something that can be defined through the visions of narrow empiricism, I also would suspect that if prospective teachers are so engaged, they will eventually make wiser decisions about these kinds of dimensions, ethical, aesthetic, as well as those that concern analysis of certain instructional problems and hypotheses. So I really don't think that these are the least bit dichotomous, and I'm not trying to say that to simply ameliorate opposing points of view. I really believe this firmly.

Dr. Denemark: Hank, the reason I am so interested in your emphasis on the analysis of teaching is that I think we have gone too long believing that teaching is so complex and so difficult that one can't describe it, - - - can't really say what good teaching is, while accepting different kinds of teachers and different styles. Such a view represents a philosophy of despair. One ends up with something that is so vague and ambiguous that there is never anything precise enough to focus upon or to analyze in any thoughtful, sophisticated fashion. This may be in part why we are in difficulty in teacher education.

It seems to me that there is promise in beginning to apply certain logics or methodologies to the examination of teaching, to make possible some subdivision of it, some way of looking at parts of it at a time, parts that are more manageable rather than attempting to look at the whole field at once. Obviously one does have to retain a broad perspective of important interrelationships among all of the facets to teaching. However, a beginner, cannot learn as complicated a job as this by studying everything at once and practicing everything at once. Teacher educators must restrict the focus to questioning, structuring, presenting, assessing, or some other manageable dimension of the total role of the teacher. There is something very exciting and very truthful in this approach, particularly so because it can help us to benefit more from the dimensions of practice that are available to us. We have had an almost childlike faith in the belief that by just sending people out to observe or placing them in practice situations, good insights are going to emerge. I don't believe they will, necessarily. Such unplanned experiences may only confirm student prejudices. They may see mediocre operations many times over and miss many other important things. So I feel we are at the threshhold of something really very significant in our developing skill at analyzing teaching.

We are not going to do the job of analysis and curriculum building for teacher education in a morning and afternoon session here. This has been a stimulating beginning which has perhaps served to get people sensitive to the problem, but we must be prepared to invest time in the process.

Some of our schools and colleges will need to release time of faculty members, --- all or a substantial portion of time for a semester or perhaps as long as two or three years --- in order to support a team of educator-scholars really carrying out the kind of job that needs doing. Without such an investment of time and energy, we are not likely to enhance the prestige and standing of our profession.

Time for Research-Teaching

Dr. Drake: Dr. Denemark, in Group Three we were wrestling with the question of released time to get at the problem of the professional sequence. How could we begin to develop what Group Three conceived of as an "orientation to the profession of teaching"? One of the things that we wrestled with was, "Where can we get the time when the required teaching load is 12 or 15 hours? How can we get the time for research-teaching, not research-publication?" I'm speaking in terms of the teaching function and doing research at the same time. Now I would say that I have enough confidence in my colleagues to get this job done provided we have the incentive and provided we reduce the teaching load.

There were one or two aspects of Dr. Denemark's points I and II in the Proposed Common Professional Core that did concern me, and I would like for him to comment on them if he will, in reverse. In point II, I think, he referred to having one professional man working with a given number of academic colleagues. I think it was the consensus of our group that it would be better to have one professional man, one humanist, and one scientist, and not put the emphasis on subject matter specialization. Select the men who would understand what we were trying to do from the fields of the humanities and the sciences. I wonder if Dr. Denemark would respond to this point. The other question is in connection with point I. We wrestled with the problem of no requirement -- no credit for the professional orientation course. The problem we were concerned with was if this is worthy of the effort and stimulation, are we going to get around the issue by saying, "Let's forget about the credit for the time being or the requirerement." If the orientation course is made a requirement for admission to the teacher education program, could we not allow credit in the bachelor of science degree, but forget about it otherwise? Would Dr. Denemark care to comment on these two points?

The Professional Education Team

Dr. Denemark: On your first point it is the sensitivity of the person, his commitment, and his interest in this kind of an approach which would be critical. Not every faculty member in every department, perhaps not more than one in each, might be the kind of person who is interested in doing this. Most of them will be operating under pressure to move out on the frontiers of specialized knowledge, to get that book written or that piece of research reported, rather than to plow into the difficult task of determining what are the main currents and basic ideas of their special field. There are some who are interested in the main stream of their discipline. We shall have to look for such individuals in every field, and build on the strengths of the persons we can find.

