PROCEEDINGS OF THE CONFERENCE
ON EXCELLENCE IN
TEACHER EDUCATION
THROUGH THE LIBERAL ARTS

May 20–21, 1986

Edited by
Ann Wonsiewicz
and
Michael J. Carbone

Education Department
Muhlenberg College
Allentown, PA 18104

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The idea of a conference on teacher education and the liberal arts "hatched," to quote Maxine Greene, in early 1985 as Muhlenberg College underwent a change in leadership and engaged its education department in the process of long range planning. Through a generous grant from The Harry C. Trexler Trust of Allentown, Pennsylvania, the education department of Muhlenberg College was proud to present the Conference on Excellence in Teacher Education through the Liberal Arts on May 20-21, 1986. Teacher educators, liberal arts faculty, teachers, administrators, college students and friends from several states participated in the sessions and in the fellowship of meals and informal gatherings. The conference resulted in a high level of enthusiasm for the opportunity to deal with the issues at hand and a large measure of interaction among the participants and speakers.

The conference speakers agreed either to be taped for purposes of transcription or to submit a paper reflecting the contents of their presentations. As well, the persons attending the conference were offered the opportunity to write a response for publication in these proceedings. Edited transcripts are presented in these proceedings for Theodore Sizer, William Moore, John Ritter, Robert Williams, and Edward Meade. Papers were provided for the proceedings by Katherine Robertson, Maxine Greene, Alan Tom, Eva Travers, Susan Riemer Sachs, and Hugh Petrie. Six papers submitted by conference participants are included in this document. These proceedings begin with an introduction by Michael Carbone and continue in the order of the sessions of the conference. The six reaction papers, beginning with a paper by Thomas Waizen, follow the actual conference proceedings. The editors regret that they were unable to transcribe the panel responses to Maxine Greene, therefore, the panel's remarks are not included in this document. For your information, we have also included a copy of the conference program at the end of this document.

We are deeply grateful to The Harry C. Trexler Trust of Allentown, Pennsylvania for the funding to publish this document. Special thanks to Gail Chabak for her patient assistance in all phases of this project, to Joanne Susko for her excellent transcripts, to her teacher, Jean D'Arconne, for technical assistance in the transcripts, to Laird Evans for the use of the resources of the Salisbury Township School District, to Bob Clark and Nancy Martin for publication assistance, to Annia Nakada and Maxine Greene for their help and inspiration in getting the idea and the grant off the ground.

Ann Wonsiewicz
January, 1987
INTRODUCTION

It is clear that the current public debate on schooling in America is focusing attention on issues beyond those of the curriculum and subject matter. Since the publication of A Nation at Risk: The Imperative for Educational Reform in 1983, much has been written about public education and, in particular, teacher education. This attention to teachers, their education, and their world of work is long overdue. It reminds us that there is a necessary link between our efforts to improve and reform American education and the larger issue of teacher education. Simply put, the viability of one depends upon the other.

While the debate has not presented unified solutions, there is a clear consensus that teachers need improved education within colleges and departments of education and within the larger undergraduate context. With this consensus firmly in mind, there are those who suggest removing teacher education from undergraduate programs and adding a fifth or professional year to the training in the manner of a modified medical or legal model. This idea, while being supported by some very powerful advocates, has been met with opposition by those who would support a diversity of ways in which teachers might be educated, and the five year model has been challenged on the basis of its appropriateness. The outcome of this facet of the debate is yet to emerge.

In addition to the questions regarding teacher education programs, we hear much about excellence in American education—a concept which has been used to denote many things. Of course, any definition or redefinition of excellence in education will have significant effects on teaching, teachers, and their training. There appears to be one emerging definition of excellence which some in education find alarming, as it constitutes what might be interpreted as a major ideological shift. The concern is for the narrow, shrinking and restricted meanings which excellence seems to imply for public education. The oxymoron of mediocrity, as it has been defined, and the resultant call for excellence are directly tied to such notions as productivity gaps, economic retrenchment and corporate competition. Politicians have realized that education makes good politics for economically besieged states trying to lure corporate resettlement or expansion. Clearly, we are substituting a private vision of productivity for public education. The result of this economic agenda has generally been an emphasis on the values of accountability, sorting, and mechanistic reforms devoted to increasing time spent in school, time on task, completing graduation requirements, and in testing. In short, management-type pedagogies like the Madeline Hunter packages have become important within the new "excellence" context. It is important to note that these ideas of increased teacher accountability and behavior prescription in public schools has led scholars to speak of a current trend toward an actual de-skilling of teachers.

When this mechanistic vision of education is translated into ideas for excellence in teacher education, it means the implementation of such notions as increased training time, standardization, narrowly defined performance skills, entrance and exit exams, national tests, and state mandates for periodic recertification. Merit and mastery have become code words.

Essentially it is this mechanistic, corporate and reductionist nature of the debate that we wanted to address in the Conference on Excellence in Teacher Education through the Liberal Arts. On one hand, the centrality of the liberal arts in teacher education seems to be supported by increased curricular requirements. On the other hand, it is severely threatened by the restrictiveness of the concept of "excellence" linked directly to economic and technological needs. The meaning and essence of liberal learning is clearly de-emphasized, resulting in a paradox of increased participation in liberal arts courses with no real value being placed upon their critical and liberal aspects.

Subsequently, we felt that it was very important to try and interpret into the discourse an alternative meaning for excellence and a more generous language regarding the nature of education and teacher education. Our efforts were focused on bringing forth a meaning for excellence in teacher education not so much in the liberal arts as through them. We sought to develop a language that would suggest a notion of teacher education based on the critical aspects of liberal learning, and to challenge the current "narrowness" and redefine teachers not only as craft persons but also as theorists who firmly understand the forces which continue to shape educational practice.

To this end, we thought it appropriate to assemble scholars from the field who could speak to these issues and to provide a forum for small liberal arts institutions, to suggest viable and direct alternatives to the reforms that are focused on the five year graduate programs for training teachers. We believe that there is much to be said for diversity in the education of teachers and finally, we recognized our responsibility to address the Holmes Group's ideas and proposals within the context of this forum.
If teachers are to meet the direct challenge of institutional reform, or as Theodore Sizer calls it, "the reconstruction of education" and to help expand public and democratic meanings for education, then they must be much more than technically proficient. We believe that future teachers must understand the cultural and political complexities of public education as well as its possibilities for shaping a more just and equitable social order. This is a direct contradiction of the economic construal of excellence in public and teacher education. As well, we assert that teacher education within this context can and should take its place beside the liberal arts in teaching understanding, critical, and transformative reflection of human experience, and of the larger social milieu. Maxine Green suggests in her essay included in this volume, that would-be teachers need to understand. They need to understand a notion of possibility that things can be otherwise; they need to understand in order to identify what stands in the way. "They need to be able to resist what she calls a "limited milieu."

It is in this spirit that we would like you to consider the intent of our conference and these proceedings. Included are the ideas of our major presenters, respondents, and panels. We hope that you will find them provocative, but most importantly, a lasting and significant contribution in this important reform period in American education.

*Michael J. Carbone  
January, 1987*

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I spent a day last week visiting a high school particularly to watch a student teacher who had some troubles. His classroom was in a city high school of about twenty-two hundred youngsters and I was struck by the standard rectangular room with windows on one side, the desks lined up, and the teacher's desk in front. In fact, there were two desks, side-by-side at the front of the room, set up as a candy store. There was a sign saying, "Candy $.30." and there were a couple of big boxes of Snickers, M & M's, chewing gum and the rest. I looked back at the doorway and there, indeed, was a sign saying "Candy $.50." I inquired of the student teacher about all this and he said that his cooperating teacher, the principal denizen of this particular classroom, was the faculty advisor to a program called "Close-up," which sends youngsters to Washington for a few days to have some experience with government. The school district would never provide a thin dime for this kind of project so he sold candy all year—picking up a half a penny here and a half a penny there depending on what he was selling and amassed over the course of the academic year about $2,000.

So when my friend, the student teacher, started to work, the back-drop was a candy stand, and twice during the class there was a knock on the door and some kid came in to buy Snickers.

I got to know the cooperating teacher who was a marvellous fellow, a real sixties type. He would dress casually and was very easy with the students; his hair was rather long and he had a certain visible disdain for bureaucracy. His load was the typical one for a teacher of social studies in that school: in a seven-period day, he taught five periods and had supervisory responsibilities for a sixth. He also had supervisory responsibilities at the same time that he was teaching class. There was a knock at the door during my student teacher's presentation and a kid came in and said that she was assigned to that classroom for purposes of detention. So she was stuck in the back, and the supervision and the teaching went on together. Six out of seven periods he was tied up, no coffee break. The reality of the place was that: he had twenty minutes for lunch (a little longer than some schools and a little shorter than others); he had a relatively light load by city standards, about 130 kids (most big cities assign thirty-five kids to a classroom, 3 x 35 = 175; of course, they don't all show up so that makes it look better). His kids were showing up at about the 60 to 70 percent rate so the class had anywhere from 15 to 25 to 28, depending on the day of the week and the time of the day.

He had courses assigned by grade level, and the class I watched was a ninth grade world history course. In the class there was one youngster who had taken the course four times. He was called a twelfth grader, but he flunked it again, then he flunked it again, and he was doing it again with the same text-book and same routine. He was the rebel—bliss him—very quietly. The curriculum was the text-book, it was assigned and he was given his. The test was one of these thunderous volumes that no one would read unless one had to. Crammed with facts—lots of facts—and the tests consisted of lots of facts. This fine teacher was a member of a social studies department which rarely met. When it did meet, it was for the purposes of coordinating the distribution of textbooks. He was a member of a faculty which, again, rarely met, and when it did, it was for information provided by the principal in the form of a lecture. There was a faculty room, indeed two faculty rooms—one was for men and one was for women. The faculty rooms were really the extension of lavatories, and when you went into them—I went into just one. I did not check them both—it was full of blue cigarette smoke and talk about Larry Bird. This teacher is a loner; he comes early, stays late, and stays in his classroom by and large, purveying candy with a procession of kids checking him out. He is very popular. He makes about $29,000 a year, which is not bad for our corner of the country. But because he is supporting more than himself, he has a second job after work. I didn't press him on what it was, the student teacher had not either; it was just that he has a second life for the production of income.

The job I just described to you, of course, is as absurd as it is typical. How is this mans's morale? It is good with kids. The close-up program gave him a kind of cocoon of social studies groups who checked in all the time. He had his clan, as it were, and his classroom was their kind of sanctuary. They are what held him in the profession and he drew enormous pleasure from them. Many of them were pretty scuffy, city kids, working class or low income, most of them were minority. He happened to be a majority, he was a white man. They held his attention. He was resigned about the system. He had been teaching since the early seventies. There were too many kids, he knew that, but he knew his special ones, his close-up kids. There were too many facts expected to be covered, so he just sloshed them over the kids and hoped that they would remember. There was never enough time, the bell was always ringing, and there was no intellectual life in that school at all among the adults. But he was resigned to that, he had made his peace with it, he was an island unto himself with his particular special kids.

He was enormously distracted. Raising this money was a bloody nuisance, and he was bored out of his mind with it.
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...doing it year after year—but he knew it worked. It was the simplest way to raise a couple thousand dollars; he could do it as the same time he was at school. It wasn’t like car wash where you have to go out on a Saturday morning. He was distracted, too, by the fact that he needed a second job to raise money for his family.

When you pushed, you found frustration about the lack of variety in his work; he was doing it today exactly what he did for the first year of teaching. He had no less responsibility and no more responsibility and the chances were that he left the classroom—which he didn’t want to do—because that was the point where he gathered reward—whether he did it any more, and again, was. He had been doing his first day of work. Of course, what I have described to you is familiar. Nothing that I have described to you about this man, save perhaps for the up-front drug characteristic of the candy stand, is any different than what many of us have and still have in the way of our professional duties. Here is, if you will, another Horace, a Horace Smith compromising, finding his way, deciding on whom he is going to concentrate, striking his bargain, making his deal, and doing the best with it.

That is compulsory education. It raises profound issues; a relationship of the claims of the state and the claims of the individual, know something about the lines between public and private, between public and private, between public and private. That is self-evident. There is rich support for the ideas behind that. But why start with this gloomy picture? Yes, it is gloomy indeed; one walks away from exposure to a remarkable person like that feeling of rage. Why emphasize it here? I hope it is to convey some confidence devoted not to high schools of education but to teacher education and the liberal arts? The answer to that question is the thesis on which I wish to dwell in my assignment here. Very simply: Unless the world of teachers profoundly changes, no significant improvement of the world of teaching.

Let me pause now and outline three aspects of this effort from that assignment. The first is that there are aspects pertaining to the teacher, the teacher, the teacher, to the community, to the community, to the community, and to the world.

While we have yet to learn more on them. Clearly a teacher education project in itself. Thus, a college or university which prepares to the reconceptualization of teaching. It is not just the responsibility of those particularly involved in teacher education.

What do I mean by this answer? A fresh look, a scholarly look, a conceptual look is the basis of formal learning—that is, a serious look to begin the concept of writing. An English major preparing to be a school teacher who has not had exposure to the history of the English language, and to the process of writing is ill prepared. A mathematics major who has not been exposed to geometry and calculus is ill prepared as a scholar for secondary classroom teaching. This rigorous scholarly training always has to have this additional adjective of “teacher.” Clearly that is the obvious first obligation of liberal arts colleges, which is involved with the context they are taught in. A college or university which prepares to the reconceptualization of teaching. It is not just the responsibility of those particularly involved in teacher education.

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...doing it year after year—but he knew it worked. It was the simplest way to raise a couple thousand dol­lars; he could do it at the same time he was at school. It wasn't like car washing where you have to go out on a Sat­urday, or delivering newspapers, or the like; you were needed a second job to raise money for his family.

When you pushed, you found frustration about the lack of variety in his work; he was doing it today exactly what he did in his first term of teaching. He had no less responsibil­ity and no more responsibility and the chances were that unless he left the classroom—which he didn't want to do because that was the point where he garnered his reward—he would be doing it again and again, and if you had been doing his first day of work. Of course, what I have described to you is familiar. Nothing that I have described to you about this man, save perhaps for the up-front drug more characteristic of the candy stand, is any different than what many of us have and still have in the way of our pro­fessional duties. Here is, if you will, another Horace, a Horace Smith compromising, finding his way, deciding on whom he is going to concentrate, striking his bargain, making his deal, and doing the best with it. That is, then, this man's life is familiar. In the terms of teacher educators it represents what we call the "real world." He was in the "real world." That essentially absurd, and in some respects personally insulting regimen, we call the world of teaching.

But why start with this gloomy picture? Yes, it is gloomy indeed; one steps away from exposure to a remarkable person like that feeling of rage. Why emphasize it here? It is because I want to confront you not to high schools of all but to teacher education and the liberal arts? The answer to that question is the thesis on which I wish to dwell in my assignment here. Very simply: Unless the world of teacher education profoundly changes, no significant improvement of the learning of children will occur. Unless that man's life profoundly changes, nothing of consequence will improve for those who, for some equally mysterious reason, may be de­veloped, developed by, developed on high schools of all but, I believe, immoral. To knowingly prepare some­body for a job which is guaranteed to be one of the worst jobs in the world of teaching.
The differences tend to follow the social class of the stu-

dents and the universities. A common metaphor of bio-

medicine, bio-physical and neuro-science; go off and do your research but do not pay any attention to the

real world of sick people. That cannot happen. There is

a group of doctors who are the 'pure' scientists and the

latter group of doctors who are the 'pure' health care

disciplines. The field has moved beyond it con-

structs. What does that mean? It means that scholarship is

an organic thing; it is moving. The scholarship in English

and language, the scholarship in mathematics, is moving.

To reinforce an epistemology which goes back to Charles

Evolution in the sixties as though it is fixed, immovable, as if

you could never do anything else but sit with it, brush

the face of common sense as well as the face of modern

scholarship. A final example, which was poignantly obvious in a

student teacher's exercise which I watched last week, was

the daily schedule, seven periods, fifteen-minute pieces you

know the first five minutes is setting down, the kids conscious or unconscious, I had always known that five minutes

watching the clock as it goes one minute at a time; having

your book all ready and boom! Slamming the book. I am

really talking forty-five minutes. John Goodlad's
elementary school is an interesting example. We have just five

to forty minutes. You and I know that we do not make

the process of schooling is radical. They say that schools do

do not change this way; the way schools change is deliberately

piecemeal reformation. That is the one way combined with

the other. I say: What do you mean four years or five years?

We also know equally nice people who barely got through high school, who go to another

college, major in English, then take a Master's degree, and

who, at the end of that Master's degree, are maybe two-

thirds of the way down the road as scholar as that Muhlen-

berg undergraduate. So, to say that the first person should

not be certified and the second person should, flies in the

face of common sense. The problem is the premise that the

experience of a student teacher is the most important criterion. As long as we, in teacher education, constantly argue over

four years or five years, we will keep missing the point.

Of course, the world out there knows it. That is why the de-

bate about the time of schooling is now largely a political issue.

You are arguing over something which simple observation

suggets is nonsense. A third example is the basic metaphor driving the schools is the metaphor of donation. We give people an educa-

tion. I, the teacher, carefully remove the top of the crani-

um of the child and pour in knowledge. The basic meta-

phor is the delivery of instructional services. That is, of course, is the wrong metaphor. How do you and I learn?

We learn by engagement with our experience. We learn

poorly when we are merely told things. We learn far better when we are engaged in our experience. If you want to

leak something deeply important, you do it; you are not told about it. High school teachers spend up to eighty percent of

their time talking in classrooms—an astonishingly inef-

ficient form of reaching anybody anything. No serious edu-

cating institution has ever copied the high school. Busi-

ness has not; military has not; colleges have not. The deliv-

ery of instruction is not engaged instruction. The right

target metaphor is the student as the worker, the student as the engaged person. That is the way you and I learned and that is the way, bless us, our younger friends learn.

So long as we continue to describe the educational system as a vehicle for the delivery of instructional services, the more we:

(A) continue a tradition, a well-intentioned tradition. (B) fly in the face of common sense. Another example: One of the amazing things about American high schools is how similar they are in structure.

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The differences tend to follow the social class of the student, the scholarship of human learning, the answer is absolutely not that they were wrong-headed but that they were not professors who labor in the colleges. That is complicated. Even more important is the recognition that one gains from even a little public school or a big public school, a rural school or an urban school—all are organized the same way.

**Questions:** Is the 18th century's construal of knowledge the best construal possible? Is there a discipline in the practical world which scholars need—the basics (which were virtually the clones of the report of the Carnegie Group recommendations will be mentioned. One of the arguments about which people can foam at the mouth is the premise that the experience of growth is the most important criterion of success. It is not work. But schools do it.

The task described, this reconstrual task, is broadly the metaphor driving the schools is the metaphor of donation. We give people an education. I, the teacher, carefully remove the top of the cranium of the child and pour in knowledge. The basic metaphor is the delivery of instructional services. That, of course, is the wrong metaphor. How do you and I learn? We learn by engagement with our experience. We learn politics, It is the one way combined with the time and then the system that the competing claims of artsy, ed, math, and physics can be met. There is no defense for it. One could go on and do it with the same system as some of the others, because I have gone around this argument before. Suffice it to say that painful though it is, it is obviously nonsense. What better way to involve the teacher education students. What about modern youngsters? What about how adults might help the process of learning: you have to deal with it all at once—or at least the most fundamental aspects of schooling at once—because each thing affects every other.

Thus, the task described, this reconstrual task, is broadly based and connects a variety of folks across academic disciplines in the universities and colleges, and across the schools.

What sorts of changes are necessary? The fundamental rethink of the process of schooling is radical. They say that schools do not change this way: the way schools change is deliberately to change the front-end, the wrong metaphor is the student as the worker, the student as the hireling. What about modern youngsters? What about how adults might help the process of learning: you have to deal with it all at once—or at least the most fundamental aspects of schooling at once—because each thing affects every other.

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of scholars, of practitioners of the liberal arts, and that pro-

To repeat, the first task of a liberal arts college is to live James Bryant Conant's ideas of scholar-

The excellence is a demonstration that you know a number, a larger number, of people well and simple routines that are played back on tests. The excellence is a demonstration that it should be largely centered in the university schools of education. This leads me to my third point: I believe it should not lie only there.

The editors exercised a high degree of persuasion (shall we insist on the transcript. It is underway. There are too many good people who are frustrated with this status-quo to turn it back. What is beginning, I hope, is the kind of momentum to what the editors exercised a high degree of persuasion (shall we insist on the transcript. It is underway. There are too many good people who are frustrated with this status-quo to turn it back. What is beginning, I hope, is the kind of momentum to what
liberal arts faculty? For a liberal arts college? Or are we playing back on tests. The excellence is a demonstration that you know a number, a larger number, of phrases which are in the most demand at this moment. We are very much involved in the current conversation driven by a largely political and technocratic field of education; indeed, the notion of the Carnegie Forum between education and the economy gives it away as easily as the National Defense Education Act of 1958 gave it away. It is a kind of instrumental quality to the current discussion which is understandable, which is sensible, but which is not sufficient. What the liberal arts must do in this society is at least soften the edges of this technologically purposeful educational system. The major focus today on the functional or the instrumental or the immediately efficient is distorting. There is nothing wrong with the instrumental, only if it is left by itself. The current push assumes, in the first place, that the current conventional wisdom about what is more or less important is somehow fixed and unchallengeable. You and I know what kids ought to know, and the trick is to then set up systems which make sure that kids know what you and I know.

The restraint, the skepticism, the on-the-other-hand quality of serious liberal learning is all too often muted in current discussions. Secondly, the technocratic view tends to retreat schools into a relatively narrowly defined behaviorist view of schooling. This view is that it is less education and more training; people say that they've got to know something before they can use it, or let's train them and when we have trained them they can use their imagination. That flies in the face of three generations of psychological inquiry about the nature of imagination, the nature of the development of learning. One cannot separate brute training and assume at the end of it there is some kind of epiphany that takes place in which the person suddenly becomes liberal. Third, the discussion is excessively analytic in its goals. When people say that we want kids who can think clearly, that is terrific, but the thinking is the thinking of analysis. God knows that we need more of that, but it is not enough; it is not sufficient. There needs to be the liberal voice about other forms of thinking. And finally, the current mood tends to lean toward excellence defined as the amusing of facts which are played back on tests. The excellence is a demonstration that you know a number, a larger number, of phrases and words and simple routines that a person

Gradegrind lives in many of the state competency tests. Again, I understand the need for them in many respects. But to think that they are sufficient and to confine machine-driven tests with serious learning is extremely dangerous. That message has got to be pushed by those who believe deeply in liberal learning. Thus, what is needed are voices that counterbalance this admirable purist and instrumental form of education—voices which consider the intuitive, which Jerome Brunner calls thinking from the left hand, voices which identify the creative, whether they be the creativity of a Jackson Pollock or a Thomas Edison. Voices which reward the speculative (one need only read Howard Gardner's remarkable book on multiple intelligences to see the vast possibilities not only of scholarly speculation and about that concept, but also of the rich variety of kids from which speculative thinking can arise), voices countervailing and pushing an argument for confrontive learning. Rarely is "why" from and center on the final test, the answer is expected—not another question. A truly educated person, I think we would all agree, is the instructive person who says, "Gee, I am not too sure of that. What's your opinion? Why is that? Maybe there is another way of looking at the problem." Confrontation—so dominating the long tradition of the liberal arts in our society—is a kind of mind that doesn't think there is a fixed body of knowledge to be regurgitated. There need to be voices for playfulness, for sterility, for the support of minds which circle almost aimlessly until a kind of understanding emerges. In this, of course, ultimately is a voice for individualistic learning where our youngsters are treated—one by one not as cohorts driven by their ages into similar boxes which are then measured by the same yardsticks. These kinds of qualities are unpopular. People say we don't have time for that or, yes we are for the arts but, of course, there isn't time. Or we know that history ought to be taught; everybody has got to know the causes of the War of 1812. How can you be called an educated man or woman if you do not know the causes of the War of 1812? This kind of fixed view needs to be softened, indeed, directly confronted by those who believe in the liberal arts tradition. It is with these reasons that the liberal arts community has to remain in the middle of the school reconstruction job. It cannot be something which we assume that the EdBlitz or the often over-specialized schools of education are going to craft for us. What we are talking about is the shaping of a citizenry which is a liberal task, and if departments of English and sociology and psychology and mathematics leave it to other folks, the result will be stunted.

In sum, my argument is that excellent teacher education starts with a vision of a reconstructed educational system. One where Horace compromises—there is always compromise in life—but compromises in a way less telling and less injuriously than he currently does. Secondly, such a reconstructed educational vision and system requires the impact of scholars, of practitioners of the liberal arts, and that prospective teachers must be worked in that thrilling recon­stitution which is so desperately needed so to be graduated as good traditional scholars in a good sense, but also with a vision of where to take the system, if not tomorrow, then the next day in the future. I am optimistic on this regard, I think we are at the beginning of a halting and ill-defined reconstruction of American elementary, and particularly, secondary education. It is underway. There are too many good people who are frustrated with this status quo to turn it back. What is beginning, I hope, is the kind of momentum to what could be in an informal way, a Marshall plan for American elementary and secondary schools— a Marshall plan based more powerfully on ideas than cash because it is in ideas which are in the most demand at this moment.