In terms of a practical notion of how to get such a curricular plan going, one would probably approach it in terms of a pilot or experimental project. Rather than saying, "We're now going to revamp our total curriculum, and every student will henceforth be prepared in this new program," I would prefer to say, "Are there four or five faculty members who would like to work in such a program?" Then spot two or three people from the liberal arts general studies area who would be interested in working with such ideas and identify a group of 50 or 100 students to try it on. Such an approach has the advantage of starting with people who have a real interest in the concept rather than trying to convince others who could defeat the whole project by their lack of interest and understanding.

Dr. Hermanowicz: Let me just take a slice at the theme. One of the things that became very apparent in our own small discussion group was that we really didn't have any substantial confidence in any singular approach to the organization of teacher education, or to be more specific, to the organization of an initial course in professional education. What became very quickly apparent was that we entertain a multiplicity of approaches. For example, some of us thought that there was some wisdom in providing exposure to certain so-called educational foundational fields and that it would provide some kind of structure to subsequent education that they pursued in the professional sequence. In other words, they might take some work in philosophy or psychological foundations or developmental psychology, and this then would provide a structure for subsequent studies. Others felt that perhaps what they ought to do is get a kind of an overview of the nature and organization of American public education and this kind of Gestalt before they go into more specific aspects of professional education. Others thought that what would be initially desirable would be to have prospective teachers initially have some experience with youngsters and engage in the study of youngsters, which might be a foundational approach in developmental psychology. And still another point of view was that perhaps prospective teachers could benefit from the immediate plunging into systematic analysis of teaching. And before we finished we had one gentlemen, from Marquette, suggesting really a combination of two views. That is a kind of a Gestalt overview with some foundational background and then going into the systematic study of teaching. The point is we have no fundamentally clear approaches that all of us can embrace with complete confidence, but at least we're open to a variety of experiments, and I think his is a very healthy sign in teacher education.

Dr. Drake: Now would you care, Dr. Denemark, to respond to the other point, the non-credit business?

Credit or Non-Credit for Experience

Dr. Denemark: My own inclination would be to appreciate a trial of the non-credit approach to certain aspects of the program. I am not entirely happy with the notion that we must translate everything into course credits. In this area there are kinds of experiences and activities that would naturally fit organizational activity and counseling approaches. I believe it would be healthy and that it might strengthen both counseling programs and student programs if they could make a contribution on a non-credit basis without our feeling that every worthwhile objective must be reflected in course requirements and course credits. At present most such programs are viewed as incidental or peripheral kinds of things, while the things that count are the things the student gets credit for. Perhaps we should support the concept that there are some important things that one should be doing as a person trying to get an education that will not always take the form of credits in courses. It would be exciting to try such an approach to see if it could really work.

Dr. Drake: In the light of what you were previously saying, what about the possibility of control and experimental groups so that after the first two years (freshman and sophomore) we could determine whether or not the students who had been in the experimental group were better qualified in attitude, etc., for admission to the professional sequence. Would you favor this approach?

Research and Experimentation in the Classroom

Dr. Denemark: Yes. On another point, I would hope that throughout the professional program of prospective teachers there would be opportunities for them to be researchers or experimenters. I would hope we could plan ways in which they could be participants with their instructors in setting up modest studies, assessments of their program, the impact of a certain instructional technique or the impact of the variation of a method or some material. We are trying to communicate the image of a teacher as an experimenter, as a researcher, as a person who has no established line of expert teaching, but rather who is sensitive to what is going on around him and to the need to modify his own behavior and his approach in order to improve teaching and learning. We have tended to assume that educational research is something to be postponed until the graduate years, often for a relatively late period in the graduate program. In a modest study at our laboratory school at the University of Wisconsin - Milwaukee, we selected elementary students of some promise. We substituted for a portion of their student teaching an assignment in the laboratory school in which their responsibility was to work with laboratory school teachers in designing and carrying out modest experiments and studies relating to the improvement of curriculum and of instructional practice. I came away feeling that such an emphasis was feasible." I would like to see my institution build such an experience into the regular program. I don't think it need become a course, but rather may simply be the way many instructors go about the process of their teaching.

Dr. Rutkowski: I think we have a few minutes for some questions from the floor. I think some people were very anxious to ask these gentlemen some questions. Dr. Phillips?

Multiplicity of Approaches

Dr. Cecil Phillips: I have a comment and a question. First a comment with regard to the multiplicity of approaches. I would hope we could hold onto that as long as we're dealing with human beings, because I don't think we have a cut and dried way of doing anything in education. Something might work on Friday, but it won't work on Monday. That's the comment. The other, I have a question that I'd like to ask Dr. Drake. This afternoon from your speech, I judged that today, as in 1880, we are to a certain extent in an intellectual content straitjacket. I'm assuming this is bad. Well, if we were into it at that time, what were the things following the area around 1880 to help us get out of it, because I'm sure we've been out of it. I expect it was Sputnik as much as anything that threw us back into it. Now what do you see, drawing on your knowledge of history, that might help us get out of it this time?