My word to the liberal arts community is you better be a part of it.
Many years ago there was a comment attributed to Dr. Sizer that went something like this: "What we really need is to improve the quality of education is to have more plain old mothers in the classroom." Dr. Sizer can verify later whether he actually made this statement. I have heard that remark more than once because I took it in the spirit in which I believe he intended it. That is, we need more classroom teachers who have a genuine concern for each individual student. Having listened to him speak it is evident that his concern for the education and overall well being of the individual student is as great today as it was twenty years ago.

Dr. Sizer posed some very difficult problems confronting our schools. While he did not have solutions for many of them, I believe his message was, if we did not shrink from the problems because of their complexity, and if we bring our collective wisdom to bear on them, some of them may be resolved.

Many of the problems of our schools identified by Dr. Sizer, including the inconsistencies between what our schools do structurally and what good common sense tells us how each of us learn, were pointed out a quarter of a century ago by a number of people. For example, one of his former colleagues, Anderson, and John Goodlad recommended a non-graded organization and pointed out the limitations of the graded structure.

While I applaud both what Dr. Sizer has to say about the problems of our schools, and the eloquence with which he said it, I am disturbed that he has spent so little time addressing how we might resolve the issues.

Many attempts were made during the sixties to solve the problems of our schools. One of the first projects of Robert Glazer, at the University of Pittsburgh, in his federally funded Learning Research and Development Center, was the Individualized Prescribed Instructional Program. He and his colleagues attempted to set performance standards for the learner and allow the time to achieve the standard to vary. The Tex-Arkansas project was another illustration of an organizational structure was maintained which punished the teacher for participating in the continuous progress program and rewarded them for reverting to a traditional approach. Specifically, in a continuing progress approach (because of its individual pacing characteristics), a teaching load at Bucknell is defined as three courses. "The Continuous Progress Project" at Bucknell ceased to exist? Did the faculty not think it to be a worthwhile procedure? All who were involved endorsed the program. Was it because faculty had too many classes? A teaching load at Bucknell is defined as three courses.

I believe a more probable explanation to be that the Bucknell administration did not value the higher levels of learning and improved attitudes enough to administratively change the definition of a teaching load. To the extent that they did not redefine the teaching load in appropriate ways, an organizational structure was maintained which punished the teacher for participating in the continuous progress program and rewarded them for reverting to a traditional approach. Specifically, in a continuing progress approach (because of its individual pacing characteristics), a teaching load should be administratively determined in terms of the number of students to be taught, rather than by the number of courses to be taught. If this change is not made, the frustration a teacher experiences could be sufficiently punishing to cause them to forego the advantages of the individual pacing procedure and revert to group instruction. To summarize this point, needed educational reform is not likely to occur if we do not devote our energies to determining why we have experienced failure in the past of demonstrated worthwhile educational changes.

I believe there are some very basic issues which must be considered in all educational reform movements. In spite of our professional rhetoric, I believe the basic problem is that we the professional educator have more concern for protecting our turf than our concern for improving the quality of education for our youth. For example, when making curricular changes, you often find people justifying the need for three required courses in general education, if their enrollments are low, and only one or two if their enrollments are high.

How do we, as educators, overcome the focus on our own self-centered wants which interfere with the needs of the profession we serve? The history of education in this regard is not a particularly pretty one. Generally, educational reform has come about in two ways, both from sources external to the profession. The first occurs when a society experiences a crisis and, in turn, commits vast resources as rewards for resolving the problem. For example, when the scientific movement began in the 1600's, the Crown Jewel of Europe were used as reward for those who could solve the problems of mine water and navigation. The problems were not only solved but also a much valued by-product resulted in the beginning of the scientific movement and the great contribution of Boyle, Hooke and others. The second is what can happen when society truly becomes concerned with solving the problems of education in the Superman era. Most of our current issues for educational reform and the highest quality educational research we cite today are a product of that period.

The second condition which usually produces educational reform is when society withdraws its financial resources from the support of the professional and establishes alternate educational systems. The Latin grammar school was born out of a need to train ministers and people who could read the Latin labels on shipping crates. As the professional gained control of its curriculum, the classical curriculum emerged. In a few short years the Latin grammar school died as society withdrew its financial support. The academy emerged, developed by non-professionals and with the financial support of society, designed to meet more adequately the current educational needs of the American society. In a few decades, the academy experienced the same fate as the Latin grammar school. As the professional educators assumed major responsibility for the curriculum, changes in the schools needed to meet the need of society were slow in developing. Again, society withdrew its financial support for the academy and the free public high school was born.

I won't bore you with aspects of the history of education, I would have you use it as a reminder that it may be we, the professional educators, who must be changed if needed educational reform is to be realized. Certainly, one need only observe the archaic, regressive characteristics of the newly developed Pennsylvania standards for professional educators, to recognize how little we as a profession are capable of changing ourselves.

Having heard my remarks, I hope you will not throw up your hands in complete despair. History does not have to be repeated. I continue to struggle against the odds. My dad used to say to me when I was a kid, "If you ever win, I'll look for you upstream." Dr. Sizer's last point was, "We need courageous people, we need thoughtful people, people, people, we need to train thoughtful, courageous people." I say amen to that! But first, we in higher education must become a better model for the teachers we prepare, both in terms of our values and our courage. We are so willing to tell others that difficult changes must be made, and at the same time, are often unwilling to make the personal sacrifices necessary for making the same changes in that small part of our society over which we have control.

Dr. Sizer, allow me to congratulate you on your inspiring remarks.
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I believe there are some very basic issues which must be considered in all educational reform movements. In spite of our professional rhetoric, I believe the basic problem is that we the professional educator have more concern for protecting our turf than our concern for improving the quality of education for our youth. For example, when making curricular changes, you often find people justifying the need for three required courses in general education, if their enrollments are low, and only one or two if their enrollments are high.

How do we, as educators, overcome the focus on our own self-centered wars which interfere with the needs of the profession we serve? The history of education in this regard is not a particularly pretty one. Generally, educational reform has come about in two ways, both from sources external to the profession. The first occurs when a society experiences a crisis and, in turn, commits vast resources as rewards for resolving the problem. For example, when the scientific movement began in the 1600's, the Crown Jewels of Europe were used as reward for those who could solve the problems of mine water and navigation. The problems were not only solved but also a most valued by-product resulted in the beginning of the scientific movement and the great work of Boyle, Hooke and others. We briefly experienced what can happen when society truly becomes concerned with solving the problems of education. In the Sputnik era. Most of our current ideas for educational reform and the highest quality educational research we cite today are a product of that period.

The second condition which usually produces educational reform is when society withdraws its financial resources from the support of the professional and establishes alternative educational systems. The Latin grammar school was born out of a need to train ministers and people who could read the Latin labels on shipping crates. As the professional gained control of our curriculum, the classical curriculum emerged. In a few short years the Latin grammar school died as society withdrew its financial support. The academy emerged, developed by non-professionals and with the financial support of society, designed to meet more adequately the current educational needs of the American society. In a few decades, the academy experienced the same fate as the Latin grammar school. As the professional educators assumed major responsibility for the curriculum, changes in the schools needed to meet the need of society were slow in developing. Again, society withdrew its financial support for the academy and the free public high school was born.

I won't bore you more with aspects of the history of education. I would have you use it as a reminder that it may be we, the professional educators, who must be changed if needed educational reform is to be realized. Certainly, one needs only observe the archaic, regressive characteristics of the newly developed Pennsylvania standards for professional educators, to recognize how little we as a profession are capable of changing ourselves.

Having heard my remarks, I hope you will not throw up your hands in complete despair. History does not have to be repeated. I continue to struggle against the odds. My dad used to say to me when I was a kid, "If you ever grow up, I will look for you upstream." Dr. Sizer's last point was, "We need courageous people, we need thoughtful people, we need to train thoughtful, courageous people." I say amen to this! But first, we in higher education must become a better model for the teachers we prepare, both in terms of our values and our courage. We are so willing to tell others that difficult changes must be made, and at the same time, are often unwilling to make the personal sacrifices necessary for making the same changes in that small part of our society over which we have control.

Dr. Sizer, allow me to congratulate you on your inspiring remarks.
I will try to be brief because I have a colleague in the audience who is a severe critic and knows that I can be loquacious.

The teacher that Dr. Sizer described in the beginning of his talk might well have been, in some respects, the one that I do not teach in my current position. I teach at Parkland High School, as some of you know. Parkland is far removed from an inner-city school in most ways, but, on the other hand, it does suffer from the same problems that Dr. Sizer pointed out in his talk.

There are several parallels between the teacher Dr. Sizer described and me. Like Dr. Sizer's teacher, I must hold down a full-time and part-time job in order to eat. Every Friday during the school year, for instance, I get up at 5:00 A.M. and normally leave my house at 7:00 A.M. for school. I leave school around 3:30 P.M. I begin bartending at 4:00 P.M. and leave the bar anywhere between 1:00 A.M. and 3:00 A.M. I have done this for three and a half years. Though physically and emotionally demanding (and economically necessary), this part-time job gives me an insight into what, I think, the public's impressions of public education are. Forcefully, every now and then, a customer says to me, "You're a bartender, I, I, I don't like your face and you don't look like a bartender." Having fielded this comment innumerable times, I usually respond that "It seems to me that I am a bartender because I am standing behind the bar," but the more that I think about it, the more I am convinced that working in a bar and making a living are substantially different.

Let me now turn to the problem of the importance of discipline. I think we all know that Dr. Sizer mentioned and the importance of discipline, not only for those who are preparing their student teachers for the real world, but also for those who are teaching in the real world. I believe that somewhere along the line, we have to come to believe that this is a requirement for good teaching. It is easy to see how discipline is important and I think that kind of background would fit well with the faculty at Parkland Senior High School, where the faculty could raise, and often the faculty, not having been party to the actions that preceded their birth, resent it. Usually, what we find, at least what I witness in my area of education, is that educational babies are born outside of the education department or outside of our schools. They are not considered in the planning and development of the curriculum. Sooner or later, they all ask, "How can you stand the kids?" I am going to mention some problems, as I see them, which you may find disturbing or even insulting. In fact, I would like to have all colleagues to have the car running outside if things get ugly.

Our one prefect seems necessary. Four years ago, our district offered a number of teachers. It happened last year again, ostensibly, because of declining enrollment. Undoubtedly, this is happening in other districts. At the time of these layoffs, because people were informed of them in February, I was able to call the most recent "retrenchments" the "Saint Valentine's Day Massacre."
that education departments have become, in some of the administration in his book. I view this as possibly the most frustrating and aggravating aspect of public schools. Over the last three years in the school district where I have engaged, I have had to take thirty-six credits in education. I teach English; I could have escaped that involvement with English, with just twelve credits in English. Now that is rather staggering. I would think. I have made some adjustments in my background in English; but, there again, as Dr. Sizer suggests, a would-be teacher learns by scholarship and coaching, not credits describing the act. I learned to teach by latching on to some good teachers. This denial of scholarship in discipline to the rather electric field of education and the denial of a genuine apprentice experience—student teaching is not a very good one—needs examination.

Another area that needs reassessment is the fact that many of the people I see coming into our high school as professors overseeing student teachers have not taught in a long time; in some cases, it appears, not at all below a post high school level. Yet, we are trying to advise a would-be teacher. I remember vividly one student teacher being told by her professor that she should put the lectures in the middle of the room and teach in the round. Weirdly, her cooperating teacher, who had to retrain her because she knew very well that in this particular class such a ploy could be a fatal mistake, particularly for a student teacher. Many of these kinds of suggestions are, as I believe the spokesman for the Carnegie Report said, akin to coming down godlike from Mount Olympus and making suggestions to people who know more than the safe and remote Olympians themselves. Maybe every five years, college teacher preparers should spend a semester teaching and see how close the actual exigencies of teaching are to those they assume exist and are preparing their student teachers for. Yet one other point that concerns the teacher preparation education establishments—and Dr. Sizer mentions this in his book—is the fact that in order to move into administration, credentials in discipline are not recognized as equivalent to those in education. I found that sad. The colleges that I have attended, the places I have gone that have high, years, college teacher preparers should stress a semester teaching and see how close the actual exigencies of teaching are to those they assume exist and are preparing their student teachers for.

One other point concerns the teacher preparation education establishments—and Dr. Sizer mentions this in his book—is the fact that in order to move into administration, credentials in discipline are not recognized as equivalent to those in education. I found that sad. The colleges that I have attended, the places I have gone that have small, liberal arts colleges can address and help rectify the impediments to improving education. Dr. Williams told me that the education department here at Muhlenberg is small. Possibly, Muhlenberg’s smaller size and liberal arts tradition cuts down on the ineptitudes that the large, state, or science people and the like, I think that that is important and I think that kind of hand-round would fit into what Dr. Sizer said regarding the importance of scholarship and the importance of discipline, not only for those people who would be teachers, but also for those people who would become administrators and supervisors of schools.

Two other comments. Dr. Sizer discussed top-down administra

ministration in his book. I view this as possibly the most frustrating and aggravating aspect of public schools. Over the last three years in the school district where I have enjoyed teaching, we have seen courses eliminated—courses that have been built from nothing, that students freely elected and valued—without consultation with anyone in our department, even our department chairperson. We have had budget cuts that involved English, with very few of the seniors when they had been designed for juniors and sophomores. One course which had grown from a single section to six sections per year, freely elected by students who perceived its value to them, was reduced to one section by unilateral administrative action of the nature described. Can teachers who become complacent be blamed when successes are smothered without so much as a discussion?

Last year, my high school totally overhaulcd the “delivery,” if you will, of our day to eight periods. There had been a committee of teachers established to review the operation. There were thirteen teachers on this committee and to the best of my knowledge, twelve expressed grave misgivings or absolute opposition toward this change. They were usually. Usually, what we find, at least I know in my area of education, are educational babies born outside of wooling or maybe outside of love. These bastard are placed with the face to rear, and often, eventually, not being. They have been party to the act that preceded their birth, resent it. Often, because we had no part in the conception, it makes it very difficult to try—to keep this analogy—to make what has been bred outside of our classrooms work in them.

I suppose if there were one analogy I believe would work for high school organization and structuring, it is predatorized on the idea, as Dr. Sizer said, that it is not a factory. I would view it as more analogous to a hospital. As in a hospital, there is administration and, yes, they have an important place in many, many respects, of many people who are exceedingly good. On the other hand, if I go to a hospital and it happens that the administrator was a protoco logical and I need bypass surgery, I would prefer to have the surgeon telling me about the operation, performing it, and following it up, if that makes sense. In other words, I believe that somewhere along the line, we have to come to the understanding that education is real, not a artifact. I view my expertise, credentials, and experience in teaching English as more than equivalent to most administrators. They chose a different educational focus. Teachers should have a voice in making decisions; they are the best qualified. Teachers should be more insistent in having a voice. So, where I teach, I do not think we have been very successful. This must change before more is lost than can be recovered.

John Ritter is an English teacher at Parkland Senior High School in Orefield, Pennsylvania.
I'm a Horace, or maybe I should say a Harriet. I teach eleventh and twelfth grade English at Salisbury High School in Allentown, Pennsylvania. I don't sell candy, but I do have a neon OZ sign hanging in my room—a remnant of the spring musical. The Witt, which I directed. And students do come knocking on the door once a day or so looking for the green sneakers or mouse ears they say they left on stage.

Anyway, there are three reasons why I am not certified by Mr. Sizer's mottowings of reconstruction.

First, I was educated here, at Muhlenberg College, a liberal arts school of the highest order. I took a course called Humanities in this very room. Here I listened to John Cage do nothing and was told that was music. I was shown Jackson Pollock's dripings and told that was art. So, to hear that students should be grouped by intuition, rather than grade level, does not shock me. I think that in itself is a tribute to teacher education through the liberal arts.

The second reason I am not certified by Mr. Sizer's remarks is that I came through the public school system, and I have faith in its ability to accustom to experiments and still function. When I was in grade school, they introduced "new math." When I got to junior high, they built a middle school. As I began high school, they began saying with an elective program in English. In it, I spent half a year in a creative writing course free-writing and making self-expression posters. But, I came out of it intact. I was accepted at a good college. I did well. Somewhere I learned to love to learn, in spite of the reforms.

The reasons why I still learn, and loved learning, were the teachers I had along the way: my mother, Mrs. Tosh, Dr. Huttenly, Dr. Thornsby. These Horaces, and count- less others both in public school and college, survived or ignored or rose above the good intentions of reformers. Dr. Sizer must have a say in those plans. But how, if they are busy declining the days in the 70's which I spent on the campus at Col- umbia University doing my doctoral studies in philosophy and religion. Several times during this period, I got excited about what was happening on the other side of the campus at Teachers College. Some of the pedagogical notions be- ing advocated by the Teachers College people began to get into the press and became objects of debate and policy for- mation. What they were saying and doing at Teachers Col- lege was exciting and, if my memory serves me well, was related to the liberal arts and the basic tools required for fostering a meaningful education in pre-college youth. Some of the ideas I heard in the 70's are being discussed in the current debate on education.

Today, I listened to Dr. Sizer and the respondents as the Dean of a liberal arts college, and much of what I have heard will assist in organizing teachers and in our relationship to public school educators. However, I do have a confession to make. I brought into the meeting today a puzzle which I have not been able to resolve or to shake. So my brief response will be in two parts: to share my puzzle and then to talk briefly about the four questions which will comprise my response to Dr. Sizer's address.

Even though personal, my puzzle is relevant to what we are concerned about in the present day of education. I think I can best convey the sense of the puzzle which I can not resolve, which Dr. Sizer helped me to shake, by using the word omnipotence. Omnipotence should be regarded as an all-human problem from which there is no escape. All classes, all genders, all nationalities will be impacted upon by the global reality of omnipotence.

Omnipotence presupposes the capacity or the means, on the part of human beings, to kill all persons and forms of life on the globe, and, at the same time, the capacity to obliterate all human creations in one relatively brief moment of nuclear conflict. To be sure, my concern or puzzle does not assume a form of omnipodal blackmail. And my interest is not to place a stranglehold on our discussion today. Rather, my puzzle about omnipotence assumes a reality orientation which is beginning to shape our lives. That is, the fact that the reality of modest apocalyptic and the exaltation of human self-destruction have become a reference point for human activity and survival. Hence, my puzzle comes in the form of a question which I do not expect us to answer today. But it is a question with which we must soon come to terms. The question is stated thusly—should we begin to educate within the horizon of the possibility of total human annihilation? Do I not think we can handle pantheistic questions? But we must deal with its horrendous moral implications. Briefly, my proposal is that the images and the metaphors which will help us to pose the question of the relation of educa- tion to omnipotence in clear and manageable terms will come out of the humanities and the processes of liberal learning.

I do not know how to solve this puzzle, but I am con- vinced that it is one of the most fundamental global problem fac- ing us today. Indeed, it is a fundamental moral issue, and it belongs to any important or seminal discussion about educating people and the training of the teachers who in the future will do the business of education.

Now that I have shared this confession (in the form of a puzzle) with you, I must, therefore, assume that wherever there are teachers there are people who must of necessity profess something. More than the business of discovering some- thing or of communicating something, or of even envision- ing something—teachers are professionals who must, in the process of professing, advocate what they know. Two things strike me fancy regarding the major function of teaching: the proferring of a body of knowledge and the advocacy of an excitement about that knowledge. Also, it should be assumed that teachers are profes- sionals who have, or possess, a special knowledge or tech- nical competence with regard to a particular discipline. Teachers must know something, must have a special knowledge base, if they are going to profess something. It should also be assumed that teachers are trained to teach, and that the training of teachers ought to take place, as Dr. Sizer has so eloquently communicated to us, with re-
I'm a Horace, or maybe I should say a Harriet. I teach eleventh and twelfth grade English at Salisbury Township Senior High School in Allentown, Pennsylvania. I don't sell candy, but I do have a neon OZ sign hanging in my room—a remnant of the spring musical, The Wiz, which I directed. And students do come knocking on the door once a day or so looking for the green sneakers or mouse ears they say they left on stage.

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The third reason why I am not terrified by the thought of recon structing the public school as I know it is that, in the words of Mr. Sizer, I am just a "hired hand." I do not get to meet the ranch-owners very often, much less influence their decisions. The opportunity is not built into my job. I do not have to worry about anything that goes on outside my classroom because it is nearly impossible to do so. I have one preparation period followed by six classes of live students. That preparation period is sacred. No phone calls. No discussion with colleagues. Meetings or tutoring must be conducted after school. Graduate courses at night. It would be an injustice to my students to spend more time in committees than I already do. In fact, my students were with a substitute all day today so I could be here, and I declined attending tomorrow because I do not want to leave them again.* There is some irony in the fact that I cannot do anything about the "resulting regimen" of my job, unless I leave my job.

The first two reasons why I can accept the possibility of radical change with feeling good humor are good ones. The last is not. I would like to end with a question. How do you plan to get the hired hands out of the barn? They should know about plans for removing walls, or putting the smartest cows and horses in the same stall. In fact, they should have a say in those plans. But how, if they are busy all day feeding and mucking? How can you give all the Horaces and Harriets a chance to make their essential contributions to reform, without disrupting their good work?

The Carnegie Report suggested that "lead" teachers be paid work-year-round. Perhaps that idea could be expanded. Teachers who were interested in contributing to management or reform could be paid to research and work during the summer, allowing them to teach uninterrupted during the academic year. But this requires organization and direction, maybe even a national-wide plan to involve teachers in management and reform. So I repeat the question: how do you plan to get the hired hands out of the barn?

Dr. Sizer's talk is a reminder that the question is vital to your ideas, because without an organic plan for teacher-involvement, reform in public education will never make any permanent improvements.

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* I did attend the second day of the conference after being encouraged to do so by my superintendent who was in the audience.

RESPONSE TO THE PANELISTS
Theodore R. Sizer

Yes, we need more mums and dads in the classrooms—I will add dads now. Let me proceed chronologically, starting with Bill Moritz’s comments and what he called rein­forcement of distinct systems. Is this what we are talking about? If so, it only makes sense. There is a greater, positive reason to change and not to change. The study of high schools, in which Horace’s Compromise is one of the key insights, has been published by a series of essays on high schools since 1940. He tracked some of the things that did change and one of the most interesting ones is the change in attitudes towards handicapped kids. If you had a blind kid, you stuck him in the closet; in 1986, you mainstream him. This is a major change in attitude—not in the structure of schools particularly. If you look at what happens outside, year after year, for the last twenty years, there is a major change in attitude about special-needs kids. This conversation was local at first; then state and these folks found each other; they got together and they organized. Then there came state laws protecting, prescribing, doing right by special-needs kids, and then ultimately 94-143, which was the first step—a lot of people think that was the first step. No, it follows twenty years of advanced agitation. Thus, we have the current legislation differing slightly with the federal overlay. But more importantly, I think, is the fact that all of us educators think a little differently about these things—not a little differently, profoundly differently. There is a major change in attitudes in the area of schooling, in the teaching force and among high school teachers about young persons who may have some kind of impairment.

Call that a kind of change by receptivity. A change in attitudes over a long period of time. A kind of pressure which ultimately took legislative form, but the legislation really followed a shift in attitudes across two million people—teachers, among others. While I think we have to be respectful of what didn’t change, I think this kind of evidence of changing the quality of the conversation about schooling—if you take the long view—can be very, very powerful. Why do we write books? They just go on the shelf. ‘Well, sometimes people take them off the shelf. If the conversation continues and if people keep writing, reading, and talking, things can happen. So I think one has to be respectful of that even though one is stunned by the rigidity of the permanence of the system.

The cultural change, radical in the sense of profoundly and suddenly changing the incentives. Probably the most powerful example in recent American education is the GI Bill—it permanently changed the shape of higher education. As the largest federal investment in education in any program, it changed higher education for distinct systems that remained unless there were great, positive reasons to change and not to change. As I have said before, I got my Ph.D. the day the money ran out. The incentive was very clear. It made possible graduate education for me and for less of other folks who had been there in time in 1940. I think we should be attentive to this too. What are the changes? For example, if a state, let us say the state of Pennsylvania, said that there is another way of getting a high school diploma in this state. It is not just the GED but a consequential, a high standard of achievement—real control over a clearly, but a generally, described high school course of study. If it were a matter of indifference to the Commonwealth of Pennsylvania, how do you prepare for that? What if this state said that anybody who wants to sit down and take that exam can do it and that state, let us say, the state—this is a matter of how much higher education in the state is going to be done. If you did just that, completely voluntarily, you would have a powerful effect.

Just as the Carnegie Forum notion of a professional standards board with no requirements built in to the certification system, you change the structure. What is the incentive for a school system to have a larger percentage of teachers with a certain qualification? I think we need to look at these shorter-term kinds of ways of jarring the system. There are other examples. John’s remarks were very telling, very moving. I would point out, however, when someone at the bar says that you couldn’t be in the church, you could be a Jesuit. I have known a Jesuit to tend bar, maybe no one else, but surely a Jesuit; try Jesuit out as an answer and they will say that they have seen your kind before.

Some of you may know that the state law in California requires those who teach the methods of teaching courses in universities must go out and teach in school every three years. This has caused a revolution in places at Stanford and Berkley, a revolution of process. You get into a faculty of education at a university to avoid the schools, not to go back into them. I think, again, we should not look at this. The comparison between medicine and education, but I think it is worthwhile. I think the most effective teachers of the craft of teaching—that enormously complicated practice of the teaching experience, the craft of teaching—every first-class teacher is a good teacher of teachers. I know brilliant people, people who are brilliant with kids, who cannot articulate what they are doing, who are witnessed by observers of other folk, and who often say ‘I am a good teacher, therefore you will do exactly what I do,’ ‘(which, of course, is crazy; no two of us will teach exactly the same way.)

Nonetheless, in my view, the best professors of educa-
American education is the GI Bill—it permanently changed the shape of higher education. As the largest federal investment in education in any program, it changed incentives and school culture and raised the bar for change unless there are greater, positive reasons to change than to stay the same.

The study of high schools, in which Horace's Compromise is one of the earliest and most important findings in historical research for the very reason of trying to figure out what changed and what didn't change. I recommended to you Bob Hampel's book, The Last Little (Judas), which has just been published and which is a series of essays on high schools since 1940. He tracked some of the things that changed, and one of the most interesting ones is the change in attitudes towards handicapped kids. In 1930, if you had a blind kid, you stuck him in the closet; in 1986, you mainstream him. This is a major change in attitude—not in the structure of schools particularly. If you look at what has happened, you see a revolution at the end of the second World War largely driven by the parents of kids, whom we now call special-needs kids. This conversation was local at first; then state and these folks joined together; they organized. Then there came state laws protecting, proscribing, doing right by special-needs kids, and then ultimately 94-142, which wasn't the first step—a lot of people think that was the first step. No, it follows twenty years of sophisticated agitation. Thus, we have the current legislation differing slightly with the federal overlay. But more importantly, I think, is the fact that all of us educators think a little differently about these things—not a little differently, profoundly differently. There is a major change in our attitudes in the society, in the teaching force and among high school kids about youngsters who may have some kind of impairment.

Bob calls that a kind of change by seepage. A change in attitudes over a long period of time. A kind of pressure which ultimately legislated into form, but the legislation really followed a shift in attitudes across two million people—teachers, among others. While I think we have to be respectful of what did not change, I think this kind of evidence of changing the quality of the conversation about something—if you take the long view—can be very, very powerful by people. "Do you write books? They just go on the shelf." Well, sometimes people take them off the shelf. If the conversation continues and if people keep writing, reading, and talking, things can happen. So I think one has to be respectful of that even though one is stung by the rigidity of the permanence of the system.

The radical change, radical in the sense of profoundly and suddenly changing, is the first. What we are concerned with now is then moving those incentives. Probably the most powerful example in recent

RESPONSE TO THE PANELISTS
Theodore R. Sizer
as a teacher—to use Robert's words, "You have to profess something." Your professing is a subject but also a certain subject well, want all of us to have the obligation in some way. You could tell them the ages of those Confederates, many of whom theaverage level of education was eighth grade. They were mowed down like windrows. They did not flinch. So you say to the kids, "Would you do that?" The kids in Northside High School in inner-city Atlanta, where I taught writing, have problems with it. •

I would, therefore, just on the grounds of knowing my subject well, want all of us to have the obligation in some appropriate way. I think there are powerful pedagogical reasons for combining, if you will, teacher education with a grasp of a discipline. I do understand that sometimes the pressures to perform may distort the emphasis on the teaching of the discipline. I think Robert implicitly underscored the risks. If you move too quickly to the craft of teaching a subject, you may close off avenues that the subject might otherwise present to you.

Are there enough able folks to teach well? No, there are not. Therefore, the only solution is some kind of team teaching, where a group of teachers who have different backgrounds work together to form a school faculty. The frustration which somehow you feel have to be turned and in many schools no one will listen. But in many schools, because of the frustrations which somehow you feel have to be turned into the search of the discipline. There is a risk to that, and I think Robert implicity underscored the risks. If you move away from the craft of teaching a subject, you may close off avenues that the subject might otherwise present to you.

I have seen this happen in the schools of our coalition where the interest in joining the work has emerged in many of the schools of grip sessions. Wise principles have emerged to protect the guarantees that move to the other side of the school and things bubble up. Ways are found—largely by support of superintendents, of school boards, or in many cases, local foundations—of buying teacher time. The schools in our project seem to be getting things together the best are those who have their faculty on twelve-month appointments and in high schools. Planning is not only figuring out what to do next year, but it is also getting up one's own scholarship in order to be able to teach.

I argued earlier in this very centralized bureaucratically driven—and in many cases, very poor school system—if there are enough folks who do it, it can be done. But the path is such that one has to assume that because of those schools that have been able to find that mix of support to do it, I guess what I am saying, Katherine, is keep the faith.

In eleventh grade U.S. History, we have to teach the Battle of Gettysburg, depend­ingly authorizes the bring on the battle of World War II aimed at us or at the Soviet Union. So the likely apocalypse is not a silly notion. The danger, of course, is that a solution, on one hand, is apocalyptic—that is, people say the situation is so dangerous that we cannot afford democracy—or, the route to sanity is a greater, more serious democracy—a truly personal democracy in its best sense, one of a citizenry which can win the race between sanity and madness.

One in our trade, I suppose, has to go with the latter though it is very scary. But in regard to Robert's particular questions, I think that one of the best ways to learn a serious discipline is to teach it. I learned more about writing when I taught writing than when I was taught writing. It was as part of a large team teaching freshman English course at City College that I had the opportunity to teach in the Ukraine, which may be a blessing in disguise. I hope that people see the implications of the trivial little accident and how uncontrollable it is as the radioactivity crosses the whole of the earth. The people who brought you Chernobyl also have their finger on 6,000 times the total explosive force of the atom bomb in the fifties: in certain very consequential ways, very different than the kids in Northside High School in metropolitan Atlanta.

It is not that the ultimate standard and the general ex­ception is different; it is the specifics standard and the means to it differ. A wise educational system gives great respect to the particular needs and priorities of individual communities. Again, it underscores the need for de­centralized authority and for some period of time let's find the fifties: in certain very consequential ways, very different than the kids in Northside High School in metropolitan Atlanta.

Finally, some examples of the intuitive rather than the analytic: I do not wish to underscore again, and Robert Williams did not suggest that I underscore analytically. I value it enormously—it is just that it is not all. A couple of examples from my own experience.

In eleventh grade U.S. History, we have to teach the Civil War, an example which has worked well for me: what do you do—teach the battles? No, you do not teach the battles; you do something like the following with a particular group of kids: you start the class off walking through Time-Life's eleven-volume survey of the Civil War. You get through this that provided a marvelous interplay between really getting into a discipline and being asked to profess it.
as a teacher—to use Robert's words, "You have to profess something." Your professing is a subject but also a certain set of disciplines and ideas. It is a special kind of teaching and being asked to profess it. I think there are powerful pedagogical reasons for combining, if you will, teacher education with a grasp of a discipline. I do understand that sometimes the pressures to perform may distort the stability of the teaching. I think there will be no more university appointments for preceptors. There will be no more university appointments for those fellows, but also puts in front of a discipline how do one's teaching be presented in the classroom. This guarantees that whatever the current mood, it will be there. It is possible to do this in collaboration between schools and universities.

The top-down administration business is so frustrating. Again, recent reports pick it out. Top-down mandates assume that everyone is the same. Standardization by definition is silly because kids, bless them, differ and teachers, bless us, differ. A standardized routine, by definition, won't work. You can't have general standardized ultimate. Yes, indeed, we should be held by those, but please don't tell me how to teach because I know my kids better than you do. Well intentioned you may be in the state capital; well intentioned you may be in the principal's office, there is no avoiding the necessity of giving every student some knowledge that the teacher knows. Therefore, only solution is some kind of team approach, an appreciation of the complexity of the task, to allow in the process of sorting through by Socratic method, only in the process of sorting through. Planning is not only figuring out what to do next year, but it is also getting up one's own scholarship in order to be able to teach.

I am persuaded that even in highly centralized bureaucratically-driven—and in many cases, very poor school systems—there are enough folks who want to do it, it can be done. You don't have to.such substitution for those because that is not enough. It is as though you were to standardize the solution of the problem of headaches. As some people may need two aspirins and go home and sleep it off, the next person may need brain surgery for a tumor. You have to take folks with headaches one by one; you have to take kids with learning opportunities one by one for the same reason. It is inconvenient, it is expensive, but you cannot do that. You have to understand, strong people take jobs that enthrall them with important things. Take away the important things in my job and I don't like staying with it. Horace stays with it, John stays with it, because the kids. But the ravages of the insulting and patronizing qualities of standardized top-down administration are devastating. We need to get into this in a very powerful way in two of the presentations. I think there is increasing talk about the importance of bottom-up control, and I think the mood is significantly stronger. It is not so much now to just keep the momentum behind those folks who understand that authority must be placed at the school level and with those who have the imagination to understand the complexity of the task and who have the imagination to provide a valuable education for all young citizens, and at the same time give authority to those who need authority.

To Horace—I would really prefer to say.―and I think Robert Williams might say with me—that you have to be a reformer as well as a teacher—to use Robert's words, "You have to profess something." Your professing is a subject but also a certain set of disciplines and ideas. It is a special kind of teaching and being asked to profess it. I learned more about writing than I ever thought I would learn about writing, I learned more about empathy than I ever thought I would learn about empathy. It is just that it is not all. A couple of examples from my own experience.

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Another example is one I have tried this year with my graders. In the 1950's, your course on growing up in the schools of our coalition have heard about the gripe sessions and have moved them from outside of the school to inside of the school and the inside of the school to the outside of the school. You have a lot of kids who understand that authority must be placed at the school level and with those who have the imagination to provide a valuable education for all young citizens, and at the same time give authority to those who need authority.

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TEACHING: A CAREER OF CHOICE
Edward J. Meade, Jr.
The Ford Foundation

I want to think about teaching as a career of choice. I choose the word "choice" carefully, and often I want to think about teaching as a career of choice in three ways.

First, teaching is a career that one chooses, that is, one makes a choice to teach. I think most people who go into teaching do so by deliberation. There may be some teachers, perhaps, who do so for lack of other opportunities, but for most teachers, it is a deliberate choice, a choice to engage in teaching. So the teaching career is something one chooses.

Second, teaching is a career in and of itself in that it is a choice kind of work. It is stimulating work; it is personally, if not financially, rewarding work; and certainly it is a very important work.

Third, teaching itself involves choice. That is, to teach requires making choices: what to teach, how to teach, with whom one teaches, and so on. Let me now examine more clearly these three methods: choice, namely, choosing to teach, teaching at a choice field, and teaching as a career that requires making choices.

Teaching is a career one chooses. As I said, teaching is never going to be highly financially rewarding, but there are sign that, at least, the public—and particularly those who hold the levers of power—are realizing that we must have a quality teaching force and that requires the capacity to compete with other careers. Teaching must be competitive in order to attract qualified candidates; a teacher is a career in demand, and perhaps will not be, a career that one enters simply for the money, the financial reward is and will continue to be a factor. But, in addition to that reality, perhaps the most significant reason people become teachers because it is an enjoyable activity. People become teachers because they want to help others in a special way. They want to play with their minds and with the minds of others.

Making the choice to teach must be made honestly. Teaching is not a career that, over time, one can "fake." How can I put it? This is maybe too crude an analogy, but let me try. Some of you might have a fear of dogs. One day you meet a certain man with his German shepherd and you are scared of that dog. Nonetheless, you say, "Nice dog, nice dog." You show this facade thinking that other people think you like dogs. You are as if you are not afraid of this dog, but somehow, the dog knows you are afraid of it. Kids are like the dogs. You may be able to put up the facade of being a teacher, but if you are not really enjoying it, you are only deceiving yourself because you are not deceiving the children. They know. In short, one chooses to teach because one wants to learn. One savors to learn for himself and one savors to help others to learn and to enjoy learning.

I said teaching is a choice career; I could say it is some kind of calling, and if you want to you can call it a vocation. Still, teaching is work that requires a commitment of self. It also is a choice because it is more like an art than a science. At least, it should be. That is, teaching is to have some freedom; you may have some freedom, but it really is an artistic form that you mould. To my way of thinking, that is choice work.

It is a choice career because it gives one an opportunity to live and to work in a community of learning. I know that sometimes it is hard to understand that when you are going from period to period or group to group or at 2:30 in the day when the students are restless and you have bad t. Nonetheless, teaching is an opportunity to live and work in a community of learning, a community that is renewing and forever challenging. Each day, each student, each period, each month, each year, each one wants to refine one's craft, to do better. That to me, is choice work.

Further, teaching is a career because it is a trust. It calls for entrusting teachers with the lives of others. Teachers shape the future by way of their own examples, by way of their own styles, or methods, by way of what they teach, by way of the attitudes they bear and, I hope, by way of the humanity they demonstrate. That is a gift a parent or to students. Admittedly and particularly in more recent times, it is hard to say that a trust is a gift when one has to face many teachers face today. We are all afraid of this man, of others, a controller or by others, a controller or by others to the pole of lives in the hands of teachers.

Finally, teaching is a career that involves choice. Let me posit two views of teaching and try to convince you to discard the first and stay with the second. One view of teaching, one that has great prominence these days for a variety of understandable reasons in a number of schools, is that there is somehow that is there set of technologies, tools, procedures, and content that makes what it ought to be the process and outcomes of learning in schools. One only has to look at the increased dependence on tests in schools, in union tests, are more sophisticated than in the past, and in other respects, are more retraining. Those tests shape or reinforce mandated curriculum, which often deny opportunity for people to choose schools to select materials, test books, and styles of teaching. For example, an authority of the state wishes to improve reading, writing, and mathematics in the elementary schools and is committed substantial funds for these purposes. All is well and good. Then the authority which committed those funds realizes that it must give a public accounting about these funds by seeking to out who is doing what. That generally means a test to measure how well these funds are working.

Once there is the test to measure outcomes, it is not unusual to build a curriculum that is expected to work so well that the test scores will be fine. And in some cases, there is a test and a curriculum, why not make the test and develop a method of teaching to make certain that the curriculum will be taught in ways to assure better results from the tests. I am oversimplifying, but still, I have seen in the past three years, a very mechanical, perhaps utilitarian philosophy, that is in more districts respects a training system rather than systems training. It presumes a system whereby a higher authority specifically determines what is to be taught, how to teach, what to evaluate, and how to measure the evaluation, and that it is, in essence, narrows down what education can and ought to do and, more importantly, how teachers fit into all of that. It is almost as if teachers are perceived as nothing more than cogs in a great machine.

God forbid that you should vary the curriculum; God forbid that you should use materials that aren't in line with the objectives and, in some cases, teach the content of a particular approach instead of the desired approach. It is an assembly-line notion. I am not telling you something that you don't already know. I am not telling you something that some teachers have not done in the past and perhaps some still do at the present time. I have to tell you, however, that I am beginning to see that kind of system fall under its own weight. It is falling under its own weight because the means are so limited and the outcomes that fall short of tapping the human potential of the children in schools.

This "mechanical" or "utilitarian" approach seems to rest on the fact that a teacher is a gift when one has to face many teachers face today. We are all afraid of this man, of others, a controller or by others to the pole of lives in the hands of teachers.

A second view, one that is gaining momentum in spite of the utilitarian approach, is that of teachers as professionals, as crafts persons. The notion here is that it is the responsibility of those who nurture the young to make choices when to do, how to do, with whom to do. It is not so much that the teacher does it all. It is the teacher—and I use the term in a larger sense—that makes the decision whether to spend fifteen minutes with soul searching, to ask kids to make a video tape, to have others work on computers, to have students tutor one another, or to lecture. The teacher also determines the methods to be used. This is called the "innovative" approach. It is always fascinating to me to see a good classroom—at any level, in any subject, in almost any kind of school. You can watch the teacher process information in a split second and make decisions in the context of what he or she is trying to accomplish with students, sometimes varying instruction in ways which he or she never planned, yet never losing sight of the objective. That is what I mean by choice. It takes the view that the workers in schools are not the teachers; but rather the workers in schools are students, and the teachers are those who see that the workers are supplied with tools that they can do their work, namely produce what we call learning.

This is the second, and, I hope, more dominant view. It is the one that is reflected in all of the reports about schools that have been issued in the past two or three years. Let me point to some of the more recent ones. Such as those by Boyer, Goodlad, and Sizer. Their works give us chapters, section by section, of what teachers need, in his own way recommends teachers as decision makers, teachers as coaches, teachers as orchestrators, teachers as professionals who have power—the power of instruction. In reading their reports, I was reminded of an English instuctor who once said to me that in its essence, a school's work is that of enriching the point of contact between teacher and learner. He said everything else—curriculum, school organization, school transportation, lunches, administration, guidance, etc. —everything else ought to be supportive or complimentary to that point of contact. I think all great teachers through their paradoxes—Boyer, Goodlad, and Sizer—are trying to tell us that.

In addition, there is the recent report of the Committee on Economic Development and Society: Business and the Schools. I had the privilege of sitting with those business leaders as they took their look at schools. Anyone who has seen this report can see what they learn about the future job market. The most recent report of the Holmes Group. This is a group of dozens of researchers and education and research universities across the land looking at how their institutions prepare teachers. Once again, this report advocates professionalization of teachers with the view in mind that if teachers are more professional, have more responsibility, more autonomy, more authority, rather than having the templates of accountability laid on by others, teachers will have the responsibility to do their job that teachers have to do, teaching to produce learning. They were shocked to learn of how little autonomy teachers had and how unprofessional some of their working conditions are. They advocated a strategy for school improvement that called for a "bottom-up" approach, one based on individual teachers in individual schools.

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I want to think about teaching as a career of choice. I choose the word "choice" thoughtfully, and I want to bring it to the world about teaching as a career of choice in three ways.

First, teaching is a career that one chooses, that is, one makes a choice to teach. I think most people who go into this profession do so deliberately. There may be some teachers, perhaps, who do so for lack of other opportunities, but for most teachers, it is a deliberate choice, a choice to engage in teaching. So the teaching career is something one chooses.

Second, teaching is a choice career in and of itself in that it is a choice kind of work. It is stimulating work; it is personally, if not financially, rewarding work; and certainly it is a very important work.

Third, teaching itself involves choice. That is, to teach requires making choices: what to teach, how to teach, with whom to teach, who to teach, why to teach, and, I hope, how to teach. Let me now examine more clearly these three methods: choice, namely choosing to teach, teaching as a choice field, and teaching as a career that requires making choices.

Teaching is a career one chooses. As I said, teaching is never going to be highly financially rewarding, but there are signs that, at long last, the public—and particularly those who hold the levers of power—are realizing that we must have a quality teaching force and that requires the capacity to compete with other careers. Teaching must be competitive in order to attract qualified people. That means a teaching force must be a career of choice, and perhaps will not be, a career that one enters simply for the money, the financial reward is and will continue to be a factor. But, in addition to that reality, perhaps the most important reason to choose teaching because it is an enjoyable activity. People become teachers because they want to help others in a special way. They want to play with their minds and the minds of others.

Choosing to teach must be made honestly. Teaching is not a career that, over time, one can "fake." How can I put it? This maybe too crude an analogy, but let me try. Some of you might have a fear of German shepherds. One day one of a certain breed comes up with his German shepherd and you are scared of that dog. Nonetheless, you say, "Nice dog, nice dog." You show this facade thinking that everybody thinks this dogs like you. You act as if you are not afraid of that dog, but somehow, the dog knows you are afraid of it.

Kids are like the dogs. You may be able to put up the facade of being a teacher, but if you are really not enjoying it, you are only deceiving yourself because you are not deceiving the children. They know. In short, one chooses to teach because they want to learn. One savors to learn for himself and one savors to help others to learn and to enjoy learning.

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...that is, the comprehension, its depth, its structure, its tools, its coherence, the construction of its conceptual frame, its diversity, and how it relates to other disciplines. It should be called simply, 'The history of education.'

In short, if you want to teach children, you should get acquainted with children and learn about them.

The point about preparing and knowing children is not that one knows all about children, but that one knows knowledge about children, how they develop, how they learn, what are their cultures. That also means acquiring tools to use in order to analyze experiences with children so that understanding results. I suspect that it is here that many of the social sciences are particularly important.

The second part of preparation is that of learning how to choose and acquiring the tools of teaching. Many of us have heard about or been engaged in many call-dull, no-good, useless courses in methodology. Academicians ridicule them and many teachers in training suffer through them.

“Would he be a historian when he graduates?” he said. “That is the same person who had earlier been critical of the way in which the treatment has been made. A broad repertoire of skills, approaches, and content. At the very least, wouldn't it be good if all teachers were models of well-educated persons?

The second part concerning the education of teachers that I found in these reports was an impression that teachers ought to be intellectually curious. That is, they ought to be persons who have a thirst to know more, to understand better. They ought to be the kind of persons who seek connections among bits and pieces of knowledge and who want to know more about "why" rather than only "what." These reports seem to assume that if teachers are curious, it will trigger the curiosity of their students. That may not be true, but I believe that some teachers who have played around with your mind and wanted to know what you know about. You said, "I collect rocks," and I asked, "Tell me about rocks." It is off and running. You were encouraged to tell and asked to know more. Curious persons provoke other people to be curious.

The third part was the most obvious one. If you are going to teach something, you ought to know something. The report was quite clear that you cannot teach calculus, for example, if you have not studied it. And many other things you have to know about subject to teach. But, what is meant by knowing the subject? If one is preparing to be a teacher of history, for example, I presume that one would then know history well enough to understand it, to know its

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career because it allows one to grow, expand, be stimulated intellectually, be renewed, and be in contact with the young and all the challenges and opportunities that the profession provides. Teaching requires choice; the good require choose; that is, the requirement for teachers to be intellectually nimble; to pick and choose from a wide inventory of context, style, method, and instructional assists. They are encouraged to experiment, to observe, and to analyze the work of their classroom. Maybe it is in those curious; third, knowing well what it is you are going to scope—that is its comprehension, its depth, its structure, settings where methods have meaning and usefulness, rather than in the college classroom with lectures about methodology. At the very least, there should be good

The Carnegie Task Force comes close as does the Holmes Group. But all of these reports—even those most critical of teachers and of the current state of schools—assume that a teacher ought to be well educated. By that they mean someone who is at home and secure in the world of knowledge, someone who possesses a general understanding about the major disciplines, the nature of sciences, the structure of humanities in ways that she or he can engage in reasonable discussion about them and to understand relationships among them. That is, I suspect, what we mean by generally well educated. At the very least, wouldn't it be good if all teachers were models of well-educated persons?

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The third part was the most obvious one. If you are going to teach something, you ought to know something. The reports were quite clear that you cannot teach calculus, for example, if you don't know calculus. You have to know something about it, because that's what you are teaching. But, what is meant by knowing something? If one is preparing to be a teacher of history, for example, I presume that one would then know history well enough to understand it, to know its scope—that is its comprehension, its depth, its structure, its coherence, the construction of its conceptual frame, its diversity, and how it relates to other disciplines. It is very clear that the teaching requires a number of background understandings and knowledges in history. To illustrate, I once asked the chairman of the history department at a distinguished Eastern university, "What is expected of a history major?" He said, "That is to know a lot of background." I asked, "That is all?" He said, "Oh no, certainly not, a student must have a specialty within that. For example, Y credits in European history, X credits in the Middle East. That takes more knowledge about other areas. Y credits would he a historian when he graduates?" I asked. "Certainly not." said the chairman of the history department. "One needs at least a PhD to consider oneself an historian. Can we be assured to a point that they know it well enough and use it well enough to help others know it generally well enough and use it?" Fourth, and last in the category of the education of teachers, it is to assume that teachers transmit the culture. That is to say that teachers need to understand and transmit understanding about the economic, political, and social make-up of this country and the world. The reports did not imply that teachers need to be well-steeled in these things, rather they implied that teachers ought to have a good sense of these matters. Further, this general knowledge must be in such a way that they understand their own subject, rather than some esoteric knowledge which is not very practical, but that he or she can engage in reasonable dialogue about it.

The reports were quite clear that you cannot teach math, you must understand the math. What is what? This is the challenge that is laid out in the Holmes Report, the Carnegie Report, and others that have been critical of teacher preparation. It is the nature of sciences, the human understanding of how to do subject knowledge rests. To what degree can we assure that people who major in this, the other thing are indeed majors in this, that, or the other thing? That is, we need to understand. We could use it to help others know it generally well enough and use it well enough to help others know it generally well enough and use it? Fourth, and last in the category of the education of teachers, it is to assume that teachers transmit the culture. That is to say that teachers need to understand and transmit understanding about the economic, political, and social make-up of this country and the world. The reports did not imply that teachers need to be well-steeled in these things, rather they implied that teachers ought to have a good sense of these matters. Further, this general knowledge must be in such a way that they understand their own subject, rather than some esoteric knowledge which is not very practical, but that he or she can engage in reasonable dialogue about it.