Dr. Drake: Let me put it this way. There's no question but what the scientific, industrial revolution was the basis of the breakdown in the prescribed classical curriculum, and that the revolution in higher education after the Civil War was clear-cut and explicit. In order to get out of the classical straitjacket, President Elliott and a number of others, including Andrew D. White of Cornell, felt that it was necessary to move in the direction of the principle of election. All we have to do is to compare the Harvard catalogue of 1840 with that of 1900 and see what happened. The point of the matter is that this fits in with the free enterprise system. Now I don't think you can separate the free enterprise system of capitalism from what is called "scientific individualism." It's quite clear that as a result there was nothing left of a liberal education. Humpty-Dumpty had fallen from the wall, and all the king's horses and all the king's men couldn't put Humpty-Dumpty together again.

What I'm driving at is this: as a result of the new era of scientific individualism we are running into serious trouble in the realms of meaning and value especially as they pertain to the field of human relations. Beginning around 1910 we began to move toward the idea of "general education," struggling for some kind of design, some kind of, I would say, "social theory."

I think we have the beginning of an awareness of an "essential social reality," but it's been very difficult for us to face up to the problem of the social frontier. This can be studied from the standpoint of a "philosophy of history," a need that's traceable through the work of Hegel, Marx, and Dewey. It is out of this need for a sense of social reality that we are confronted with the problem of the profession of teaching.

I'm in favor of the multiplicity to which Dr. Denemark refers, but I'm deeply disturbed that this multiplicity may contribute to greater anarchy because of our tendency toward fragmentation. I'm for specialization of subject matter, but with all of our talking about a profession of teaching we have not yet reached first base. The real problem with which we are confronted is the production of teachers with a high level of social intelligence. A century ago, Henry Barnard, trying to secure teachers for the public schools of Connecticut, said "God knows we need teachers who have the common spirit - the martyr spirit." Since we don't get teachers this way any more, we must look for them in the light of the same kind of commitment a young man makes when he goes into medicine. If an individual is not ready to make that kind of commitment, he or she should stay out of teaching.

The central issue here is whether or not the student is ready to commit himself to the profession. Once we face up to this issue we can begin to do something with the drop-outs we have been talking about. By the end of the second year, or somewhere near this time, the student has to make up his mind that he is going to be identified with teaching as a profession. What we need is not more fragmentation of subject matter, but a sense of design, a functional design, a design which is as fundamental to the college professor as it is to the first grade teacher. The weak link in our present position is the lack of a sense of the power role, an insight which organized labor gained decades ago. Power in itself is neither good nor bad, but it is essential to progress. If we aren't willing to become a part of the culture dynamics of American life, aware of our power role in it, then I don't see that as a profession we have much of a future.

Struggle for Common Agreement

Dr. Denemark: Could I just add a supporting voice to the need to struggle for common agreements where we can find them? I know this is not a popular thing to say, and I know we have basked in the notion that it's democratic to have a great diversity of programs and approaches, but I would still like to urge that we struggle harder to look for common agreements among institutions. We may find that in fact our program must be different, because after careful analysis and review, we view certain objectives differently. But in many cases our differences result not from struggling with the process and concluding that our approaches just must be different, but rather occur by chance because we haven't struggled and haven't communicated. I don't believe we should be quite as comfortable with our uniqueness, as I think we are. This view can easily be misunderstood. You may conclude, "Well, he's looking for some sort of singleminded approach in which everybody's going to be opening the same books to the same pages on the same day." I don't mean this at all, but I do think more effort should be devoted to a clarification of what we believe is most important to the education of every teacher. If we can develop a concensus on such matters, fine. If we cannot, our programs will be better as a consequence of such an intellectual analysis.

Clifford Bishop: George, don't you think that the ingredients could be somewhat common to various institutions, even though the approaches might be somewhat different?