The Carnegie Task Force calls them lead schools. The Holmes Group calls them development schools; and John Goodlad calls them clinics serving real children—a school in which there are many of the social sciences are particularly important. The second part of preparation is that it is learning how to teach and acquiring the tools of teaching. Many of us have heard about or been engaged in what many call dull, no-good, never-useful courses in methodology. Academicians ridicule them and many teachers in training suffer through them. Oh no, certainly not, a student must have a specialty within that. For example, Y credits in European history, X credits in the Middle East. That takes more knowledge about other areas. Y credits would he a historian when he graduates? I asked. "Certainly not." said the chairman of the history department. "One needs at least a PhD to consider oneself an historian. Can we be assured to a point that they know it well enough and use it well enough to help others know it generally well enough and use it?" Fourth, and last in the category of the education of teachers, it is to assume that teachers transmit the culture. That is to say that teachers need to understand and transmit understanding about the economic, political, and social make-up of this country and the world. The reports did not imply that teachers need to be well-steeled in these things, rather they implied that teachers ought to have a good sense of these matters. Further, this general knowledge must be in such a way that they understand their own subject, rather than some esoteric knowledge which is not very practical, but that he or she can engage in reasonable dialogue about it.

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It is a career that people do choose. I am beginning to see, and maybe I am cock-eyed optimistic, more people beginning to view teaching as a career because they want the responsibility to work with the young crowd, to make those tough decisions of choosing what to teach, how to teach, and the like. I think our schools will be able to get much more out of people in numbers and of quality, because there are young people who want the challenges that teaching presents. However, my fear is that once we have such teachers, those who are there and those who are coming, and once we, at least rhetorically, talk about giving them the responsibility to do what they will do and what they can do best, we will not trust them to do it. My fear is not with the teachers—and I do not believe I am wrong in that fear. Like any other profession, there are some who ought not to be there, there are some who should leave. What I fear is that we will not trust teachers in schools or in colleges to fulfill the responsibilities we know that they need to accept and give them the authority we know they need to have. Will we trust them? When I read about witch hunts serving in the back of college classrooms keeping scorecards, when I see the tests that are narrowing down opportunities for teachers to teach, when I find teachers shut out of making decisions about instructional methods, when I hear about fixed strategies for all teachers, I wonder where the trust is. Truly clearly are not signs of trust, they are signs of distrust.

So the issue for me is not so much the reform of the teaching ranks, however important that is, but rather that of restoring society's trust in teachers. Trust, perhaps, is the basis for reform.

My concern is for the liberal arts and liberal learning within the contexts of teacher education. I am going to assume that, before long, most teachers-to-be will have a background in undergraduate liberal education, along with a liberal arts major. I believe that more must be said about differentiating the engagement with scholarship expected of those preparing for lives of academic specialization or research and those anticipating professional careers with the diverse populations in public schools. Yes, public school teachers must know, as well as academic scholars, what it signifies to be "on the inside of a form of thought and awareness," as R.S. Peters puts it (1978, p. 31), to be committed to it, to understand it and care about it: and there is no question but that the effort to understand ought to continue throughout (at the very least) their working lives. They must understand not only how learning happens, but how to mediate and play with and interpret their subject matter in a variety of ways. They must be able to select out aspects of it for transmutation into appropriate instructible form for diverse young people, to render its structures and symbol, visible and accessible to those who can be provoked to learn to learn. As significantly, it seems to me, teachers must learn ways of breaking out of the "disciplinary ghetto" Edward Said associates with specialization in the humanities (1985, p. 25), and for recognizing that the "audience for literacy" should be conceived of as "the community of human beings living in society" rather than a small coterie of expert critics or intellectuals.

I should like to talk about what it might signify to break out of existing enclaves in liberal education, what it might mean to open texts to multiple interpretations, and how all this might be associated with the overcoming of carelessness and thoughtlessness—which, for me, are what endanger us most at this time. Now I realize that these are not the major themes in the resurgent discussions of professionalism and quality teaching today. Most of the official and unofficial spokespersons for "reform" are telling us that these goals can be achieved by means of career ladders, support systems in the schools, and partnerships rather than hierarchies when it comes to administering those schools. As to teacher education itself, there is much talk of a 5th year, a Masters in teaching, clinical training, internships, and studies of advanced ("research-based") professional theory in colleges and universities. What liberal learning is concerned, the emphasis has primarily been laid on the need for four years of liberal education, preferably without education courses to deflect attention from liberal studies. There has, in addition, been some mention of courses for teachers-to-be taught by professors capable of displaying the structure of their subject matter and the nature of these pedagogies.

For this to happen, it is clear enough, university professors have to become interested in public education; and there are few precedents for that. Ongoing study has been called for, in addition, by the Carnegie Report "as the knowledge required to do the work grows and turns with new challenges and the progress of science and technology" (May 1986, p. A12).

For all the good things said, the hope for a future of fully literate citizens (including the one-third who will be members of minority groups), the insistence on equity along with equality, that theme—"the progress of science and technology"—perpetuates the Carnegie Report, as it does most of the others. The Report justifies its argument by pointing out that the educational system must be restructured to "match the drastic change needed in our economy if we are to prepare our children for productive lives in the 21st century," and to help our nation "remain competitive." The underlying assumption is clear: the ill of our society (diagnosed as basically economic and technical) can be cured by education, not by any social or structural change. And that is heavy, technology-based economy.

The Report goes on to say, "we will be unable to invest vast sums to maintain people who cannot contribute to the nation's productivity." This excludes, almost by fiat, any possibility of our returning to the system of social supports achieved in the not so recent past. It certainly cancels out any likelihood of a welfare state. Once again, as least by implication, people will have to pay for their own failures, no matter what the source. The schools, for all their obligation to educate participant democratic citizens, are to give first priority to preparing the young for "productive lives." As I read it, that means successful lives in the ordinary economic sense and in the light of the traditional work ethic, with success (and probably worth) measured by the degree of contribution to the nation's productivity.

Let me say immediately that I cannot disagree with the idea that we ought to believe conceivable for everyone "achievement levels long thought possible only for the privileged few." Like Horace Mann, I do believe that every child is entitled to the same education the rich man wants for his children, although I would probably say the same in quality and challenge, not necessarily the same in content. Also, I would be concerned about the areas on achievement levels, with the hierarchies it premises and the calculations it demands. But there are shadows; there are ambiguities; there are contradictions the reports seem not to take into account. For some reason, I am reminded of the beginning of...
schools, where, for example, teachers who are better in certain areas or about children or as mentors, colleges and universities could assist schools through them and, consequently, use their particular strengths more efficiently. Think what it would be like if college personnel did not have to supervise practice teachers. Think how much better it would be if college faculty worked with the mentor teachers in schools rather than divers with all beginning teachers. I believe that colleges would help change and improve schools better by working with those people rather than by working with all teachers—new and experienced.

Let me close with two points. First, about the liberal arts and teacher education. Earlier, I spoke about two approaches to learning, one I called the "utilitarian" and the other, I guess I would call "educating." I would hope that persons who are in the colleges and universities and in the learned societies, persons who consider themselves liberally educated, would work with schools if for no other reason than to erode, to slow down, or even negotiate the utilitarian approach. If that approach continues, we are faced with a society that may well be merely trained. What is disturbing about that is well documented by the history of other societies. The world has seen societies that were illiterate, work oriented, highly trained, but which did not have the capacity to be humane, to allow participation, to be a society. I think that I have been about utilization notions, not that people shouldn't know how to read, write, compute, and the like. Without attention to education, to broadening, to questioning, to curiosity, we might easily fall into that trap.

Finally, I said earlier that teaching is a career of choice. It is a career that people do choose. I am beginning to see, and maybe I am cock-eyed optimistic, more people beginning to view teaching as a career because they want the responsibility to work with the young crowd, to make those tough decisions of choosing what to teach, how to teach, and the like. I think our schools will be able to get such people in numbers and of quality, because there are young people who want the challenges that teaching presents. However, my fear is that once we have such teachers, those who are there and those who are coming, and once we, at least rationally, talk about giving them the responsibility to do what they will do and what they can do best, we will not trust them to do it. My fear is not with the teachers—and I do not believe I am wrong in that fear. Like any other profession, there are some who ought not be there, there are some who should leave. What I fear is that we will not trust teachers in schools or in colleges to fulfill the responsibilities we know that they need to accept and give them the authority we know they need to have. Will we trust them? When I read about what happens in the back of college classrooms keeping scorecards, when I see the tests that are narrowing down opportunities for teachers to teach, when I find teachers shut out of making decisions about instructional methods, when I hear about fixed strategies for all teachers, I wonder where the trust is. 

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For all the good things said, the hope for a future of fully literate citizens (including the one-third who will be members of minority groups), the inequality on academic specializations, the rise of a welfare state. Once again, at least by implication, the assumption is clear: the ills of our society, the discrimination, work oriented, highly trained, but which did not fall into that trap. That is the fear I have about utilitarian notions, what people shouldn't know how to read, write, compute, and the like. Without attention to education, to broadening, to questioning, to curiosity, we might easily fall into that trap.

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eral education every individual probably needs (unless it
was making inadequate provision for certain kinds of
people who are not college-bound). I think that is the
situation we face today, and if we do not do something
to change it, we shall simply fail older young people of
diverse abilities and interests. We must not give up,
for we know that education can work. And it does work
when the right conditions are present. Here are some
of the conditions that we must work for:
1. Liberal education for all, to be achieved through
the adoption of the liberal arts curriculum in all
colleges and universities, and through the development
of new and effective programs for adult education.
2. A commitment to excellence, to the provision of
high-quality education for all students, regardless of
their background or abilities.
3. A commitment to social justice, to the elimination
of all forms of discrimination and exploitation.
4. A commitment to the environment, to the protection
and preservation of the natural world.
5. A commitment to the arts, to the support of
creative expression and appreciation.
6. A commitment to the sciences, to the pursuit of
knowledge and understanding.
7. A commitment to the humanities, to the exploration
of human experience and culture.
8. A commitment to the social sciences, to the
understanding of human behavior and society.
9. A commitment to the health sciences, to the
improvement of health and well-being.
10. A commitment to the engineering sciences, to
the development of technology and innovation.

But these are not the only conditions that we must
work for. We must also work for:
1. A commitment to the common good, to the
building of a just and equitable society.
2. A commitment to the rule of law, to the
maintenance of order and justice.
3. A commitment to the rule of reason, to the
promotion of rational discourse and argument.
4. A commitment to the rule of science, to the
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eral education every individual probably needs (unless it means equipping them with pieties and sacred writs). Nor is ours an anonymous and neutral expertise. Perhaps oddly, I find one of the most suggestive comments about what this might signify in Hegel's Aesthetic (1964, p. 402). He wrote: "By displaying what is subjective, the work, in its whole presentation, reveals its purpose as existing for the subject, for the spectator and not on its own account. The spectator is, as it were, in it from the beginning, is counted in with it, and the work as such is for this point, i.e., for the individual apprehending it.

"Existing for the subject . . . to me, this might actuate us to a more appropriate site to be pertinent to their own teaching, refusing to be mere transmission belts. I would like to see circles of interpretation, as it were, groups of people coming together in schools of education to explore what it means for them to find out what exists for them in the texts being used, the curriculum being developed, the shadows constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult and the perspectives they make possible for those who learn to engage with literature, to construe the natural world through the use of scientific protocols, to understand social processes through which we are constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult

Obviously, I am not alone in responding in this fashion. The fact that the education reports, including the latest from liberal education, do not touch upon what I would call the problem of the time, the problem of the technologized and bureaucratized society, provides the rationale for their emphasis on education for productivity, for economic competitiveness, for military power, for remedying the deep-lying difficulties in our society, avoiding even the problem of what it signifies today to educate for ongoing growth, for wide-awakeness, for critical understanding, for prior mastery of the knacks, the basics, the essentials. We may find ourselves as a nation of "readers" and "writers," but not as a nation of""readers" and "writers." Nor can we possibly fulfill our commitments to the best of our intentions to help the young to undertake something new, some thing unforeseen by us, but to prepare them in ad vance for the task of renewing a common world (1964, p. 17).

If we take this seriously—this talk of continuity and renewal—we cannot but see that it makes demands and poses problems for teachers-to-be not ordinarily confronted by liberal arts specialists in any of the arts and sciences. In teacher education have, then, several more or less unique responsibilities where the liberal learning is concerned: creating people to break out of the ghetto, even as they learn to teach their own subject matter; enabling them to comprehend the principles structuring the rooms of the world in which they work. At once, we have to make sure that we are accessible and the perspectives they make possible for those who learn to engage with literature, to construe the natural world through the use of scientific protocols, to understand social processes through which we are constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult and the perspectives they make possible for those who learn to engage with literature, to construe the natural world through the use of scientific protocols, to understand social processes through which we are constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult and the perspectives they make possible for those who learn to engage with literature, to construe the natural world through the use of scientific protocols, to understand social processes through which we are constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult and the perspectives they make possible for those who learn to engage with literature, to construe the natural world through the use of scientific protocols, to understand social processes through which we are constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult and the perspectives they make possible for those who learn to engage with literature, to construe the natural world through the use of scientific protocols, to understand social processes through which we are constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult and the perspectives they make possible for those who learn to engage with literature, to construe the natural world through the use of scientific protocols, to understand social processes through which we are constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult and the perspectives they make possible for those who learn to engage with literature, to construe the natural world through the use of scientific protocols, to understand social processes through which we are constructed, the ways in which they mean. And then there is the matter of renewal, a problem to be met by an embracement upon interpretive work: times we are already there in the same range of difficult
Of course there will be multiple interpretations, as there is the image of the labyrinthine library in Umberto Eco’s The Name of the Rose. The library is part of a medi­val monastery and is supposedly the greatest one in the Christian world. As the abbot explains, however, the books are chained, carefully stored, and hidden; the system of arranging the books is the key to understanding them. As a result, the library is like a puzzle that requires knowing the rules to solve it; otherwise, one can only marvel at the beauty of the design. The library is not just a collection of books, but a place of learning and discovery, a place where knowledge is stored but not easily accessible to all. This is why Eco’s interpretation of the library is so intriguing, as it raises questions about the nature of knowledge and the role of the reader in understanding it.

Eco’s interpretation of the library is similar to the idea of “closed texts,” as proposed by many literary critics. These texts are not meant to be read in a linear fashion, but rather to be explored and interpreted in various ways. The idea of “closed texts” is based on the belief that texts are not just passive objects, but active agents that shape our understanding of the world. They are not just repositories of information, but also carriers of meaning that can be interpreted in multiple ways. This is why Eco’s interpretation of the library is so important, as it challenges the traditional notion of a single, correct interpretation of a text.

Eco’s interpretation of the library is also important because it highlights the role of education in society. The library is a place where knowledge is stored, but it is also a place where knowledge is created and transformed. This is why the library is such an important symbol in many cultures, as it represents the power of knowledge and education. Eco’s interpretation of the library is a reminder that knowledge is not just something that is given to us, but something that we must actively seek and interpret for ourselves.

In conclusion, Eco’s interpretation of the library is an important reminder of the power of knowledge and the importance of education. It challenges the traditional notion of a single, correct interpretation of a text, and highlights the role of the reader in understanding and interpreting texts. It is a reminder that knowledge is not just something that is given to us, but something that we must actively seek and interpret for ourselves. The library is a symbol of this power, and Eco’s interpretation of it is a reminder of the importance of education in society.

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The Human Condition (Chicago: The University of Chicago Press, 1938).


Of course there will be multiple interpretations, as there initiate their own quests for meaning, to interrogate their familiar worlds. Too often they are made into what Eco, in the range of applications, and to invent new concepts. It is in relation to the possible, to mediate, and not in relation notes, to report. They are not provoked to wonder, to interpret, to rewrite on their own terms. Soap operas and slick magazine stories are paradigmatic examples of "closed"...
At no time in my professional life has there been so much concern for the fundamental reform in teacher education curriculum. Proposals abound. Most prominent among these proposals is the platform of the Holmes Group (1980), but there are other recent reports and/or group statements, e.g., Hoyt, 1981, pp. 134-78; Campaign on Teacher-Focused Teaching as a Profession, 1986; National Commission for Excellence in Teacher Education, 1985; NCATE, 1985. In addition, a number of individuals have made proposals for the reform of the professional education for teachers, e.g., Anderson, 1984; Atkin, 1985; Clark, 1984; Gideonson, 1982; Hoffman and Edwards, 1986; Joyce and Clift, 1984; Smith, 1980.

One would think that these various reports and personal proposals would be rather different, and in many ways they are. However, there is considerable consensus on certain assumptions/recommendations, namely, that we "know" a lot more about pedagogy than our programs exemplify, that professional teacher training ought to contain the graduate-level status of the high-prestige professions, that Education departments in liberal arts colleges are out of touch with current pedagogical research, that the mastery of knowledge about pedagogy and schooling by teachers-in-training is a relatively easy process.

All that we need to do to reform teacher preparation, most of these reports and personal proposals seem to suggest, is to take a few (or many) shots at current practice. The reform agenda seems to boil down to one particular structural reform—moving professional education to the graduate level—and one particular curriculum reform—introducing more research-based pedagogical knowledge into the professional curriculum. The entities apparently best prepared to carry out this agenda are the graduate schools of education in the research-oriented universities.

Graduate schools of education who wish to assume this leadership, though whether they are good settings for teacher preparation seems to depend upon whether one reads the Holmes Group's optimistic report titled Tomorrow's Teachers or Harry Judge's critical and sometimes bitingly analysis, American Graduate Schools of Education. So before we turn the professional component of teacher preparation over to the graduate school of education, in research-intensive universities, we are well-advised to see if this solution really addresses the fundamental problems with the professional education of teachers. What problems? I will be using terms such as "deficiencies," "givens," "assumptions," and "presumptions"; I hope that you will not find it strange that I am using these terms. Although the usage of these terms is common among teacher educators, it is also common among researchers to refer to the "stable knowledge structures" or the "knowledge of the field" in the professional education of teachers. The "knowledge" used by researchers to describe this stable knowledge structure is the notion of the "psychological contract" (see Guba, 1956). This psychological contract is a system of beliefs and assumptions that is used by members of the profession to predict the behavior of others. The psychological contract is a system of beliefs and assumptions that is used by members of the profession to predict the behavior of others.

The Professional Curriculum: Linear Application, Segmentation and Lack of Viability

One of the most puzzling aspects of the professional education of teachers is its long-term stability. Picking up and reading a fifty-year-old critique of teacher education such as that by Counts (1953) does not bring to mind feelings of nostalgia but rather raises the question of whether these criticisms are still valid today. Why is it that critical literature on teacher education from a half century ago as lively and relevant as it was when it was penned? Have we made no progress? Are we still making the same old errors?

Certainly the stability of the professional education of teachers has not gone unnoticed. Some attribute our rapid rate to the craft-based nature of educational inquiry and the slow development of a scientific basis for teaching (e.g., Gage, 1985). Others believe—though this belief is rarely articulated—that teacher education is as conservative as other social science disciplines to study educational phenomena. Little attention is given to the possibility that the novice teacher often perceives the world in a way that is different from the way that the novice perceives the world. This is not a plea for more and earlier field experiences, but rather a call for a fundamental reform in teacher education programs. Instead of having an integrated professional education curriculum, we have a fragmented one. Instead of having a professional education curriculum that is integrated, we have a fragmented one. Instead of having a professional education curriculum that is integrated, we have a fragmented one. Instead of having a professional education curriculum that is integrated, we have a fragmented one.

The professional teacher curriculum is grounded in the idea that the first part of the curriculum provides knowledge and skills which the prospective teacher "applies" at the end of the program during student teaching. Thus, we assume that this assumption of "easy application" is wrong, yet we continue to assume this assumption, a course such as educational psychology becomes the order of the day, a possibility which was partly the result of the Holmes Group's optimistic report titled Tomorrow's Teachers which has helped generate a rich and varied knowledge base.

In many ways, therefore, the specialized perspectives which have helped generate a rich and varied knowledge base for the professional curriculum have also led to a curricular fragmentation which is largely understood. In the last 20 years, we have lived with the assumption that these clusters of knowledge and skill somehow add up to a professional curriculum. It is the professional curriculum which is fragmented and lacking in coherence, For the novice, the presence of multiple levels of student ability and motivation, the complex nature of the norms within a classroom group, all of these factors conspire to undermine the initial and tentative efforts of the student teacher. Learning to teach groups is much too complex a process to separate from the knowledge and skills underlying the process.

This is not a plea for more and earlier field experiences, but rather a call for a fundamental reform in teacher education programs. Instead of having an integrated professional education curriculum, we have a fragmented one. Instead of having a professional education curriculum that is integrated, we have a fragmented one. Instead of having a professional education curriculum that is integrated, we have a fragmented one.

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WHAT ARE THE FUNDAMENTAL PROBLEMS IN THE PROFESSIONAL EDUCATION OF TEACHERS?  
Alan R. Tom  
Washington University

At no time in my professional life has there been so much concern over the fundamental reform in teacher education.  

Proposals abound. Most prominent among these proposals is the platform of the Holmes Group (1980), but there are other recent reports and/or group statements, e.g., Hoyt, 1981; pp. 147-78; Smith, 1982; and Teaching as a Profession, 1986; National Commission for Excellence in Teacher Education, 1985; NCATE, 1985. In addition, a number of individuals have made proposals for the reform of the professional education for teachers, e.g., Anderson, 1984; Atkins, 1985; Clark, 1984; Gidootes, 1982; Hoffman and Edwards, 1986; Joyce and Clift, 1984; Smith, 1980.

One would think that these various reports and personal proposals would be rather different, and in many ways they are. However, there is considerable consensus on certain assumptions/recommendations, namely, that we "know" a lot more about pedagogy than our programs proclaim, that professional teacher training ought to center on the graduate-level status of the high-prestige profession, that Education departments in liberal arts colleges are out of touch with current pedagogical research, that the mastery of knowledge about pedagogy and school by the teachers-in-training is a relatively easy process.

All that we need to do to reform teacher preparation, most of these reports and personal proposals seem to suggest, is to take 1-2 courses from an approved list of courses. Instead of having the referent agenda seem to boil down to one particular structural reform-moving professional education to the graduate level-and one particular curricular reform-integrating more research-based pedagogical knowledge into the professional curriculum. The entities apparently best prepared to carry out this agenda are the graduate schools of education in the education-oriented universities.

Graduate schools of education seem anxious to assume this leadership, though whether they are good settings for teacher preparation seems to depend upon whether one reads the Holmes Group's optimistic report titled Tomorrow's Teachers or Harry Judge's critical and sometimes biting analysis, American Graduate Schools of Education.

So before we turn the professional components of teacher preparation over to the graduate schools of education, in research-intensive universities, we are well-advised to see if this solution really addresses the fundamental problems with the present curriculum of teachers. What research is there to support the problem of the deficit really is the absence of knowledge-based pedagogical knowledge in the professional curriculum? Is it essential that professional education be fragmented into so many clusters? Is it essential that professional education be fragmented into so many clusters as there are education courses in a program. Instead of having the novice teacher often perceive the program? Is it essential that professional education be fragmented into so many clusters as there are education courses in a program. Instead of having the novice teacher often perceive the end of the program, or can proceed without much direct supervision as part of methods courses or introductory field work.

Practicing teachers and some teacher educators know that this assumption of "easy application" is wrong, yet the student teaching experience is largely understood as the "capstone" of the modal teacher education program. Why are we willing to presume linear application? Obviously, cost is an issue. Throughout the United States, teacher education is done on the cheap, with limited teacher education on ed for free by elementary and secondary schools. Yet cost alone cannot account for the near universal commitment to applying the "practical" content of the professional program, i.e., to student teaching.

The blunt reality is that we have not developed alternative mechanisms to student teaching, mechanisms which might help the novice relate educational knowledge to teaching practice. Hardly have we even tried to develop alternative mechanisms for this exception to this generalization see Hawley, 1986. Rather, we have assumed that professional knowledge ought to be gradually mastered by the novice, then applied to practical situations at the end of the program. The best we have been able to do is to introduce additional field experience, some of it completely disconnected from professional content and literally all of it we weakly supervised. Later, I will return to this issue of our failure to develop alternatives to "application after professional knowledge" which have become the concept of "practical teaching" (Cohn, 1981).

At the same time that the professional curriculum is held to be knowledge-based, it is also the case that the novice teacher must develop the "craft" or "practical" knowledge that comes with the experience. This curriculum is also segmented into chunks which have little relationship to one another. Conventional teacher education programs are usually structured so that discrete courses are taught by individuals who have specialized knowledge and skill, e.g., in educational psychology, in teaching methods or curriculum issues, in the use of social science, in the use of the arts, etc. Teacher educators are all mutually exclusive programs in the school, and no particular attention is given to these specialists to how various courses fit together. Even team-planned, performance-based programs tend to remain fragmented because the "craft" knowledge that comes with the experience.

In many ways, therefore, the specialized perspectives which have helped generate a rich and varied knowledge base for the professional curriculum have also led to a curricular fragmentation which is largely unifying. Over the past 2 decades, we have lived with the assumption that these clusters of knowledge and skill somehow add up to a professional curriculum. It is the process of trying to understand how these clusters of knowledge and skill somehow can bring together these chunks of curriculum. But we know that the novice teacher often perceives the
Teaching is a long and complex process, requiring discussion and critical analysis. One learns now but applies later and that the curriculum ought to be segmented into specialized areas of knowledge/skill. A program can operate without an underlying conception of good teaching. Generally, this failure to identify a concept of good teaching occurs both within and without the profession. Teachers realize that the concept of good teaching are possible (e.g., Brouty, 1969) or because the focus of scholarship is on the development of a scientific basis for pedagogy (e.g., Gage, 1985). In either case, identifying a concept of good teaching is seen to be a difficult process, a process of indeterminate existence of a fragmented professional curriculum. Here are several possible explanations. First, and perhaps most importantly, the intellectual divisions of the professional curriculum are not brought together into the structure of a school of education through the departmental organization. Thus we often find departments of educational psychology, of curriculum and instruction, of foundations, and so forth. These departmental divisions not only foster and legitimation the segmentation of the professional curriculum but also may actually physically separate the professor. Is it any wonder that the "products" of the teacher education curriculum as an isolated and conceptual changes for overcoming these are a response. Problem identification, in my opinion, is not enough to introduce content to the future teachers. The novice bring to bear the knowledge and skills attained in the professional curriculum at the secondary classroom, Cohn (1981) labels this linking of the primary curriculum and that there are some specific steps which can be taken to foster a more coherent curriculum, especially the consolidation of professional courses into a smaller number of semesters and the use of team teaching. Later, I will return to how these organizational changes in course sequencing and in staffing could reduce the demand for the current fragmentation of the professional curriculum.
teaching is a long and complex process, requiring discussion that one learns now but applies later and that the curriculum usually becomes more and more specialized knowledge in the curriculum. Even though the fragmented character of the professional curriculum has been most apparent over the past few years, the segmentation of this curriculum has continued to be the modal approach. Why?

Some reasons for the persistence of a fragmented professional curriculum are as follows:

1. The professional curriculum lacks an overall design but also because the curriculum directionless. With the existence of many concepts of good teaching is made easier if the professional courses and experiences in the professional curriculum are well suited to neglect the issue of the concept of good teaching, identifying a concept of good teaching for guiding the development of both the teacher education curriculum and the subsequent teaching of novices. It is possible that a teacher education program which is designed around the professional curriculum can reason- ing and writing which provide coherence across the courses and experiences in the professional curriculum. Thirdly, without a concept of good teaching, there is no set of substantial and coherent standards which to judge the success or failure of teaching. We are reduced to such weak criteria as concluding that a particular teaching strategy increases learning, without being able to judge whether this learning is of any significance. A teacher education curriculum, therefore, needs to be grounded in a conception of good teaching.

But our task is complicated by the existence of many different pedagogical paradigms and the teaching of novices. How can we judge whether the learning is of any significance? A teacher education curriculum, therefore, needs to be grounded in a conception of good teaching.

Teaching, Teaming, Course Consolidation, and a Concept of Good Teaching

I believe that no single change can have a large enough impact to cause the fundamental reform we need in the professional curriculum. Some of these needed changes are structural—teaming and course consolidation—while others are conceptual—a conception of good teaching. The above analysis identifies three largely unquestioned assumptions: that the professional curriculum ought to be a menu of specific courses, that this curriculum can reason- ing and writing which provide coherence across the courses and experiences in the professional curriculum. Thirdly, without a concept of good teaching, there is no set of substantial and coherent standards which to judge the success or failure of teaching. We are reduced to such weak criteria as concluding that a particular teaching strategy increases learning, without being able to judge whether this learning is of any significance. A teacher education curriculum, therefore, needs to be grounded in a conception of good teaching.

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teacher—this content usually needs to be specifically tied to the novice's classroom experience in an explicit way. Such linking is possible if the same team of professors teaches the professional content on campus and concurrently supervises the novices in the field.

Being Small: A Precondition for Fundamental Change?

As the start of this paper I noted that many proposals for teacher education reform are grounded on two alleged problems: 1) that the key deficiency in the professional curriculum is the small amount of research-based pedagogical knowledge, and 2) that the professional curriculum ought to be moved to the graduate level. However, I have argued that the long-term viability of the professional curriculum is not so much related to our inability to address these two problems as to our continued reliance on three faulty assumptions. These assumptions—including linear application of knowledge to practice, the segmentation of the professional curriculum, and the lack of an underlying conception of good teaching for this curriculum—can be challenged if we institute several structural and conceptual changes.

What environment is needed if we are to implement teaming, situational teaching, course consolidation, and a concept of good teaching? These changes are much easier to accomplish if the teacher education program is a small one. In a small program there is a modern-sized faculty, a situation which facilitates teaming and the other changes which teaming can initiate or make possible, namely, course consolidation, situational teaching, and agreement on a concept of good teaching. Thus, there is a vital role for teacher education in small colleges.

Large teacher education programs can also gain these advantages of smallness, if such programs develop decentralized clusters of faculty and prospective teachers. The advantages of smallness can be overcome.

REFERENCES NOTES

1 This paper is part of a larger project to write a book describing and analyzing the preschool teacher education programs at Washington University. My co-authors in that project are Marilyn Cohen, Vivian Gellman, and Daniel Janus. The ideas in this paper reflect the joint effort not only of the four of us but also of university and public school colleagues who have worked with us over the last fifteen years in reformulating the professional aspect of teacher education at Washington University. In this particular paper, however, Alan Tom is primarily responsible for the organization and presentation of the so-called "fundamental problems" in the professional education of teachers.

2 I must again note that my experience is so intertwined with that of my colleagues that it is extremely difficult to identify the specific source of particular ideas and practices.

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This statement was prepared for the Consortium for Excellence in Teacher Education by:

Eva F. Travers
Swarthmore College

Susan Riemer Sacks
Barnard College

This is the first of a series of occasional papers written by members of CETE. Our concern is to further the dialogue regarding excellence in teacher education. While this paper focuses on maintaining the option for teacher education at the undergraduate level in liberal arts institutions, subsequent papers will address other aspects of quality in teacher preparation.

Can excellence in teacher education be achieved at the undergraduate level in liberal arts institutions? This question has been discussed recently in many forums—in liberal arts colleges and universities themselves, in state teacher certification boards, in scholarly journals, and in several reports concerned with improving the nation's schools. The issue has also been a central interest of the Consortium for Excellence in Teacher Education (CETE), a group of teacher education programs in sixteen selective, private liberal arts colleges and universities in the Northeast.

In the following statement, CETE presents its position on this crucial matter and responds to certain recommendations for improving the preparation of teachers that have emerged as part of the national agenda for educational reform.* Among the proponents for the reform of teacher education, several influential groups, including the Holmes Group and the Carnegie Commission on Education and the Economy, have urged that the preparation of teachers occur in two phases—with the undergraduate year devoted mainly to liberal education and strong subject matter preparation, and post-baccalaureate or graduate study devoted to professional education. CETE shares the concern for educational quality that motivates proponents of this kind, and recognizes that placing professional education at the post-baccalaureate or graduate level can be highly appropriate for many individuals and institutions of higher education. In fact, several CETE institutions currently offer strong graduate teacher education programs which are designed to complement liberal study accomplished at the undergraduate level. However, CETE's collective experiences demonstrate that undergraduate teacher education programs can also attract and prepare effectively a substantial number of the exceptionally well-qualified and talented individuals who enroll in institutions like ours.

In suggesting one basic model of teacher preparation which places professional education at the graduate level and divorces course work and field experiences in education from liberal study, reports such as those by the Holmes Group and Carnegie Commission have overlooked significant differences among institutions of higher education—differences in size, resources, selectivity of admissions, and curricular organization and quality. As a result, these reports have failed to gauge the effects of their proposals on students at liberal arts institutions, and have ignored the historical strengths and current contributions of undergraduate education programs in liberal arts colleges and universities.

We believe failure to consider these factors is shortsighted. While graduates of CETE institutions represent only a small percentage of individuals entering the teaching profession, our students are likely to be the kind of long-term, well-prepared, and highly motivated individuals who will exert disproportionate influence in schools as charge agents, in positions such as curriculum specialists, lead teachers, or department chairs. The entry of such talented liberal arts graduates into teaching, exactly the sort of individuals the Holmes and Carnegie reports are seeking, must be actively promoted, not indirectly discouraged. Isolating, concentrating professional education at the graduate level is likely to jeopardize, rather than enhance, the entry of students from selective liberal arts colleges into public education. If an important goal of the current debate on education is to increase substantially the numbers of highly qualified individuals entering teaching, it will be essential to support multiple paths of teacher preparation. We endorse and encourage legitimate variation. We therefore present the case for preserving and nourishing the option of teacher preparation as an integrated part of the undergraduate curriculum at selective liberal arts institutions such as ours. As a key part of the argument, we describe ways in which liberal study and professional education can be combined to create dynamic and distinctive programs of teacher education.

**CETE HISTORY AND GOALS**

CETE was formed in 1983, when the first of the national education reports began calling for improvements in both the caliber of individuals entering the teaching profession and the education they receive. The initial goals of the Consortium were to create a support and exchange network for the teacher education programs of member colleges—which enjoyed many common possibilities, yet shared certain common concerns—and to explore ways to ensure that preparation to teach remained a compelling option for undergraduates at our institutions. The late 1970's saw internal debate about terminating teacher education at several CETE institutions. In the early 1980's, vigorous debate emerged about the certification requirements in several states, proposals which threatened to restrict or markedly alter the types of teacher preparation programs that our institutions could offer. However, CETE members were, and remain, convinced that undergraduate teacher education programs like ours must be maintained. Our students represent an especially talented pool of prospective teachers, individuals who respond resourcefully to the challenges of the classroom and who act effectively in the larger process of educational reform. They are also the beneficiaries of tremendous academic and institutional resources. For these reasons, we feel a strong sense of social responsibility to encourage and assist those who are interested in education and related human service fields. Moreover, abundant formal and informal testimony from our graduates and the schools in which they teach confirms that professional education at CETE colleges has complemented the rigorous liberal arts preparation students receive and has helped prepare beginning teachers.

From the outset, CETE has had a strong commitment to recruit and prepare teachers for public schools. In the last three years, we have worked both within our institutions and within our states to keep open the issue so state certification which is typically required for public school teaching. At the institutional level, we have succeeded in strengthening our colleges' commitments to teacher education in a variety of ways:

- All of the teacher education programs at CETE institutions which were in jeopardy only a few years ago are now secure.

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* CETE members from the following institutions support this statement: Barnard College, Brandeis University, Connecticut College, Darmouth College, Middlebury College, Mount Holyoke College, Princeton University, Smith College, Swarthmore College, University of Pennsylvania, Vassar College, Wellesley College, Wesleyan University, and Yale University.

Eva Travers is chair of the education department at Swarthmore College.

Susan Riemer Sacks is the director of the education program at Barnard College.

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Six CETE colleges have decided to offer a tuition-free or low-cost semester of practice teaching and seminar after graduation to students unable to complete certification requirements within the normal four-year undergraduate program.

Strong new faculty appointments have been made in education at several member colleges and universities.

At the state level, we have worked cooperatively, through various consortia and professional organizations, to ensure that new state certification requirements do not prevent our institutions from offering approved teacher preparation programs.

As a consortium, we have alerted public schools to the availability of certified graduates of our institutions by creating a CETE Placement Clearinghouse, which for the last three years has sent listings to several hundred public school systems.

We have obtained forgivable loans for prospective mathematics teachers from the General Electric Foundation.

Finally, we have begun a collaborative research study regarding the career paths of alumni of our programs.

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**STRUCTURE OF CETE TEACHER EDUCATION PROGRAMS**

The current structure of teacher education programs at CETE institutions has been, and has not been, the model for how one college or larger institution might enter college with strong academic skills. They have the opportunity as undergraduates to do advanced work in their major disciplines as well as to complete the requirements for initial teacher certification. While course requirements and methods of preparation vary to some degree among CETE members, all programs are characterized by a humanistic, inquiry-oriented, and developmental approach to teacher education. Education courses are integrated into, rather than separated from, the rest of the liberal arts curriculum. Large numbers of students who do not plan careers in teaching, as well as prospective teachers, take courses in education at CETE institutions.

Nearly all CETE undergraduates preparing for teacher certification study education in conjunction with a major in an academic discipline. In all cases, demanding, comprehensive preparation in the liberal arts is considered central to successful teaching. At all schools, students take a sequence of professional education courses which require systematic integration of field work and academic study. During the senior year, students practice teach in elementary or secondary schools. During practice teaching, they are supervised using a clinical supervision model; observations by education faculty occur as often as once a week at many CETE institutions. In most cases, because of the close relationship, CETE institutions are affiliated with local schools and the rapport our faculty have developed with prospective teachers in previous education courses, cooperating teachers in the schools can be matched with our students on an individualized basis.
TEACHER EDUCATION AND THE LIBERAL ARTS: THE POSITION OF THE CONSORTIUM FOR EXCELLENCE IN TEACHER EDUCATION

This statement was prepared for the Consortium for Excellence in Teacher Education by:

Eva F. Trauer
Swarthmore College

Susan Riemer Sacks
Barnard College

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Can excellence in teacher education be achieved at the undergraduate level in liberal arts institutions?

This question has been discussed recently in many forums—in liberal arts colleges and universities themselves, in state teacher certification bureaus, in scholarly journals, and in several reports concerned with improving the nation's schools. The issue has also been a central interest of the Consortium for Excellence in Teacher Education (CETE), a group of teacher education programs in sixteen selective, private liberal arts colleges and universities in the Northeast.

In the following statement, CETE presents its position on this crucial matter and responds to certain recommendations for improving the preparation of teachers that have emerged as part of the national agenda for educational reform. Among the proponents for the reform of teacher education, several influential groups, including the Holmes Group and the Carnegie Commission on Education and the Economy, have urged that the preparation of teachers occur in two phases—with the undergraduate years devoted mainly to liberal education and strong subject-matter preparation, and post-baccalaureate or graduate study devoted to professional education. CETE shares the concern for educational quality that motivates proponents of this kind, and recognizes that planning professional education at the post-baccalaureate or graduate level can be highly appropriate for many individual students and institutions of higher education. In fact, several CETE institutions currently offer strong graduate teacher education programs which are designed to complement liberal study accomplished at the undergraduate level.

However, CETE's collective experiences demonstrate that undergraduate teacher education programs can also attract and prepare effectively a substantial number of the exceptionally well-qualified and talented individuals who enroll in institutions as ordinary.

In suggesting one basic model of teacher preparation which places professional education at the graduate level and divorces course work and field experiences in education from liberal study, reports such as those by the Holmes Group and Carnegie Commission have overlooked differences among institutions of higher education—differences in size, resources, selectivity of admissions, and curricular organization and quality. As a result, these reports have failed to gauge the effects of their proposals on students at liberal arts institutions, and have ignored the historical strengths and current contributions of undergraduate education programs in liberal arts colleges and universities. We believe failure to consider these factors has been shortsighted.

While graduates of CETE institutions represent only a small percentage of individuals entering the teaching profession, our students are not to be the kind of light-weight, well-prepared, and highly motivated individuals who will exert disproportionate influence in schools as change agents. In positions such as curriculum specialists, lead teachers, or department chairs, the entry of such talented liberal arts graduates into teaching, exactly the sort of individuals the Holmes and Carnegie reports are seeking, must be actively promoted, not indirectly discouraged. Ironically, concentrating professional education at the graduate level is likely to jeopardize, rather than enhance, the entry of students from selective liberal arts colleges into public education. If an important goal of the current debate on education is to increase substantially the numbers of highly qualified individuals entering teaching, it will be essential to support multiple paths of teacher preparation. We endorse and encourage legitimate variation. We therefore present the case for preserving and nourishing the option of teacher preparation as an integrated part of the undergraduate curriculum at selective liberal arts institutions as ours. As a key part of the argument, we describe ways in which liberal study and professional education can be combined to create dynamic and distinctive programs of teacher education.

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CETE was formed in 1983, when the first of the national education reports began calling for improvements in both the caliber of individuals entering the teaching profession and the education they receive. The initial goals of the Consortium were to create a support and exchange network for the teachers at member colleges—which enjoyed many common possibilities, yet shared certain common concerns—and to explore ways to ensure that preparation to teach remained a compelling option for undergraduates at our institutions.

The late 1970's saw internal debate about terminating teacher education at several CETE institutions. The early 1980's brought proposals for changes in certification requirements in several states, proposals which threatened to restrict or markedly alter the type of teacher preparation programs that our institutions could offer. However, CETE members were, and remain, convinced that undergraduate teacher education programs like ours must be maintained.

Our students represent an especially talented pool of prospective teachers, individuals who respond resourcefully to the challenges of the classroom and who act effectively in the larger process of educational reform. They are also the beneficiaries of tremendous academic and institutional resources. For these reasons, we feel a strong sense of social responsibility to encourage and assist those who are interested in education and related human service fields. Moreover, abundant formal and informal continuity from our graduates and the schools in which they teach confirms that professional education at CETE colleges has complemented the rigorous liberal arts preparation students receive and has prepared them to become beginning teachers.

From the outset, CETE has had a strong commitment to recruit and prepare teachers for public schools. In the last three years, we have worked both within our institutions and within our states to keep open the issue of state certification which is typically required for public school teaching. At the institutional level, we have succeeded in strengthening our colleges' commitments to teacher education in a variety of ways:

• All of the teacher education programs at CETE institutions which were in jeopardy only a few years ago are now secure.

• Six CETE colleges have decided to offer a tuition-free or low-cost semester of practice teaching and seminar after graduation to students unable to complete certification requirements within the normal four-year undergraduate program.

• Strong new faculty appointments have been made in education at several member colleges and universities.

• At the state level, we have worked cooperatively, through various consortia and professional organizations, to ensure that new state certification requirements do not prevent our institutions from offering approved teacher preparation programs.

• As a consortium, we have alerted schools to the availability of certified graduates of our institutions by creating a CETE Placement Clearinghouse, which for the last three years has sent listings to several hundred public school systems.

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STRUCTURE OF CETE TEACHER EDUCATION PROGRAMS

The current structure of teacher education programs at CETE institutions has been shaped by the unique nature of the colleges that have entered our consortium with strong academic skills. They have the opportunity as undergraduates to do advanced work in their major disciplines as well as to complete the requirements for initial teacher certification. While course requirements and methods of preparation vary to some degree among CETE members, all programs are characterized by a humanistic, inquiry-oriented, and developmental approach to teacher education. Education courses are integrated into, rather than separated from, the rest of the liberal arts curriculum. Large numbers of students who do not place careers in teaching at the front of their considerations and who are not planning to become teachers, as well as prospective teachers, take courses in education as CETE institutions.

Nearly all CETE undergraduates preparing for teacher certification study education in conjunction with a major in an academic discipline. In all cases, demanding, comprehensive preparation in the liberal arts is considered central to successful teaching. At all schools, students take a sequence of professional education courses which require systematic integration of field work and academic study. During the senior year, students practice teach in elementary or secondary schools. During practice teaching, they are supervised using a clinical supervision model: observations by education faculty occur as often as once a week at many CETE institutions. In most cases, because of the close relationship CETE institutions have established with local schools and the rapport our faculty have developed with prospective teachers in previous education courses, cooperating teachers in the schools can be matched with our students on an individualized basis.
The availability of undergraduate education courses and teacher certification programs at CETE colleges gives students an opportunity to carefully consider their goals of choice to explore their interests in and suitability for this field. If the only route to certification were through graduate programs of teacher education, it is likely that many students who would benefit from teacher education programs. Without exposure to education courses and field experiences in the undergraduate curriculum, prospective students would not have the opportunity to decide if they wish to pursue a professional teaching career. In CETE programs, a structured role transition—from being a student to becoming a teacher—is achieved through a gradual, sequential process. Students participate in several guided practices, including classroom observations, internships, field research, and practice teaching, which ideally are sequenced to maximize this critical role transition. During this process, students have numerous opportunities for serious reflection about both the ideals and realities of the teaching profession. They take on responsibility for increasingly open-ended complex teaching tasks, and they systematically analyze the interactions between their teaching methods and the learning styles of their pupils. The placement of practice teaching is individualized to each student, as is possible, that their students' experiences are empowering, rather than either overwhelming or insufficiently challenging.

THE PRINCIPLE OF INTEGRATION

The study of education as a humanistic, developmental process of inquiry is embedded in the liberal arts tradition. Selective liberal arts colleges are in a particularly good position to capitalize on the interplay between professional and liberal study in the preparation of teachers to make the simultaneous pursuit of these studies into a distinct pedagogical advantage. If the only route to certification were through graduate programs as in our undergraduate programs, and the character of the teaching-learning process may not be the most effective prescriptions for teacher education. It is not necessarily positive that professional study in law and medicine. Divorcing professional education from liberal study, it is claimed, will result in more rigorous and unidirectional study in both the undergraduate and graduate levels. The medical and legal education models may not be the most effective prescriptions for teacher education. The sustained, developmental approach provides the teacher education, and they are able to make other career choices before they invest a substantial amount of time and money in graduate study.

For students with strong backgrounds in the liberal arts, the initial teacher preparation process can be most productively incorporated into the undergraduate curriculum. However, the addition of such a requirement to graduate level development may not stop with initial certification. It must continue after individuals begin to teach. Though formal and informal programs of graduate and in-service work, various types of professional development may be required. The opportunity to make a career choice through a sustained developmental process has an additional advantage. If undergraduates preparing to be teachers find they are not suited to the profession, they are able to make other career choices before they invest a substantial amount of time and money in graduate study.

CETE institutions receive unusually high ratings from students for quality of teaching; for opportunities to investigate questions of theory, policy, and practice from a variety of disciplinary perspectives; and for the possibilities to work directly with young people in schools.

Because education courses are accessible and stimulating, many an educational career has been launched at CETE institutions. In the same way, some students who have never considered teaching courses in human development and educational psychology to sociology and philosophy of education, have strong disciplinary bases and approaches. They are taught by faculty from education as well as from other academic departments. These courses investigate topics such as human learning, teaching, and classroom management, and the role of school in society from the perspectives of many disciplines, including philosophy, psychology, economics, history, political science, sociology, and anthropology. At the same time, the courses are intrinsically and extrinsically in many respects to study in disciplines such as political science or religion, which also stress interdisciplinary investigation of human thought and behavior in relationship to particular institutional settings. If students were separated from the undergraduate liberal arts curriculum, this kind of integrated educational study would be likely to suffer.

The approaches used in most education courses at CETE colleges are similar to those taken in other social sciences and in some humanities courses. They differ, though, in one important respect. Almost all education courses involve types of field experience: research, classroom observation, or teaching. These enable students to integrate theory and practice. The field work is closely tied to the academic content of the course, and at least part of the written work in most education courses draws on the field experience. Such integration of theory and practice provides both an opportunity to apply the principles of the complexities of the teaching/learning process.

Even in those education courses which are primarily grounded in practice, namely practice teaching and curricular methods, the opportunity to apply the principles of the teaching/learning process is as important as the practice teaching itself. Both practice teaching and the seminar furnish powerful opportunities to synthesize theory and practice.

Successful teaching is a complex process, characterized by ongoing analysis and experimentation that is sensitive to individual students and the environment. Teaching is not and, never will be, the application of ready-made prescriptions. For this reason, at CETE colleges many aspects of curriculum and methods are investigated and applied simultaneously with practice teaching in an intensive seminar that accompanies it. Both practice teaching and the seminar furnish powerful opportunities to synthesize theory and practice.

At CETE colleges, initial teaching is a collaborative effort among the college supervisor, the cooperating teacher, and the practice teacher, with the practice teacher gradually assuming full responsibility for planning, implementation, and evaluation of the classroom process. In the seminar and supervisory conferences, which are characterized by continuous curricular cases and issues arising from the practice teacher's experiences enables the supervisor and practice teacher to consider
and provide frameworks for analyzing previous teaching experiences. It has often been suggested that the status of education as a profession would be enhanced if professional study within the liberal arts were to be increased, and even a generation earlier, as is the case in law and medicine. Divorcing professional education from liberal study, it is claimed, will result in more rigorous and undiluted study in both the undergraduate and graduate realms. Although this approach may model itself less effectively for the undergraduate than for the graduate, it is not the most effective prescriptions for teacher education. It is not necessarily positive that professional study occurs in law and medicine, where a much more specialized knowledge base and repertoire of skills are required.

The principle of development

In CETE programs, a structured role transition—from being a student to becoming a teacher—is achieved through a gradual, sequential process. Students participate in several guided practices, including classroom observations, internships, field research, and practice teaching. Which ideally are sequenced to maximize this critical role transition. During the process, students have numerous opportunities for serious reflection about both the ideals and realities of the teaching profession. They take on responsibilities for increasingly open-ended and complex teaching tasks, and they systematically analyze the interactions between their teaching methods and the learning styles of their pupils. The placement of practice teacher is individualized, and if possible, that most students' experiences are empowering, rather than either overwhelming or insufficiently challenging.

The study of education as a humanistic, developmental process of inquiry is embedded in the liberal arts tradition. Selective liberal arts colleges naturally provide opportunities for serious reflection about both the ideals and realities of the teaching profession. They take on responsibilities for increasingly open-ended and complex teaching tasks, and they systematically analyze the interactions between their teaching methods and the learning styles of their pupils. This kind of integrated educational study would be effectively practiced with patients or legal adversaries. New doctors and lawyers often find themselves psychologically unprepared or unsuited for their chosen fields, despite extensive and expensive graduate training. Moreover, effective teaching is much more closely tied to the subject matter, critical thinking skills, and value perspectives gained in the traditional liberal arts curriculum than in the case of law or medicine, where a much more specialized knowledge base and repertoire of skills are required.