Dr. Denemark: Yes. The point that John Goodlad made several years ago at a conference on our campus when talking about curriculum is very apt. In speaking of public school programs he suggested that we have confused the constants and the variables in the curriculum. We generally set up a program around specific content and then leave to each teacher the judgment as to what shall be done with these in terms of focusing on generalizations, concepts, and principles. The good teacher will use content in this manner, but poor ones may not. Goodlad says this process should be reversed. We should be looking for agreement on and building a commitment to broad generalizations, principles, and modes of inquiry structures in the various fields. Then whether any particular content, illustration, or example is employed becomes a function of the teacher's background, the interests of the kids, the community setting, the availability of resources, etc. The same approach is applicable to teacher education. We ought to be able to identify certain key objectives or competencies that we wish developed. What illustrations and materials we use to develop them may be as different as our settings are different and student abilities and interests are different.

Dr. Hermanowicz: I'd like to add one comment to this. I really don't know of any other profession that is quite so self-critical as the teaching profession. In some respects I think this is commendable and in other respects I think it's terribly discouraging. Teachers have been battered around so much that you wonder if they are getting the kind of appropriate societal acknowledgement for the kind of important job they are doing. I summarized the survey made of beginning teachers for TEPS and tried to review all the self-criticism that they issued (and they did this without batting an eyelash). The found everything and anything wrong; teachers and their jobs, and their professional preparation, both academic and within the professional sequence. When it came down to asking them if they enjoyed teaching, did they find it challenging, and if they planned to stay in it, the vast majority answered to the affirmative, "Yes," they did enjoy it. They found it challenging. They did plan to make a career out of it. So I think if self-criticism is any basis for self-improvement, we're going to have a great deal.

One Course - Fifteen Sections

Dr. Drake: Allow me to make one other comment in connection with Dr. Denemark's remarks concerning our professional courses. Let's say, we have 15 sections in the foundations course. Now the thing that disturbs me is the fact, that while we are supposed to have a course with a basic core of content, we have 15 different courses. Is it any wonder that we are belittled by our liberal arts colleges? I was talking to my good friend Carl Gross at Michigan State this past summer on the same issue, and he was of the same opinion. "It's a madhouse," he said. "Nobody agrees on anything, nobody's responsible for anything."

We don't have enough sense to recognize that there's a world of difference between a basic core content and dictating how this content should be taught. Now I think these two things are fundamental, if we're going to avoid chaos on the one hand, and a straitjacket on the other. I would apply this same concept to the basic professional sequence. Sooner or later we're going to have to get down to recognizing that there is some basic professional content. If we say we have a profession, then we're going to have to admit there is a content with which this profession is to be identified.

Appendix A

SOME FIRST COURSE OUTLINES OR SYLLABI WHICH ARE AVAILABLE

Central State Colleges and Universities
Professional Education Seminar

November 10 and 11, 1966
State College of Iowa, Cedar Falls

Illinois -- Dr. Paul F. Quinn
Illinois Teachers College: Chicago-North
5500 North St. Louis Avenue
Chicago, Illinois

Illinois -- Dr. Floyd R. Smith
Acting Dean of Teacher Education
Illinois Teachers College: Chicago-South
6800 South Stewart Street
Chicago, Illinois

Indiana -- Dr. Donald Ferguson
Associate Professor of Education
Ball State University
Muncie, Indiana

Iowa -- Dr. Clifford L. Bishop
Head, Department of Education and Psychology
State College of Iowa
Cedar Falls, Iowa

Kansas -- Dr. Aaron W. Harper
Dean, School of Education
Kansas State College
Pittsburg, Kansas

Michigan -- Dr. Chris Buethe
Associate Professor of Education
Ferris State College
Big Rapids, Michigan

Minnesota-- Dr. C. L. Shubert
Chairman, Department of Secondary and Foundations of Education
Mankato State College
Mankato, Minnesota

Nebraska -- Dr. Keith L. Melvin
Dean of College
Peru State College
Peru, Nebraska

Appendix A (continued)

Ohio -- Dr. Verlin W. Lee
Professor of Science Education
Bowling Green State University
Bowling Green, Ohio

Wisconsin-- Dr. B. J. Young
Dean, School of Education
Wisconsin State University
LaCrosse, Wisconsin

Appendix B

PARTICIPANTS BY STATES AND INSTITUTIONS

Central State Colleges and Universities
Professional Education Seminar

November 10 and 11, 1966
State College of Iowa, Cedar Falls 50613

Assignment to Groups Shown by Roman Numeral

ILLINOIS

Eastern Illinois University, Charleston

1. Louis Grado (I)	Ed.D., Assistant Professor of Education

Illinois State University, Normal

1. Louise Farmer (II)	M.S., Assistant Professor of Education
2. Quinn L. Hrudka (III)	Ed.D., Associate Professor of Education
3. Ruth Huggins (I)	M.A., Assistant Professor of Education
4. Elizabeth Russell (II)	M.A., Assistant Professor of Education
5. William D. Zeller (III)	Ph.D., Associate Professor of Education