The principle of integration

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alternative strategies and to integrate theory and practice. In most cases the faculty who supervise practice teaching also teach the accompanying seminar or work closely with those who do. Thus, feedback from classroom observations can be incorporated into the setting of goals and the planning and evaluation of subsequent lessons.

Throughout the process students are encouraged to think creatively and are supported in their attempts to take risks and to try new approaches. In supervisory conferences and seminars, undergraduates also have numerous opportunities to reflect on and discuss the emotional and psychological demands and rewards of teaching, to become self-evaluative, and to begin to understand themselves as growing professionals.

CONCLUSIONS AND IMPLICATIONS

The integration of traditional academic study in the liberal arts with educational theory and practice is at the heart of CETE programs in teacher education. We believe that segregating professional course work and field experience from the study of the liberal arts would sacrifice important opportunities for intellectual synthesis and personal development. In critiquing the proposals for post-baccalaureate programs, CETE colleges are not concerned, in principle, with the extra time in school such plans would entail, but rather with the separation of the liberal arts and professional education curricula. Reform in teacher education must emphasize quality and character of programs, not quantity of time and course credits required. The economic disincentives of additional study, which may be especially problematic in the case of minority or low-income students, could be remedied by teaching scholarships, loans, or higher salaries. CETE would not be opposed to integrated programs that took four-and-a-half to five years to complete. In fact, a number of CETE colleges have now taken a few students out for an extra semester to complete practice teaching if schedule conflicts or unusually demanding programs (for example a double major, an Honors program, or study abroad) prevented them from practice teaching during their regular four-year program. To encourage more to do so, CETE currently is exploring ways to reduce the expenses for students who wish to return after graduation to practice teaching.

We believe that the integrated, developmental model of teacher education that CETE espouses ideally suits students at institutions of small size. As graduating seniors and alumni co-constructively assert, the liberal arts environment serves as a fruitful context for teacher preparation, and study in education is identified as a most significant aspect of their liberal education. Whether they pursue a teaching career or not, the program helps students integrate work in their major departments with social, personal, and professional concerns. In preparing student-teachers, practice teaching has often been described by alumni as the culminating, integrating experience of their entire undergraduate years, a unique opportunity for applying and testing the relevance of what they have learned.

Teacher education programs at some liberal arts institutions may need or want to extend the time allotted to liberal study and/or to link more carefully liberal arts and professional course work, instead of allowing the two merely to coexist. However, liberal arts institutions should not be obligated to disconnect liberal and professional study in the undergraduate curriculum. Because of the curricular and organizational structure of most liberal arts colleges and universities, with thoughtful planning and flexible implementation, teacher education programs that draw on the resources of the whole institution can be exciting and viable options. They must remain so.

The case in many large research and/or state universities may be altogether different. In this regard, the study of education is located separately in a college or division of the university, the separation of professional and liberal study may be unavoidable. The needs of this type of institutions, however, should not become the basis for blanket prescriptions or regulations that crowd out programs that arrange themselves according to the principles of integration and development described above. Moreover, even when teacher education does occur in post-baccalaureate programs, we urge that attempts be made to introduce potential teachers to aspects of educational theory and practice while they are completing their undergraduate majors, so that they can make informed and reflective decisions about careers in teaching.

The curricular or organizational arrangements of teacher education programs that are best for one group of students or one kind of institution of higher education will not necessarily be the best solution for all. Excellence in teacher education will not be attained by wholesale prescriptions for reform which ignore the diversity of the institutions that educate teachers or of the individuals who want to become educators. Alternative models of teacher preparation must be encouraged and supported to meet the challenges of educating America's youth. We must preserve and nourish the option of preparing teachers in integrated programs in liberal arts colleges and universities. Liberal arts institutions are a vital national resource for educating excellent teachers.

Hugh Petrie is Dean and Professor of the Faculty of Educational Studies at the State University of New York at Buffalo.

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Throughout the process students are encouraged to think creatively and are supported in their attempts to take risks and to try new approaches. In supervisory conferences and seminars, undergraduates also have numerous opportunities to reflect on and discuss the emotional and psychological demands and rewards of teaching, to become self-evaluative, and to begin to understand themselves as growing professionals.

CONCLUSIONS AND IMPLICATIONS

The integration of traditional academic study in the liberal arts with educational theory and practice is at the heart of CETE programs in teacher education. We believe that segregating professional course work and field experience from the study of the liberal arts would sacrifice important opportunities for intellectual synthesis and personal development. In criticizing the proposals for post-baccalaureate programs, CETE colleges are not concerned, in principle, with the extra time in school such plans would entail, but rather with the separation of the liberal arts and professional education curricula.

Reform in teacher education must emphasize quality and character of programs, not quantity of time and course credits required. If the economic disincentives of additional study, which may be especially problematic in the case of minority or low-income students, could be remedied by teaching scholarships, loans, or higher salaries, CETE would not be opposed to integrated programs that took four-and-a-half to five years to complete. In fact, a number of CETE colleges grant credit now for an extra semester or term of practice teaching during their regular four-year program. To encourage more to do so, CETE currently is exploring ways to reduce the expenses for students who wish to return after graduation to practice teaching.

We believe that the integrated, developmental model of teacher education that CETE espouses ideally suits students at institutions of higher education and alumni coeternally at rest, the liberal arts environment serves as a fruitful context for preparing teachers, and study in education is identified as a most significant aspect of their liberal education. Whether they pursue a teaching career or not, the program helps students integrate work in their major departments with social, personal, and professional study. In the process, practice teaching has often been described by alumni as the culminating, integrating experience of their entire undergraduate years, a unique opportunity for applying and testing the relevance of what they have learned.

Teacher education programs at some liberal arts institutions may need or want to extend the time allotted to liberal study and/or to link more carefully liberal arts and professional course work, instead of allowing the two merely to coexist. However, liberal arts institutions should not be obligated to disconnect liberal and professional study in the undergraduate curriculum. Because of the curricular and organizational structure of most liberal arts colleges and universities, with thoughtful planning and flexible implementation, teacher education programs that draw on the resources of the whole institution can be exciting and viable options. They must remain so.

The case in many large research and/or state universities may well present an entirely different set of issues and concerns about the location of teacher education. In this regard, even when teacher education does occur in post-baccalaureate programs, we urge that attempts be made to introduce potential teachers to aspects of educational theory and practice while they are completing their undergraduate majors, so that they can make informed and reflective decisions about careers in teaching.

Although CETE reports on a few- and a half- to five-year programs. To encourage more to do so, CETE currently is exploring ways to reduce the expenses for students who wish to return after graduation to practice teaching. We believe that the integrated, developmental model of teacher education that CETE espouses ideally suits students at institutions of higher education and alumni coeternally at rest, the liberal arts environment serves as a fruitful context for preparing teachers, and study in education is identified as a most significant aspect of their liberal education. Whether they pursue a teaching career or not, the program helps students integrate work in their major departments with social, personal, and professional study. In the process, practice teaching has often been described by alumni as the culminating, integrating experience of their entire undergraduate years, a unique opportunity for applying and testing the relevance of what they have learned.

Teacher education programs at some liberal arts institutions may need or want to extend the time allotted to liberal study and/or to link more carefully liberal arts and professional course work, instead of allowing the two merely to coexist. However, liberal arts institutions should not be obligated to disconnect liberal and professional study in the undergraduate curriculum. Because of the curricular and organizational structure of most liberal arts colleges and universities, with thoughtful planning and flexible implementation, teacher education programs that draw on the resources of the whole institution can be exciting and viable options. They must remain so.

The case in many large research and/or state universities may well present an entirely different set of issues and concerns about the location of teacher education. In this regard, even when teacher education does occur in post-baccalaureate programs, we urge that attempts be made to introduce potential teachers to aspects of educational theory and practice while they are completing their undergraduate majors, so that they can make informed and reflective decisions about careers in teaching.
being insufficient. First, although the reasonably intelligent person who knows a subject well can probably concoct some sort of reasonable presentation of the subject suitable for some kind of audience, such a person can seldom go beyond this kind of one-way presentation. Highly trained professionals must be able to assess the suitability of their lessons to their students. They must be able to modify them for different audiences and different levels of sophistication. They must be able to diagnose individual student problems and devise appropriate alternatives, and so on. Perhaps these skills are not well taught currently in schools and colleges of education, but they are not taught in liberal arts curricula, nor are they likely simply to be picked up on the job.

A second line of criticism of the bright person model of teaching is directed at the liberal arts components itself. At least as currently conceived and practiced, liberal arts education is nearly as weak as the education which goes in the high schools. Perhaps it is even worse, since we as a society are less given to college-bashing than we are to school-bashing, and so the inadequacies of what passes for liberal arts education are less well known. Yet the same problems exist in the colleges as in the high schools. The problems have been pointed out in a series of reports from the National Endowment for the Humanities, the Association of American Colleges, and in the National Center of Higher Education Report (1986). In its critique the Holmes Group focuses first on the fragmentation of knowledge associated with the departmental structure so prevalent in American higher education. The typical college or university is organized around the core ideas, the origins and goals of the discipline, and these core ideas are central to the curriculum of a liberal education. They must not be forgotten.

First, the Holmes Group notes the extent to which courses in the disciplines seem to have the extremely narrow functions of either preparing one for more advanced work in the disciplines, or, perhaps, at best, for entry level jobs in that discipline. Again, the integrative ideal of the liberal arts is lost.

Second, as others have argued as well, the Holmes Group suggests that far too much teaching in the liberal arts is quite simply, dreadful. It is probably worse in research universities where there are pressures away from teaching and toward narrow disciplinary scholarship and where all too often instruction is carried on by graduate students, many of whom have difficulty speaking English. However, the situation is seldom better in liberal arts colleges, and when it is, it may be less because of good teaching and more a result of the kinds of students who attend liberal and secondary schools, and the bright and street-smart young people who have had such education should contribute to teacher preparation. These are general education, higher order cognitive and affective skills, the traditional content areas, and even that most subtle skill, pedagogy. The Task Force urges on both these groups to take these factors seriously, to pay attention to what the programs of study are and what they will teach, but the argument is not nearly so compelling for elementary school teachers in the Task Force report.

There are two reasons for the Task Force report. The first is the belief in the importance of the so-called higher order skills. Interestingly, the focus is broader than the typical, problem-solving, reasoning skills approach so often found in discussions of this sort. The Task Force suggests that an historically earlier conception of liberal education provides a needed counterpoint to the current overly rationalistic and discipline-based conceptions of higher order skills. This earlier conception is that of the development of a complete person. What we have come to call the "affirmative domain" is thus seen as an integral part of liberal education. The core ideas, character, caring, and emotions must be connected to problem solving and decision-making. Historically, such concerns have been extremely important to liberal education. They must not be forgotten.

The Task Force sees the problem here in similar terms to the Holmes Group. Because of the discipline-based, departmental organization of much of higher education, the curriculum of a liberal education is typically fragmented into a series of distribution requirements. So many courses in humanities, so many in the physical and social sciences, so many in mathematics, and so on. Seldom is explicit attention paid to the integrative function of the higher order cognitive and affective skills. The Task Force agrees with the Holmes Group that significant reforms of liberal education are needed if it is to make a real contribution to teacher preparation. This, of course, is not a new criticism, but it is given special significance when one reflects upon the extent to which teachers, above all other professionals in society, need to have an integrated view of knowledge.

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education should contribute to teacher preparation. These are general education, higher order cognitive and affective skills, the traditional content areas, and even that most suspect of pedagogical areas, methods of teaching. The Task Force urges on both competent, teachers will likely perpetuate that kind of teaching in their own classrooms. Finally, the Holmes Group criticizes the undergraduate liberal arts programs for "lack of curricular coherence and an evidence of a core that is always not in liberal arts curricula, nor are they likely simply to be picked up on the job. A second line of criticism of the bright person model of teaching is directed at the liberal arts components itself. At least as currently conceived and practiced, liberal arts education is nearly as awful as the education which goes in the high schools. Perhaps it is even worse, since we as a society are less given to college-bashing than we are to school-bashing, and so the inadequacies of what passes for liberal arts education are less well known. Yet the same problems exist in the colleges as in the schools. The problem has been pointed out in a series of reports from the National Institute of Education's, Investment In Learning (1984) to the Association of American Colleges' In the Co"
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...and pedagogy. These would include individual facts, basic principles, cases, and their implications for practice. Strategic "knowing" or judgment may simply be a process of analysis, of comparing and contrasting principles, cases, and their implications for practice. Once such strategic progression has been provided, the results are either stored in terms of a new proposition (e.g., "Smiling before Christmas may be permissible when . . .") of a new case. These then enter the repertoire of cases and principles to be used like any other. In that sense, it is possible that strategic analysis occurs in the presence of other forms of knowledge and is the primary means for testing, extending, and amending them. (Shulman, 1986, p. 14)

In order to address these questions, Shulman distinguishes three kinds of content-related knowledge in the minds of teachers—content knowledge, pedagogical content knowledge, and strategic knowledge. Content knowledge for Shulman includes not only the facts and concepts in a given body of knowledge, but also how they are organized. The organization includes such things as the core concepts are, the methods of discovery and verification of new truths, exemplary experiments, results, and cases, and a sense of how to judge competing claims regarding phenomena. It also includes a knowledge of alternative organizations for a given subject area. For example, the different ways of organizing biology as a science of molecules, a science of organisms, or a science of ecosystems, each can be considered as a structure of the discipline. It would follow from this characterization of content knowledge that anyone who possesses it would understand not only what is the case, but also why it is the case. It would also be possible for anyone with this kind of content knowledge to tell why a given topic was central to a discipline and why another was peripheral.

Pedagogical content knowledge expands on content knowledge in the direction of those aspects which are par-

Strategic knowledge, as Shulman describes it, is that knowledge which is used to decide what to do in particular cases. (Arithmetic, algebra, geometry, educational psychology, practical knowledge.) It is used when principles collide, when a situation can be seen as a case of x or a case of y and we need to decide which principle to use. In short, strategic knowledge for teachers is that which enables them to make the myriad non-trivial decisions they make each day regarding the actual conduct of teaching. Yet even this description of strategic knowledge is possibly misleading. It makes the knowledge sound as if it were a "thing," along with content knowledge and case knowledge more or less sitting in the teacher's mind waiting to be drawn upon. But it is now clear from our preceding principles, maxims, concepts and the rest of our knowledge structure. However, such a conception seems to miss the point of the problem which was supposed to have been solved by strategic knowledge in the first place.

The notion of the structure of the disciplines was introduced as a way to characterize the understanding which is needed to bind together a given body of content knowledge. As I have just pointed out, the elaboration of the concept of the structure of knowledge seems to place it largely within the liberal arts portion of liberal education, yet it is a part of liberal education which is, to my knowledge, largely missing here. What I want to do now is to carry this discussion a step further. Even if one were to include the structure of knowledge in teacher preparation in the manner in which I have just been discussing, it would not be enough. Teachers would still need to know how to put all of this together to make intelligent instructional decisions. How do they do that? Shulman uses an example when he goes on to consider the forms teachers' knowledge might take in addition to the kinds of knowledge I have just been elabo-

terms and practical knowledge in Aristotelian terms, of a
different order than theoretical knowledge, or under­
standing. Theoretical knowledge is by definition characterized as propositional knowledge. Practical knowledge, on the other hand, is connected to decision and action. Shulman sees this difference in a fascinating footnote to his discussion of stra­gic knowledge. He says:

may be well that what I am calling strategic knowledge in this paper is not knowledge in the same sense as content and case knowledge. Strategic "knowing" or judgment may simply be a process of analysis, of comparing and contrasting principles, cases, and their implications for practice. Once such strategic progression has been provided, the results are either stored in terms of a new proposition (e.g., "Smiling before Christmas may be permissible when . . .") of a new case. These then enter the repertoire of cases and principles to be used like any other. In that sense, it is possible that strategic analysis occurs in the presence of other forms of knowledge and is the primary means for testing, extending, and amending them. (Shulman, 1986, p. 14)

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tifies three types: propositional knowledge, case knowledge, and strategic
knowledge. He argues that these different forms of knowledge are not
susceptible to the same treatment since they differ in their application
and pedagogical knowledge, He argues, that this
study is relatively recent and has left us with a huge gap
in understanding. 

Propositional knowledge is just what it sounds like—
knowledge of the propositions we formulate about content
and pedagogy. These would include individual facts, basic
concepts of pedagogy, both general pedagogy and content
pedagogy. Strategic knowledge, as Shulman describes it, is that
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Yet even this description of strategic knowledge is possibly
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knowledge more or less sitting in the teacher's mind waiting to be
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Case knowledge is a form of perceptual knowledge
which allows us to categorize instances. This is a case of
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brates critical thought by the students, that discussion was
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case of constrained fall. To learn to recognize instances as
typical within a domain, one must practice.
But neither is the process of judging entirely mysterious because we cannot specify its contents explicitly in the form of propositions, rules, or maxims. Teachers who have good judgment usually have a pretty good idea of what they want to accomplish. They also have a good case knowledge in Shulman’s terms. For example, they can tell when a given class is understanding a point and when it is not. They have good curricular knowledge, too, so they can draw on a variety of techniques to try to move the student or students closer to what they want. They are also good monitors, in the sense that they can see if what they have tried works, and, if not, they change it accordingly. They can deal with novelty in appropriate ways because they do have a larger vision. They are not bound to rigid recipes, although in standard situations they will pretty much do what the how-to books say. However, it is the ability to go beyond the standard procedures when called for that is the mark of the person with good judgment.

The foregoing analysis leads to the following conclusions. The essence of judgment is the ability to reconcile in practice competing principles or maxims in light of some larger vision or goal. Judgment is not propositional, but practical. As practical, it is not procedural or technical in the sense of following explicit rules laid down by someone else. Rather it is value-laden. Judgment depends on a larger vision to give it point and purpose, and that larger vision reflects the values of the teacher. Finally, progress toward that vision is constantly being monitored and adjustments made in response to the monitoring.

How does this work in specific situations? Shulman (1986, p. 13) gives the example of the principle of employing longer waiting times after asking a question to promote higher levels of cognitive processing potentially conflicting with the principle of keeping the classroom pace quick to avoid discipline problems. The point is that one cannot predict when a teacher using good judgment should do one and when the other. Indeed, a teacher with good judgment will sometimes do one and sometimes the other. Under the analysis I have given of judging, the teacher is constantly monitoring the situation for evidence of learning. As students seem puzzled, perhaps talkative, but about the lesson, the teacher will probably use the longer wait times. On the other hand, if the talk veers away from the lesson, then the potential for discipline problems becomes more acute and the teacher has to juggle along, perhaps to the puzzling aspects later in the lesson or the next day.

Principles in the form of propositions can be provided, but except in extremely routine cases, putting these principles into the form of explicit recipes is not very helpful. It is the great failing of much educational policy-making to fail to appreciate this point and to assume that if only we could analyze teaching with sufficient detail, we could provide teacher-proof curricula, that is, specific instructions to be followed by teachers to guarantee learning. In anything as complex as teaching, that just does not work.

What then can the liberal arts contribute to teacher preparation by way of developing good judgment? A number of things come to mind. As Shulman suggests, case studies are extremely important. People do need practice in learning to see concrete situations as falling under certain principles and concepts. Interestingly, the humanities have long been simulating case studies through literature and history and the like. It is in the humanities that we get rich enough descriptions so that we can see what it would really be like in concrete day to day terms to see our situation in certain ways. Clearly role-playing and video modules could also be helpful here.

Furthermore, the liberal arts tend to be very good at allowing us to check out our presumptions and principles against those of others. This occurs through dialogue and discussion, through written work which is then criticized. The ability of the liberal arts to get us to take on alternative points of view is also important in this regard. Teachers will never be able to exercise good judgment if they always see things in the same routinized sorts of ways. A good liberal arts education presents a variety of concepts of the good life and allows the student to try them on for size, at least vicariously. These come to be sources or the larger visions which teachers must have in pursuit of which they exercise their judgments.

Finally, the liberal arts aim at helping us lead fuller and more complete lives. That is an active, process-oriented concept. Teaching aims at the same thing. We cannot rest content with a passive concept of the acquisition of structures of knowledge. It is only insofar as we use those structures that learning and teaching have their point. The necessity for exercising good judgments brings thought and action together. Bringing thought and action together also brings us close to the character-development conceptions of the function of liberal education. This conception is to be contrasted with the more recent disciplinary-based conception of liberal education, which seems to result, at best, in a student who understands the discipline. I have been arguing that teachers in particular need not only to understand their subjects, but know what they ought to do in certain teaching situations and do it.

In sum, beyond the usual knowledge of subject matter, the key contribution which the liberal arts can make to teacher preparation is in helping teachers develop good judgment, not only in general, but in how they present, re-present, and represent their knowledge to students. Probably it is in such activities that liberal arts faculty and teacher education faculty can come together with practicing mentor teachers to show student teachers how truly existing teaching can be, if only we do it thoughtfully and well.

Good judgment can be taught, but not as a list of propositions or recipes. It is rather an activity informed by knowledge, enriched by practical experience, and enlightened by clearly understood and well-tested values. Can the liberal arts reform themselves to make such teaching possible? Can teacher education forge the new alliances which will be necessary to integrate content and pedagogy? Let us hope so, for if they cannot, the whole of education may well be in jeopardy.
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What then can the liberal arts contribute to teacher preparation by way of developing good judgment?
3. INDIVIDUALIZED LEARNING: More than ever before the teachers of the last three decades of the twentieth century need to be sensitive to individual differences among their pupils. Projections regarding the population that will fill future classes suggest a greater proportion of "at-risk" children. Furthermore, the term "at-risk" is part of an ever-increasing pluralistic population. Assumptions that may apply to some of them will clearly not apply to all. Teachers must be ready for students with varying learning styles, motivations, and home backgrounds. Teachers will be expected more and more to care for and cherish their children as well as to teach them. In the words of Prof. Greene, teachers will be "...be human in the face of instrumental pressures...".

Warm empathetic teachers are probably the rule more than the exception at large universities, and certainly some cold and uncaring teachers work at small liberal arts colleges. However, the likelihood of finding members of the teaching faculty at a liberal arts college who identify with the priority of individualized learning for undergraduate students is indisputably higher than at a large institution. The reputation of liberal arts colleges is built on the assumption that its students will receive personalized attention and care from the faculty. Caring is the lifeblood of a small institution. It is the single most distinguishing feature that separates colleges from large universities. Students who experience this feature of undergraduate education are more likely to remember and cherish their own pupils than are those who learn in an impersonal setting. We teach as we were taught...". This often accurate and widely accepted statement overemphasizes the special nature of particular methods, but instead taps into the power that comes from the interaction of ideas across disciplines. The boundaries and barriers within and between disciplines are sometimes more firmly defined in liberal arts colleges. This is partly due to the small size of departments and the need to teach a variety of courses that go beyond the current major field of study. Consequently, small size is an advantage to students. Faculty are especially alert to interconnections between ideas that may not normally be linked. This tendency does not stop at the edges of one's own specialty, but carries over into others. College faculty members who participate in interdisciplinary studies are always students as well as teachers. In these dual roles, they can best empathize with their students' academic problems and their own pain.

All teachers should be constant searchers for ways to link learners to content. While the teaching of history, art, chemistry, or any area may have features that address the particular subject matter, alert teachers and professors will take from subjects other than their own specialty in order to enrich learning. People from all pursuits are asking for help from their peers regularly at the power of such interdisciplinary borrowing.

4. INTERDISCIPLINARY STUDY: Maxine Greene warned us about the dangers of the "disciplinary ghetto..." that compartmentalizes content as well as the methods that transmit it. She emphasized the importance of both keeping interdisciplinarians in undergraduate learning and then taking it to schools. She suggested that we must go on to emphasize the special nature of particular methods, but instead tap into the power that comes from the interaction of ideas across disciplines. The boundaries and barriers within and between disciplines are sometimes more firmly defined in liberal arts colleges. This is partly due to the small size of departments and the need to teach a variety of courses that go beyond the current major field of study. Consequently, small size is an advantage to students. Faculty are especially alert to interconnections between ideas that may not normally be linked. This tendency does not stop at the edges of one's own specialty, but carries over into others. College faculty members who participate in interdisciplinary studies are always students as well as teachers. In these dual roles, they can best empathize with their students' academic problems and their own pain.

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5. NEW AWARENESS AND RESOLVE

Teaching excellence. While teaching excellence, interdisciplinary study, and individualized instruction characterize many small liberal arts colleges, these qualities are neither universal nor automatically achieved. Nor are they the exclusive property of liberal arts colleges. Every institution can profit from renewed attention to them. Part of this attention must be directed to sharpening the qualities themselves, but it also has to go to communicating them to members of the teaching faculty, prospective faculty, and departments of education and prospective teachers. The task of educators in institutions such as ours is political as well as academic. The attitude of those around them. Neither must hide our lights under bushel baskets.

Questions need to be asked and initiatives begun within the colleges. For example, do departments of education take advantage of the excellent teaching that goes on at the institution outside of the department? What is the relationship between the department and acknowledged excellence? What is the effect of bringing these departments and acknowledged excellence into the lives of students who are not involved in the teacher education or not? College faculty members who are excellent teachers can be valuable resources to a teacher certification program. They are often willing to share their successes. More often than not they ask for advice from teacher educators and students on how to become a better teacher and learn from themselves. The benefits of an ongoing relationship with these liberal arts faculty members and a college department of education go beyond the individuals involved. If a department of education wants to improve its teaching excellence it must concentrate on features which emphasize our institutional strengths.

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These comments come in response to two days of attendance at the "Conference on Excellence in Teacher Education through the Liberal Arts" held at Muhlenberg College on May 20 and 21, 1986. The speakers at the conference sparked my interest in many areas, but one that was especially vivid was the idea of the liberal arts faculty members and a college department of education. This provides the opportunity to bring together students and faculty from higher education institutions. The advantage of working with colleagues...
REFLECTIONS ON EXCELLENCE IN TEACHER EDUCATION
THROUGH THE LIBERAL ARTS
Thomas Warren
Beloit College

INTRODUCTION
These comments come in response to two days of attend­ance at the "Conference on Excellence in Teacher Education through the Liberal Arts" held at Muhlenberg College on May 20 and 21, 1986. The speakers at the con­ference sparked my interest in many areas, but one over­arching issue called out to me: We who work in liberal arts institutions that educate teachers must articulate the strengths of our type of education. We need to publicly share those features of what we do that provide a unique contribution to the overall education of teachers. This sharing must acknowledge goals and practices that we have in common with large, multi-purpose universities, but it must concentrate on features which emphasize our inimit­able strengths.

The ideas that follow are not new. Taken as a whole they intend to register one person's response to a particularly vexing feature of recent national reports such as Tomorrow's Teachers by the Holmes Group and A Nation Prepared: Teachers for the 21st Century by the task force of the Carnegie Forum on Education and the Economy. These reports recommend that teacher education be con­ducted at the grade level exclusively and the undergraduate years be devoted solely to the liberal arts education of students. My lament is that the student whose own teacher education was accomplished via this very route, I can recognize its potential appeal. As a faculty member in a small undergraduate liberal arts college that provides the option of teacher certification along with required "academic majors," I know of another way that is at least as appealing. I suspect that this second alternative pro­duces better teachers for the first, but I have no data to back up my impression. I do have years of testimony from students and colleagues, my own experience, and the cata­lysts of the Muhlenberg conference.

THREE TRADITIONS
Three traditions which are an integral part of many liberal arts institutions were emphasized and built upon. Together they provide a foundation for a distinctive kind of teacher education. They are teaching excellence, inter­disciplinary study, and individualized instruction. Each of these traditions is characterized by features that address the particular subject matter, alert teachers and professors will take from subjects other than their own specialty in order to enrich learning. People from all pursuits who are acknowledged experts by their peers regularly attest to the power of such interdisciplinary borrowing.

1. TEACHING EXCELLENCE. Dean Williams of Muhlenberg spoke of "professing" knowledge as a primary goal of liberal arts teaching. He implied similar goals for elementary and secondary students. To students this meant the teacher was an expert and built upon.

Together they provide a foundation for a distinctive kind of teacher education. They are teaching excellence, inter­disciplinary study, and individualized instruction. Each of these traditions is characterized by features that address the particular subject matter, alert teachers and professors will take from subjects other than their own specialty in order to enrich learning. People from all pursuits who are acknowledged experts by their peers regularly attest to the power of such interdisciplinary borrowing.

The reputation of liberal arts colleges is built on the teaching excellence, their historical and enduring commit­ment to it must not be overlooked in any dialogue regard­ing teacher education alternatives. Students in liberal arts teacher education programs, especially those that are small and that require an academic major, are members of an in­stitution-wide teaching community. Their undergraduate education takes place in the midst of a setting that values and shapes teaching excellence.

2. INTERDISCIPLINARY STUDY. Maxine Greene war­ned us about the dangers of the "disciplinary ghettoes" that compartmentalize content as well as the methods that transmit it. She emphasized the importance of both keeping interdisciplinaries in undergraduate learning and then taking it to schools. She suggested that we must not overemphasize the special nature of particular lab methods, but instead tap into the power that comes from the interaction of ideas across disciplines.

The boundaries and barriers within and between disciplines are sometimes more firmly defined in liberal arts colleges. This is partly due to the small size of depart­ments and the need to teach a variety of courses that go beyond one's own area. Consequently, small size is an advan­tage to students. Faculty are especially alert to inter­connections between ideas that may not normally be linked. This tendency does not stop at the edges of one's own specialty, but carries over into others. College faculty members who participate in interdisciplinary studies are always students as well as teachers. In these dual roles, they can best empathize with their students' academic prob­lems and their painfulness.

All teachers should be constant searchers for ways to link learners to content. While the teaching of history, art, chemistry, and many other features that address the particular subject matter, alert teachers and professors will take from subjects other than their own specialty in order to enrich learning. People from all pursuits who are acknowledged experts by their peers regularly attest to the power of such interdisciplinary borrowing.

Questions need to be asked and initiatives begin­ning within the colleges. For example, do departments of education take advantage of the excellent teaching that goes on at the institution outside of the department? What is the rela­tionship between the department and acknowledged ex­cellence professors from outside it? What is the impact of teaching that occurs in schools that send students to the college (whether they be involved in teacher education or not)? College faculty members who are excellent teachers can be valuable resources to a teacher certification program. They are often willing to share their successes. More often than not they ask for advice from teacher educators and students on how to begin or expand what they are doing themselves. The benefits of an ongoing relationship with these liberal arts faculty members and a college depart­ment of education will go beyond the individuals involved. If a department of education is serious about teaching excellence among its college colleagues, interdepartmental collegiality and understanding grow. For example, a campus sym­posium on teaching excellence that includes college liberal arts faculty may help them to better know the mission and challenges of the department of education.

Excellent elementary and secondary teachers are also valuable resources for a college's overall effort. Sharing of content and methodology between school teachers and college faculty under­lines the interdependence of these education. It also im­proves the quality of students who ultimately will enroll in college.

Since the early 1970s a member of the Beloit College faculty has been named annually as the Teacher of the Year during the college's overall recognition ceremony. The public recognition and mone­tary award that accompanies it is symbolic to the recipient as well as to the campus community. Teaching excellence is tangibly acknowledged. The integral relationship between this specific honor and what the college has espoused for generations is obvious. Less obvious perhaps is the rela­tionship between excellent elementary and secondary teaching and what happens in colleges. We in higher ed­ucation are the beneficiaries of it. Our jobs are easier and our students are better able to take advantage of what we offer better the teaching that has come before.

During its 1966 commencement Beloit College honored two "teachers of the year." One was a faculty member in the College's Department of Mathematics, the other a secondary teacher from suburban Milwaukee. The sec­ondary teacher had been nominated by a Beloit College stu­dent as one who embodies the best in teaching. A commit­tee selected the recipient from a number of other strong nominees and publicly recognized her at the ceremony.

She received a monetary award as well as the public praises of Beloit's president. She will return to the college during the fall semester to participate in a symposium that will draw together students and faculty from higher education as well as those from area school districts. Part college faculty members of the Teacher of the Year award will be invited to participate in that symposium.

Interdisciplinary studies. Faculty members in depart­ments of education as liberal arts colleges should become actively involved in the local programs of the institutions. The advantage of working with colleagues.
from outside of education departments accrues in what we
learn about their subject areas and what they learn about
students. Teacher education faces us with a very proper
reality about joining in the full academic activity of the
institution. Upon doing so the advantages become clear.
The new viewpoint is acceptance into an existing
community of scholars.

A related issue involves the limited teaching methods
that liberal arts faculty typically utilize. They often teach
as they were taught. Lecturing dominates with limited
utilization of simulations, small group discussions, student
presentations, role playing, and electronic media.

However, all of our campuses have individuals who are
terminating practitioners of varied approaches. We must
invite them to work with us, learn from us, and teach us.
They are among our most potentially helpful allies.

Individualized Learning. Two different settings for indi-
ualized learning offer special opportunities for liberal
arts teacher certification. One is on campus, the other in co-
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the education of liberal arts students seeking teacher cer-
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In a time when a not insignificant number of their stu-
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Teacher education students with such experience are better
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portunity exists to help, to sharpen teaching skills, and to
work with colleagues in elementary and secondary schools.
The personalized individual assistance that small liberal
arts teacher education institutions can give schools in this
time of need can re-affirm the helping role that character-
izes our institutions.

CONCLUSIONS

Undergraduate liberal arts teacher education has an op-
portunity to articulate its unique features in the context of
a national debate. The liberal arts perspective must be pre-
sumed to professional and lay people who influence future
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Critics of teacher education call out for increased teach-
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"The ideal of the skilled teacher-craftsman, capable of
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**Individualized Learning** Two different settings for individualized learning offer special opportunities for liberal arts teacher certifiers. One is on campus, the other in cooperating elementary and secondary schools. Both add to the education of liberal arts students seeking teacher certification. Both can be best accomplished at liberal arts colleges. In a time when a not insignificant number of their students are recognized as being "at risk," colleges have responded. Remedial studies, especially in mathematics and English, have become common features of our campuses. Teacher education students and faculty should become involved in these institutional efforts in order to share their expertise, motivation and experience. Peer tutoring is a resource for the institution itself, for the students who teach, and for those who receive help. Teacher education students with such experience are better equipped to enter the teaching profession after graduation.

Also, the tendency of teacher education programs to increase the number of required field/clinical experiences hours for students has come during a time when the special education needs of schools is at its highest. Again, an opportunity exists to help, to sharpen teaching skills, and to work with colleagues in elementary and secondary schools. The personalized individual assistance that small liberal arts teacher education institutions can give schools in this time of need can re-affirm the helping role that characterizes our institutions.

**CONCLUSIONS**

Undergraduate liberal arts teacher education has an opportunity to articulate its unique features in the context of a rational debate. The liberal arts perspective must be presented to professional and lay people who influence future policy. If we do not stress features of this uniquely American option, inaccurate and damaging assumptions can be perpetuated and decisions can be made out of ignorance.

Crisis of teacher education call out for increased teaching excellence, subject matter vigor, and sensitivity to individual learners among other concerns. This paper has attempted to show that these very goals define the strength of liberal arts teacher education.

The ideal of the skilled teacher-craftsman, capable of making educational decisions illuminated by broad knowledge and an acute sense of ultimate consequences, is probably shared by all. A central problem in the education of teachers has been to make certain that the search for craftsmanship and the education of liberal arts students seek a happy and harmonious complement, rather than compete with, each other. I was reminded of this statement by Merle L. Borrowman (1956, p. 6) and of his treatment of The Liberal and the Technical in Teacher Education, as I absorbed the presentations and discussions at the Muhlenberg Conference on Excellence in Teacher Education through the Liberal Arts. While these historic concerns cited by Borrowman were perhaps implicit in most of what was said at the conference, there seemed to be missing direct reference to or awareness of the struggle teacher education in the United States has had historically over the very issue raised so eloquently by the conference speakers. To bring to our attention some of the salient points from the past, let me mention a few concepts from Borrowman's history of teacher education.

Borrowman finds four diverse positions on the issue of teacher education curricula. Prior to 1865 the "academic purists" thought that instruction in the subjects to be taught, carried out by exemplary teaching methods, was sufficient preparation for teachers. They tended to consider any explicit professional education hostile to their concept of liberal education. From 1865-1895 the conservative liberal arts colleges continued to favor this view, while those drawn to the ideals of the liberal universities of Europe began to lessen their commitment to the study of common learning for all college-trained people and to emphasize their desire to foster specialized academic knowledge. In the 1895-1930 period, the academic purists continued to hold much the same view as held earlier and were joined by some university professors of education who had accepted the liberal versus specialization dichotomy and sought to establish purely professional, graduate schools of education. Some normal school faculty members early in this period admitted that providing collegiate general education for all elementary school teachers was probably unrealistic. From 1930-1952 the academic purists position was further eroded by the appearance of a tradition of general education that sought to provide specialists with some familiarization with the arts and science disciplines. More recently (Borrowman's work ends with 1952) there have been few attempts to revive the academic purists position with respect to the role of the liberal arts in teacher education. However, the current pressure for up-grading the subject matter competence of teachers may reflect in part the resurgence of the relatively liberal viewpoint of the academic purists although it is probably tinged with motives more utilitarian than liberal. A second position identified by Borrowman was the "professional purists" position. During the pre-1865 period, the professional purists believed that all instruction for prospective teachers should meet the test of contributing to competence in classroom teaching and looked upon candidates as having already completed their liberal arts education, however limited that might have been. They considered instruction in academic branches dispicable. Within the period of 1865-1895, this position clearly dominated American teacher education. The single purpose normal school won out over the academy as the proper place for teacher preparation. In view of the task was technical and practical. Though this view persisted into the 1895-1950 period, it gradually eroded as a result of the insights and research on both the process and context of education that developed in the university departments of education and in many teachers colleges that replaced normal schools. While these developments came out of the thrust toward specialization, primarily in education rather than in the liberal arts departments, they brought back to teacher education the sense of inquiry characteristic of the liberal arts which had not been apparent in the interests of the normal schools. More recently (Borrowman's work ends with 1952) there was less of the professional purists position than that of the liberal tradition because of its focus on technical and specialized knowledge rather than upon broad enlightenment. By the 1930-1952 period, Borrowman can identify the tendency in teacher education to draw upon educational theory developed in relation to narrow technical and professional problems to the neglect of broad philosophical perspectives rooted in the liberal arts. While general education for teachers was required in the colleges and universities, it seldom informed the professional methods and perspectives of the education student. Conversely, the preparation of teachers in the enlarged professional sequence was seldom deliberately conducted as a liberal study except as it may have occurred in some explicitly liberal arts college settings. Too often education faculty are content with what may be seen as perhaps a still heavier reliance upon the so-called application of educational research findings to the content and structure of the professional sequence. Attempts for the 1960's to place a fifth year of teacher education at the close of the undergraduate baccalaureate major (and current advocates of this same pattern) are clearly within the professional purists tradition. The urgency of the current training they believe necessary for teaching to be best pro-

**Edward C. Short** is an associate professor of education in the division of curriculum and instruction in the College of Education at The Pennsylvania State University.
nearly impossible to design an educational program familiar with it and a re-reading for those who are. It is as teacher education from the perspective of the professional provided separately from and subsequent to general education courses and taught them in conjunction with the "art of teaching." Intermingled in this fashion, the liberal arts tradition also allowed the liberal ideal to be a highly competent, while being made meaningful and functional for teachers. They studied the subject; matter and its teaching. The earlier normal schools emphasized this approach in professionally treating the lower branches (elementary subjects) of the common schools. Other types of schools frequently challenged this approach even then, whether the liberal tradition was being trivialized but on the basis of whether they were competing unnecessarily with other educational institutions. From 1865-1895 there was a growing recognition that the full scope of "the liberal culture," if not "the liberal arts," was not being fully addressed by students of teaching who were getting professionalized treatment of school subjects. Yet it was in this period that new single-purpose teachers colleges most frequently adopted the integrators' model, by which they might dispense themselves from other types of institutions. From 1895-1930, some of the strongest spokesmen among the education advocated professionalizing general education for teachers; some of the Herbartians, the 1920 Carnegie study of teacher education, John Dewey, and many state university presidents. The claims of subject matter were being recognized more and more by educational researchers. Yet in the end, this viewpoint lost out, less from any challenge by the academics than by pressures from within society and the education profession for new research-based, scientific techniques in teaching. Laboratory and inquiry approaches began to dominate even the professional examination of subjects and their inherent cultural and liberal dimensions were overshadowed and gradually given less and less attention. The integrators found themselves often not reflective from 1940-1952 except in those early normal schools and single-purpose teachers colleges that remained under their control. Since 1952 we have seldom heard advocates of this approach. Little practice that is consistent with this view remains; some in elementary teacher education courses like "mathematics for elementary teachers." or other similar courses. It is interesting, however, that our conference speaker, Hugh Pettie, highlighted current research by Lee Shulman (1986) that once again reminds us of the context, pedagogical content, and curriculum knowledge needed by the contemporary teacher, and how it influences, as well as education as faculties, can play in assisting teachers to acquire this knowledge.

Borrowman's critical analysis of teacher education, which I have all too briefly sketched here, seems to me to provide a more helpful intellectual framework for understanding the issues with which we in 1986 are dealing in teacher education, especially for those concerned with the role of the liberal arts and liberal arts colleges in resolving these issues. I recommend a full reading of Borrowman's book (1956) for those who are not familiar with it and a re-reading for those who are. It is as enlightening now, thirty years after it was written, as it was then. Borrowman even concludes his book with questions about what new curricular structures for teacher education might be constructed to deal with the choice and action dimensions of the teacher's craft that both Ed Meade and Hugh Pettie drew to our attention in their conference presentations.

Though only somewhat tangentially related to my remarks on Borrowman, I would like to add another comment about the importance of Alan Tom's assertion about building our teacher education programs around a concept of good teaching. (His other points are also quite important, but I will not comment upon them.) My own work (Short, 1984, 1985) has convinced me that much of what has been called teacher competencies and the training designed to equip teachers with these so-called competencies are so flawed as to cause us to abandon much of our competence-based teacher education. Many of our conference speakers identified the technical, reductionistic conceptualizations of teaching and of teacher education as the source of these intellectual dead-ends. With these views I concur and I think we have in the liberal arts tradition the resources for more person-centered conceptions of teaching and teacher education. From my own perspective as a curriculum theorist. I can say that it is nearly impossible to design an educational program without a clear, deliberately chosen conception of what it is that the program intends to educate for. Without that, there is no reasonable basis for deciding what should or should not be included in the program. In teacher education programs, the heart of the curriculum must be a conceptualization of good teaching (or multiple conceptions) that represents both goal and criteria for the program. Call it a normative theory of teaching, a fully articulated view of teacher competence, or an irreducible, shared conception of what the program of teacher education wishes to evoke in its teacher candidates. Such, we now are aware in curriculum theory, is essential for reform in teacher education. I wish to underscore Alan Tom's articulation of this need and his rationale for placing at its center a conception of good teaching. If there are those still unconvinced that there is a problem in this regard in many teacher education programs, I commend a form of critical research that will show how limited or inarticulate or slanted the conception of teaching or teacher competence is that is embodied in a teacher education program. The approach employs dimensions of hermeneutical and critical inquiry. It has been exemplified in Goodman (1985, 1986), Tom (1985), Nolan (1985, 1986), and Hur (1986). For a view that blends the technical, clinical, personal, and critical aspects of teacher competence, see Zimpher and Howey (1987).

REFERENCES


Borrowman, Merle L. (1965). "The Concept of Competence: An Examination of the Consequences in Relation to Each Other and Conduct Them in Like Manner," in The "Liberal and Technical" Continuum. The Integrators from the pre-1865 period sought to organize all instruction in teacher education from the perspective of the professional education point of view. That is, they co-opted general education courses and taught them in conjunction with the "art of teaching." Intermingled in this fashion, the liberal arts tradition also allowed the liberal ideal to be a highly competent, while being made meaningful and functional for teachers. They studied the subject; matter and its teaching. The earlier normal schools emphasized this approach in professionally treating the lower branches (elementary subjects) of the common schools. Other types of schools frequently challenged this approach even then, whether the liberal tradition was being trivialized but on the basis of whether they were competing unnecessarily with other educational institutions. From 1865-1895 there was a growing recognition that the full scope of "the liberal culture," if not "the liberal arts," was not being fully addressed by students of teaching who were getting professionalized treatment of school subjects. Yet it was in this period that new single-purpose teachers colleges most frequently adopted the integrators' model by which they might dispense themselves from other types of institutions. From 1895-1930, some of the strongest spokesmen among the education advocated professionalizing general education for teachers; some of the Herbartians, the 1920 Carnegie study of teacher education, John Dewey, and many state university presidents. The claims of subject matter were being recognized more and more by educational researchers. Yet in the end, this viewpoint lost out, less from any challenge by the academics than by pressures from within society and the education profession for new research-based, scientific techniques in teaching. Laboratory and inquiry approaches began to dominate even the professional examination of subjects and their inherent cultural and liberal dimensions were overshadowed and gradually given less and less attention. The integrators found themselves often not reflective from 1940-1952 except in those early normal schools and single-purpose teachers colleges that remained under their control. Since 1952 we have seldom heard advocates of this approach. Little practice that is consistent with this view remains; some in elementary teacher education courses like "mathematics for elementary teachers," or other similar courses. It is interesting, however, that our conference speaker, Hugh Pettie, highlighted current research by Lee Shulman (1986) that once again reminds us of the context, pedagogical content, and curriculum knowledge needed by the contemporary teacher, and how it influences, as well as education as faculties, can play in assisting teachers to acquire this knowledge.

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Though only somewhat tangentially related to my remarks on Borrowman, I would like to add another comment about the importance of Alan Tom's assertion about building our teacher education programs around a concept of good teaching. (His other points are also quite important, but I will not comment upon them.) My own work (Short, 1984, 1985) has convinced me that much of what has been called teacher competencies and the training designed to equip teachers with these so-called competencies are so flawed as to cause us to abandon much of our competence-based teacher education. Many of our conference speakers identified the technical, reductionistic conceptualizations of teaching and of teacher education as the source of these intellectual dead-ends. With these views I concur and I think we have in the liberal arts tradition the resources for more person-centered conceptions of teaching and teacher education. From my own perspective as a curriculum theorist. I can say that it is nearly impossible to design an educational program without a clear, deliberately chosen conception of what it is that the program intends to educate for. Without that, there is no reasonable basis for deciding what should or should not be included in the program. In teacher education programs, the heart of the curriculum must be a conceptualization of good teaching (or multiple conceptions) that represents both goal and criteria for the program. Call it a normative theory of teaching, a fully articulated view of teacher competence, or an irreducible, shared conception of what the program of teacher education wishes to evoke in its teacher candidates. Such, we now are aware in curriculum theory, is essential for reform in teacher education. I wish to underscore Alan Tom's articulation of this need and his rationale for placing at its center a conception of good teaching. If there are those still unconvinced that there is a problem in this regard in many teacher education programs, I commend a form of critical research that will show how limited or inarticulate or slanted the conception of teaching or teacher competence is that is embodied in a teacher education program. The approach employs dimensions of hermeneutical and critical inquiry. It has been exemplified in Goodman (1985, 1986), Tom (1985), Nolan (1985, 1986), and Hur (1986). For a view that blends the technical, clinical, personal, and critical aspects of teacher competence, see Zimpher and Howey (1987).

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Among the various suggestions of the Task Force on Teaching as a Profession, a panel of the Carnegie Forum on Education and the Economy, is one that recommends the elimination of the undergraduate education degree. The primary reason for this position is the belief that our current crop of teachers is undereducated and lacking in knowledge of the liberal arts. If undergraduate time is not "wasted" on courses on how to teach, the Carnegie group believes there will be more available to learn what to teach.

This scheme, together with the recent emphasis on statewide teacher competency testing, is designed to improve the caliber of student applying for matriculation to teacher education programs. Teachers have been accused of being at the bottom of the intellectual heap unable, perhaps, to successfully compete in a rigorous course of liberal arts study. The elimination of a large block of presumably simple teacher education courses at the undergraduate level will, it is anticipated, also eliminate inferior students.

Every field of study has some poor students. It should be quite possible, however, to lessen the number of weak students who elect to become teachers without depriving stronger would-be teachers of the benefits, both academic and professional, provided by undergraduate training in their chosen field of work. Helping learners becoming acquainted with their own society and that of others, helping them acquire a large body of knowledge and a variety of skills, including those dealing with thinking and problem solving, and familiarizing them with those resources they may employ throughout their lives which will enable them to continue learning, involves a sophisticated set of competencies. The acquisition of these competencies involves rigorous training. The would-be teacher should be involved with this training at a relatively early portion of his or her adult studies to determine if there is a proper match. If, indeed, both student and school agree that the match looks promising, the training initiated at the undergraduate level should be extended and strengthened in graduate school.

It is necessary to examine the contention that undergraduate teacher training consists of so large a block of credits that it constitutes a serious detriment to their liberal arts studies. On the other hand, it is necessary to examine the content of certain of the education courses to determine if they do not, indeed, contain a respectable body of knowledge pertinent to the liberal arts.

Let us assume that between 120 and 132 credits are required for the swaying of an undergraduate degree. Let us also assume that a major in elementary education consists of 36 credits, a common enough figure. Therefore, a range of from 84 to 96 credits remains for the sampling of the arts and humanities, communication skills, social sciences, natural and physical sciences, and mathematics. Since it is recognized that a broad foundation of knowledge is essential to undergraduate students in a baccalaureate program regardless of major, let us also assume that there is a core of courses, often in the form of a year of freshman studies, which is required of all students. Let us also assume that the program in education requires that each student elect an area of concentration from an academic field related to the liberal arts. Such an academic field might consist of courses in English, social studies, social sciences, foreign languages, science, or mathematics. If this area of concentration consists, for example, of 24 credits, the student has what in many schools is considered to be a liberal arts minor in addition to the education major. If the school of education carefully selects the courses to be included in each area of concentration so that state certification regulations are met, the student will be enabled to receive an extension to teach a junior high school subject.