Illinois Teachers College: Chicago-North

1. Valentine Glockner (I)	M.A.

Illinois Teachers College: Chicago-South

1. Martin K. Baker (I)	M.A., Assistant Professor of Education
2. Mary S. Dunn (II)	M.Ed., Assistant Professor of Education
3. Marie M. Foote (III)	Ed.D., Assistant Professor of Education
4. Malvern L. Ore (II)	Ed.D., Assistant Professor of Education

Northern Illinois University, DeKalb

1. Lloyd L. Leonard (I)	Ed.D., Chairman, Elementary Education

Western Illinois University, Macomb

1. John C. Roberts (II)	Professor of Education
2. Copeland Whitehead (III)	Assistant Professor of Education

INDIANA

Ball State University, Muncie

1. Donald Ferguson (1)	Ph.D., Associate Professor of Education

IOWA

State College of Iowa, Cedar Falls

1. William H. Dreier (III)	Ph.D., Professor of Education
2. Len Froyen (I)	M.A., Assistant Professor of Education
3. Merritt Melberg (II)	Ed.D., Associate Professor of Education & Psychology
4. Margaret Nelson (II)	Ph.D., Professor of Education
5. Joseph Przychodzin (III)	Ed.D., Associate Professor
6. Edward Rutkowski (I)	Ph.D., Associate Professor

KANSAS

Kansas State College, Pittsburg

1. Aldon M. Bebb (II)	Ph.D., Professor of Education
2. Reid L. McKinney (III)	Ed.D., Professor of Education

MICHIGAN

Ferris State College, Big Rapids

1. Chris Buethe (II)	Ed.D., Associate Professor of Education

Northern Michigan University, Marquette

1. James Hendricks (I)	M.A., Assistant Professor
2. Kasper Marking (II)	M.A., Assistant Professor

MINNESOTA

Winona State College, Winona

1. Amanda Aarestad (I)	M.A., Associate Professor
2. Melvin G. Wedul (II)	Ed.D., Chairman, Department of Education

MISSOURI

Central Missouri State College, Warrensburg

1. Wayne Cleveland (II)	Ph.D., Associate Professor of Education
2. Gene Fields (III)	Ph.D., Assistant Professor of Education
3. Carl Haldiman (I)	Ph.D., Professor of Education
4. R. Clark Morton (III)	Ph.D., Professor of Education

NEBRASKA

Peru State College, Peru

1. Howard E. Meyers (I)	Ed.D., Assistant Professor
2. Harold W. Johnson (II)	M.A., Associate Professor

OHIO

Bowling Green State University, Bowling Green

1. Verlin W. Lee (III)	Ph.D., Professor
2. Thomas L. Bennett (I)	M.A., Instructor
3. Malcolm B. Campbell (II)	Ph.D., Assistant Professor
4. Fred L. Pigge (III)	Ph.D., Assistant Professor

OKLAHOMA

Central State College, Edmond

1. Dale Mullins (I)	Ed.D., Associate Professor
2. Harrison H. Way (III)	Ed.D., Professor, Chairman, Division of Education & Psychology

SOUTH DAKOTA

Black Hills State College, Spearfish

1. Fred Anderson (II)	Ph.D., Chairman, Division of Education
2. Maurice Fitzgerald (III)	M.A., Chairman, Division of Health and Physical Education
3. Keith Jewitt (I)	Ph.D., Dean of the College

Northern State College, Aberdeen

1. Mark Cogswell (II)	M.S., Associate Professor of Education

Southern State College, Springfield

1. Archie H. Conn (I)	M.A., Acting Chairman, Division of Education & Psychology

WISCONSIN

Stout State University, Menomonie

1. Guy Salyer (II)	Ph.D., Professor, Education & Psychology

Wisconsin State University, Eau Claire

1. G. John Stoelting (II)	Ph.D., Professor of Education

Wisconsin State University, La Crosse

1. B. J. Young (III)	Ph.D., Dean, School of Education

Wisconsin State University, Oshkosh

1. Glenn Kinzie (I)	Ph.D., Associate Producer
2. John Mook (II)	Ph.D., Professor

Wisconsin State University, Platteville

1. H. O. Pearce (III)	Ed.D., Head, Department of Education

Wisconsin State University, Whitewater

1. Robert J. Ulrich (II)	Ph.D., Chairman, Department of Educational Foundations
2. Everett M. White (I)	Ed.D., Associate Dean, School of Education