Such a teacher-in-training has acquired a solid liberal arts background with its emphasis on broad cultural understandings, the development of ideas and ethics, and knowledge of the composition and structure of our social and physical environment. She or he has also laid the foundation for state certification at the early childhood/elementary level and in a subject area at the junior high school level. While these results are predicated upon several assumptions, none of them is farfetched. In many colleges and universities all of them are established as current practice while other institutions have chosen to encompass one or more of the programs upon which the assumptions are based.

Now let us briefly examine the content of certain of the education courses to determine if they do not, themselves, contain information pertinent to the liberal arts. One frequently offered course is Introduction to Education. Its body of content deals mainly with philosophical, economic, political, and social issues that impact on American education. Courses in Child Growth and Development teach material related to physiology, sociology, and psychology. Educational Psychology deals with major cognitive and behavioral psychologists and their theories and introduces students to the rudiments of educational research and its evaluation. Educational Evaluation is concerned with informal and statistical means of assessment. Courses in Language Arts and Speech and Language Development include information on linguistics, the communication arts, social psychology, and child development. A course concerned with Teaching in a Multicultural Society speaks for itself.

There need be no lack of broad-based liberal arts education in the training of a teacher at the undergraduate level. While there is certainly need for redesign and reform in education and, in many cases, for restructuring of undergraduate programs subsequent to self-study, it is necessary to search for specific areas of weakness rather than to condemn undergraduate training programs en masse using the pretext that they deprive students of the opportunity to receive a liberal education. Those teacher training institutions which regard their function as more than providing schooling for a trade recognize that teaching has a knowledge base and a humanitarian concern and that courses in teaching methods serve only to make the distribution of that knowledge and the expression of those concerns more efficient. Quality methods courses are among the vital areas of teacher training but they comprise only one aspect of this preparation.

Teachers of would-be teachers must assume roles of responsible leadership in the forthcoming vital revamping of our nation's educational system. Teachers create the future as they mold its citizens. Few professions have a greater responsibility.
UNDERGRADUATE TEACHER TRAINING AND
THE LIBERAL ARTS
Sheila K. Hollander
Adelphi University

Among the various suggestions of the Task Force on Teaching as a Profession, a panel of the Carnegie Forum on Education and the Economy, is one that recommends the elimination of the undergraduate education degree. The primary reason for this position is the belief that our current crop of teachers is underequipped and lacking in knowledge of the liberal arts. If undergraduate study is not "wasted" on courses on how to teach, the Carnegie group believes there will be more available to learn what to teach. This scheme, together with the recent emphasis on statewide teacher competency testing, is designed to improve the caliber of student applying for matriculation to teacher education programs. Teachers have been accused of being at the bottom of the intellectual heap unable, perhaps, to successfully compete in a rigorous course of liberal arts study. The elimination of a large block of presumably simple teacher education courses at the undergraduate level will, it is anticipated, also eliminate inferior students. Every field of study has some poor students. It should be quite possible, however, to lessen the number of weak students who elect to become teachers without depriving stronger would-be teachers of the benefits, both academic and professional, provided by undergraduate study in their chosen field of work. Helping learners become acquainted with their own society and that of others, helping them acquire a large body of knowledge and a variety of skills, including those dealing with thinking and problem solving, and familiarizing them with those resources they may employ throughout their lives which will enable them to continue learning, involves a sophisticated set of competencies. The acquisition of these competencies involves rigorous training. The would-be teacher should be involved with this training at a relatively early portion of his or her adult studies to determine if there is a proper match. If, indeed, both student and school agree that the match looks promising, the training initiated at the undergraduate level should be extended and strengthened in graduate school.

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"All teachers need to understand the context of their world and they must profoundly value learning, ideas, and artistic expression." (AACTE, 1984)

Within the last year extensive articles and analysis appeared almost weekly in The Chronicle and Education Week focusing on major commission reports on higher education and teacher training. All have one aim: support professionalization. The commissions, panels and agencies represent some of the most prestigious, highly respected and influential academic groups: The Carnegie, The National Institute on Education (NIE), The American Association of Colleges of Teachers of Education and the National Endowment for the Humanities. The essence and substance of the reports are remarkably similar, the directions the specifics take sometimes differ.

Teaching and Teacher Training

Most of the reports focused attention on the curriculum and the place of liberal arts in the preparation of teachers. They all reflect Sizer’s stance that unless the world of teachers’ professional changes nothing of consequence will improve for teachers.

"Teacher training and it is short-sighted and immoral not to create appropriate conditions and settings." (Sizer, 1986) Highlights of the many reports include:

— The teacher shortage is real and will intensify. It is projected that we will need a million new teachers by 1990 to meet our nation’s requirements. One in ten college students will have to enroll in teacher education programs to meet these needs, in 1982 only one in twenty enrolled. (Winkler, 1985)

— The universities must make major changes in their undergraduate curriculum and in their commitment to teacher training.

— There is serious concern not merely with the quantity but with the need for highly qualified teachers. This paucity is broadcast. Although shortages are anticipated in all the critical fields are still math, science, computer science, and foreign languages.

— The Arts and Sciences curriculum and faculty must play a significant role in course changes and develop more positive attitudes toward teaching as a profession. Apparently, there is difficulty in attracting liberal arts students to the field. Winkler states, “Arts and Sciences faculty who generally have a low opinion of teacher education often actively discourage their best students from teaching careers.” (Winkler, 1985)

— To properly educate and train teachers we must view education as a profession: define the profession and strengthen the definition; have clear and modest exit requirements of education majors; revamped and consolidate courses, require upper-level courses in Liberal Arts and rigorous pedagogy, and believe that “all teachers need to understand the context of their world and they must profoundly value learning, ideas, and artistic expression.” (AACTE)

— The SREB notes that the professional educator, a teacher, needs at least as much knowledge of the subject to be taught as an undergraduate liberal arts major possesses. In addition, teachers need special knowledge in understanding: how students learn concepts and what to do when students have problems learning the material. They know how individuals think, as well as learn.

— The recommendations of the commissions with regard to reconstructing teacher training vary from changing courses and majors and setting minimum and maximum standards to initiating new modes of supervision, creating five-year internship programs and joint BA/MA programs, to elimination of undergraduate education programs. An elite two-tier system for education—one track more highly educated and paid than the other has been presented by the Holmes Group.

— More recently the Carnegie Task Force on Teaching as a Profession completed a reform package including a 5-tier salary base, the highest $72,000 a year for a 12-month contract for the most highly trained “leadership” level teachers. (The controversial term “master” teacher is omitted from the Carnegie Report). Less controversial proposals aim at attracting mid-career change professionals and former teachers. Most not only welcome a national teachers exam (the NTE) but suggest even more stringent and rigorous examinations.

— The National Council for Accreditation of Teacher Education (NCATE) has taken issue with the Carnegie panel’s report. It asserts the perception “that the performance of teachers is currently inadequate or that a single model of teacher preparation should be pointed out here in particular.” (Jacobson, 1986)

— Faculty, traditionally devoted to their own areas of specialization and mastery, have often contributed, perhaps not deliberately, but nonetheless in actuality to fragmentary learning. Specialization and the traditional department structures have prevented an interdisciplinary or integrative coherent set of offerings. Unics act like rivals, each asserting specific curricular claims.

— It is essential to encourage teachers to approach their subject matter both within their discipline and with a sense of the broader intellectual implications beyond that discipline. Literature, art, history and philosophy, for example, can be taught in ways that emphasize both the depth and rigor of the disciplines as well as “an awareness of their location in a larger configuration of humanistic study.” (Strohm, 1985)

— The NIE report (1984) suggests that it is easier for departments or groups to integrate scholarship, than individual faculty. They may be more aware of the importance of teachers organized around specific intellectual themes or tasks.

— Few will disagree that there must be coherence (the new buzz word) in the Liberal Arts undergraduate curriculum, not merely a collection of courses scattered across departments and units. Hopefully, Scully’s (1985) quip is apocryphal, “We are more confident of the length of a college education than its content and purpose.”

— We must define the qualities of an “educated person” and provide curriculum, courses and instruction that contribute to the development of those attributes. Suggestions for curriculum as well as for characters that exemplify a minimally educated person include: inquiry, abstraction, logical thinking, critical analysis, the ability to subject in-text data to probing analysis of mind, literacy, understanding numerical data, historical consequences, human, political and social implications of scientific research, values, art and “disciplined” for “multicultural” experiences and study in depth of material that leads not only to more sophisticated understanding but encourages leaps of the imagination. (Scully, 1985)

— University programs must be developed that provide an “extensive liberal education and concentrated subject specialization, systematic study and the application of pedagogy — the art, history, philosophy and science that undergird educational processes and successful teaching.” (Winkler, 1985)

— We must be wary; however, and out add to the vulgarity of cliché. If teacher educators have strayed from their obligations, then it’s time to return to those essential human values that make us free — liberal arts. Teacher educators, as disciplined professionals, must be acutely dedicated to education, not merely for the useful or practical but to awaken intellect, imagination and spirit.

— It is now necessary to construct a coalition of scholars in the traditional arts and sciences and scholars/practitioners in the professions to evaluate the various commission findings judiciously breed their warnings, and seriously and immediately consider the strongly and carefully advocated suggestions. To do our job we must prepare children for a world of work the future requires, to meet our nation’s requirements, One in ten college students will have to enroll in teacher education programs to meet these needs; in 1982 only one in twenty enrolled. (Winkler, 1985)

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The Carnegie Group has proclaimed that the quality of teacher education is crucial to the quality of American education for decades to come. Institutions that prepare future teachers must ensure that the teachers we train are skilled in teaching, competent in subjects, informed about children and how they develop, schooled in technology, informed of the latest research, confident of their roles and contributions and able to work with others in diverse environments. It is important for all faculty members to have an academic liberal arts major in addition to an education major. The SREB (1985) must be supported when it categorically states that a teacher needs at least as much knowledge of a subject to be taught as an undergraduate liberal arts major possesses. As professional educators we must respond to both the needs of future generations and the thoughtful reflections and suggestions of the Commissions. But—we need the cooperation of other units of the University, most particularly the Liberal Arts and Sciences.

Liberal Arts and the Undergraduate Curriculum

At least three of the major reports focused primarily on higher education and the liberal arts curriculum (NIE, AACL, see references for full citations). All bemoan the state of the undergraduate curriculum and emphasize the need for restructuring and change. Somewhat less is the lack of rigor and standards reflect the attitude of the 60's. Others deplore the absence of "content and inquiry," incoherent curricula and太多的knowledge in the undergraduate curriculum and strategies to improve the curriculum at this point be necessary. (Jacobson, 1986) The SREB argues that the responsibility for initiating improvements in undergraduate education resides with higher education institutions and their governing boards. They note that "presidential and dean-level leadership is crucial" to encourage faculty to raise priorities and recast courses. They all reflect Sizer's statement that unless the world of higher education and teacher education enters into a "revolution in teaching and teacher training.

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- The National Council for Accreditation of Teacher Education (NCATE) has taken issue with the Carnegie panel's report. It agrees with the perception that "the performance of teachers is crucial to the quality of education but with the need for highly qualified teachers. This tendency is bemoaned. Although shortages are anticipated in all areas, crucial fields are still math, science, computer science, and foreign languages.

- The Arts and Sciences Curriculum and faculty must play a significant role in course changes and develop more positive attitudes toward teaching as a profession. Apparently, there is difficulty in attracting liberal arts students to the field. Winkler states, "Arts and Sciences faculty who generally have a low opinion of teacher education often actively discourage their best students from teaching careers." (Winkler, 1985)

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"Responsible teaching requires training and it is short-sighted and immoral not to create appropriate conditions and settings." (Sizer, 1980) Highlights of the major reports include:

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- The Arts and Sciences Curriculum and faculty must play a significant role in course changes and develop more positive attitudes toward teaching as a profession. Apparently, there is difficulty in attracting liberal arts students to the field. Winkler states, "Arts and Sciences faculty who generally have a low opinion of teacher education often actively discourage their best students from teaching careers." (Winkler, 1985)
Throughout her career Maxine Greene, Professor of English and Philosophy of Education at Teachers College, Columbia University, has exhibited a particular interest in the arts in education. In her speeches, papers, books, and articles over the past twenty years she has tried to communicate to educators and administrators the importance of aesthetic education in the nation’s schools. For Greene, a new emphasis on the liberal arts, the fine arts, and the performing arts in education can serve to empower those members of society who, because of an inability to articulate their needs and give form to their thoughts, suffer from a sense of hopelessness and isolation.

Greene argues that education involves a “literacy” which encompasses a great deal more than the ability to read and write. As she sees it, literacy is only the beginning. It is the first step on a journey which will lead students to new ways of thinking, making associations, and appreciating the world around them. She contends that an “art literacy,” or a comprehensive knowledge of the cognitive and emotional aspects of the arts, is the ultimate goal for those who struggle with the language and the words of the language. To Greene, the involvement with the arts is a simple matter of life and death: art literacy must be a given for “a central place for the arts” (1985a) in the public school curriculum. Their value, as she sees it, lies in the encouragement of new teachets, the fine arts, and the performing arts open up new horizons and future possibilities for teachers and their students. According to Greene, education is an open-ended process which is designed to help people become more informed and more discriminating. A knowledge of the arts, she says, will help empower by “expanding the range of literacy, introducing people to what standards can mean and what discipline can mean” (1985b). Greene argues for “a central place for the arts” (1985a) in the public school curriculum. Their value, as she sees it, lies in the way they lead themselves “to the end of learning new languages and new symbolism, and in finding new ways of engaging in what T. S. Eliot described as ‘a raid on the inarticulate’” (1985a).

Greene contends that the sense of hopelessness and powerlessness which often overwhelms minorities, women, and the poor can and must be attacked at the level of public education. For Greene, there is a symbiotic relationship between learning—which she sees as the key to empowering—and the arts. She argues that people are awakened to the desire to learn when they understand that change and transformation are, in fact, conceivable and that a future awaits them. This awakening, this awareness of the potential for personal transformation of life can be brought about, on some level, when visions are made real when they are transformed into perceptual realities and given tangible form” (1977, p. 15).
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The conviction that the public schools have the responsibility to include instruction in the arts as one of the “basics” is grounded in Greene’s belief in political and social equality. She argues that since students from average or underprivileged backgrounds may be deprived of the exposure to the arts which their more affluent friends can afford, the “common school” must take up the slack. She laments the fact that in the United States the arts have often been the province of the “elite.” She claims that placing greater emphasis on the arts in the public schools will result in a larger, better-informed audience of middle-class individuals who “may discover openings in their own experience” (1980a, p. 22). The encounter with the arts, the opportunity to be released from their own reality to engage in a reality of different dimensions, may permit them to return to their own everyday existence with a new perspective:

They may be able to perceive the strategies, even the absurdity of much of what is assumed to be ‘natural’: the ranking of individuals; the training of people merely to be job holders and consumers; the identifying of worth with possession; the privatization and passivity and malaise . . . There is no guarantee that insights like these will lead to cooperative ac-

Mary Crawford is a coordinator of the gifted program at Hershey High School and the director of the adult evening school for the Derry Township School District in Pennsylvania. Ms. Crawford is also a doctoral candidate in adult education at Temple University.
The sense of powerlessness, which is often due, Greene points out, "to the feeling that an individual has no right to an opinion" (1985b) may stand in the way of learning. How can teachers and administrators in schools of education and teachers' colleges. They are the ones who have been teaching teachers and administrators for many years" (1983, p. 106). It is a fact that women and blacks remain relatively disadvantaged because they have not earned the right to success and authority." (p. 131). Equality of opportunity, she insists, is not sufficient when some are prevented by social, political, or educational barriers from taking advantage of that opportunity.

Greene warns of the "constructed reality with which women, for example, must contend" (1978, p. 216). It is a reality in which they must live but which was created by and is interpreted by men. It is the same for blacks and the poor in their struggle to overcome apathy, resist manipulation, and free themselves "to discover and to choose what they want to become." (p. 241). Greene uses the example of literature as an art form which can help women achieve their goals:

One of the strengths of imaginative literature is that it enables women to assume new standpoints on what they take for granted, to animate certain constructs with their indignation so that they can see themselves as being different, that plagues them, see them, not as givens, but as constituted by human beings and changeable by human beings (p. 223).

Greene's thoughts on the arts as a means of empowering talk to educational administration. She notes that the arts have the power to recapture one's "self" and one's "authentic perspective on the world." (1976, p. 20). She holds forth the prospect of perceiving "things never before perceived in the new world." The Rodeo sculptures with new experience behind them, come away with yet another perspective on "reality." She says that exposure to the arts can unlock the doors to the nation's cultural tradition, and it can make needs "attainable." Experiencing the arts will help students "to be aware of new voices as well as communicate the relationship between "discipline, care, craft, and a kind of freedom." (1985a). Experiencing the arts will help students to create a "plains of living." (1978, p. 203). The arts will awaken one to "iminations of human possibility ... iminations of better social states" (1980, p. 22).

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Greene warns of the "constructed reality with which women, for example, must contend" (1978, p. 216). It is a reality in which they must live but which was created by and is interpreted by men. It is the sexual responsibility, claims Greene, to assist women as well as the minorities and the poor in their struggle to overcome apathy, resist manipulations, and free themselves "to discover and to choose what they want to become." (p. 243). Greene uses the example of literature as an art form which can help women achieve their goals.

One of the strengths of imaginative literature is that it enables women to assume new standpoints on what they take for granted, to animate certain constructs with their indignation so that they can see the other side of a situation that perplexes them, see them, not as given, but as constructed by human beings and changeable by human beings (p. 223). Greene's thoughts on the arts as a means of empowering teachers are interesting. She says, "Subjection to a work of art is an experience from which no one can escape unscathed. It seeps down into the very core of being, which is why Shakespeare says that we are such stuff as dreams are made of, for whose effect is nothing. And this is the whole point of art. It is the way to recapture one's "self" and one's "authentic perspective on the world." (1976, p. 20). She holds forth the prospect of perceiving "things never before perceived in the sense that the Rodin sculpture with new experience behind them, they come away with yet another perspective on that "reality." It is this exercise of the mind in its analytical capacity, she observes, will open up "new vistas" as well as communicate the relationship between "discipline, care, craft, and a kind of freedom." (1985a). Experiencing the arts will help students cease "plans of living." (1978, p. 203). The arts will awaken one to "intimations of human possibility ... intimations of better social states." (1980, p. 22).

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movement for basic literacy, she offers the reminder that rarely does it rise above the injunction to educate for a job or for the purposes of economic growth or national security: "On occasion, lip service is paid to the demands of culture, to cultural transmission; but almost nothing has been done to link the preoccupation with basic literacy to the content of our heritage or to the stuff of our 'common world.'" (1979, pp. 634-635). It is up to teachers, then, to think of their role as that of "empowering" students to live in their world. A teacher's goal, concludes Greene, is "to enable persons to reach beyond, to seek in distinctiveness and membership for what is not yet" (1984, p. 66).

**REFERENCES**


**WHAT AN ELEMENTARY SCHOOL TEACHER SHOULD PROFESS**

Eileen Cunningham, O.P.
St. Thomas Aquinas College

In the House of the Seven Gables a scene is described in which Clifford and Phoebe are watching from the second floor window, an organ grinder who was holding a case containing a company of little figurines, in a variety of occupations. This company might be expected to enjoy life; however, all dance to the same tune; and, despite the action, all are in the same situation when the tune ends. Hawthorne warns the reader that few passersby fail to catch the significance of this scene as it relates to their own lives.

I didn't read this classic as an adolescent when many of my peers did. At that time I was too interested in travel books and biographies of persons who scaled so far off lands in the service of other humans. I read the book as an adult, after visiting Salem.

The Name of the Rose has been gathering dust on my book shelf for quite a few years. Yet, upon my return from Muhlenberg, prompted by Maxine Greene's vivid description, I read it.

The process of education is a fascinating one. It is not the choice to read those books that capture one's attention, but the factors which motivated the reading. And, upon reading, why does that one scene of Hawthorne's and the questions it surfaces come to mind. Certain questions just refuse to rest.

What should an elementary school teacher profess? Though the conference seemed to be focused on excellence in education for secondary teachers, this question raised after Theodore Steer's talk persists in my mind. And so, least thoughts which surface in its response meet the same fate as that of the organ grinder's figurines, I offer these thoughts.

Profess comes from the Latin profiteri; pro meaning before, and fateri meaning to confess. Thus, teachers must and this act must be witnessed by constituents, namely the students, their parents, community and others who subscribe to that profession. I offer four values which I believe an elementary teacher should profess. They are not the only ones, but form, what I believe to be an integral set; namely, a sincere respect for the student; a respect for the cognitive integrity and ability of each child; a respect for inquiry, self-actualization and self-determination and, a personal sense of scholarship.

Respect for student assumes many forms when viewed in the context of education. Frequently children are greeted by name, heard teachers and administrators saying "please" and "thank you", are taught courteous protocols all in the name of respect. Such occurrences are appropriate since school is a social institution, a place where many people interact for several hours on a daily basis.

It is not correct but certainly less obvious is that there be understood, respect for persons as persons possessed of innate dignity who, for this very fact alone, deserve respect. How is respect manifested under this guise? At the risk of sounding naive, I offer these thoughts.

Children are created equal to all other members of the human family. Equality shouldn't be confused with same-ness, nor should it be interpreted to negate the learning accrued from experience. My story and yours enable us to share perspective and knowledge, but sharing is interactive. How do we envision this sharing between a 45-year-old teacher and a six-year-old, a ten-year-old, or a 12-year-old student? This interaction is one way of closing the gap between generations. However the bridge built between the generations should be built from the middle— at the point of convergence of experiences. Spend time in an elementary school classroom. Compare the amount of teacher talk with that of student talk. Is the sharing monopolized by one segment? Is it really interactive? From where is the bridge built? By whom is it built?

An Australian aboriginal woman expressed this idea profoundly when she said "If you're coming over to help me, don't bother. But if you're coming over because your liberation is bound up with mine, then let's work together." (Arendt, 1960). No elementary school child said that to me, but they have told me of their experiences and showed me how to do something. Once, while taking a standardized test, a child looked at me and said "you've got to be kidding." A child of a dairy farm family told me he almost wore his other boots to school that day. When asked "Would that have been so bad?" he answered "They're the ones I wear to the manure shed." This child liberated me from my New York City childhood and taught me about differences in community experiences.

Entitlement is a nice word which our forefathers and mothers probably didn't use, but which was within their vision when they identified those unalienable rights with which all are endowed. Because of these rights, all citizens of our democratic state are entitled to the benefits of such an ideal. Those who truly subscribe to the inalienable rights principle should have, by now questioned the need for legislation to safeguard the rights of children. Additionally, they will question the practices operational in their classrooms.

The handicapped were once a segment of the population excluded from the right to a free public education. It wasn't until advocates of this powerless group showed and
movement for basic literacy, she offers the reminder that rarely does it rise above the injunction to educate for a job or for the purposes of economic growth or national security: "On occasion, lip service is paid to the demands of 'culture,' to 'cultural transmission,' but almost nothing has been done to link the preoccupation with basic literacy to the content of our heritage or to the stuff of our 'common world.'" (1979, pp. 634-635). It is up to teachers, then, to think of their role as that of 'empowering' students to live in their world. A teacher's goal, concludes Greene, is "to enable persons to reach beyond, to seek in distinctiveness and membership for what is not yet" (1984, p. 66).

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The Name of the Rose has been gathering dust on my bookshelf for quite a few years. Yet, upon my return from Muhlenberg, prompted by Maxine Greene's vivid description, I read it.

The process of education is a fascinating one. It is not the choice to read those books that capture one's attention, but the factors which motivate the reading. And, upon reading, why does that one scene of Hawthorne's and the questions it surfaces come to mind. Certain questions just refuse to rest.

What should an elementary school teacher profess? Though the conference seemed to be focused on excellence in education for secondary teachers, this question raised after Theodore Ster's talk persists in my mind. And so, lest thoughts which surface in its response meet the same fate as that of the organ grinder's figurines, I offer these thoughts.

Profess comes from the Latin profiteri; pro meaning before, and fateri meaning to confess. Thus, teachers must subscribe to that profession. I offer four values which I believe are basic to those that consider teaching an elementary school subject.

1. Entitlement is a nice word which our forefathers and mothers probably didn't use, but which was within their vision when they identified those unalienable rights with which all are endowed. Because of these rights, all citizens of our democratic state are entitled to the benefits of such an ideal. Those who truly subscribe to the inalienable rights principle should have, by now questioned the need for legislation to safeguard the rights of children. Additionally, they will question the practices operational in our classrooms.

2. Respect for student assumes many forms when viewed in the context of education. Frequently children are greeted by name, hear teachers and administrators saying 'please' and 'thank you,' are taught courteous protocols all in the name of respect. Such occurrences are appropriate since school is a social institution, a place where many people interact for several hours on a daily basis.

3. No less important but certainly less obvious is that understanding of respect which holds in awe children's rights as persons; as persons possessed of innate dignity who, for these thoughts.

4. An Australian aboriginal woman expressed this idea in her work when she said "If you're coming over to help me, don't bother. But if you're coming over because your liberation is bound up with mine, then let's work together." (Asedillo, 1986). No elementary school child said that to me, but they have told me of their experiences and showed me how to do something. Once, while taking a standardized test, a child looked at me and said "you've got to be kidding." A child of a dairy farm family told me he almost wore his other boots to school that day. When asked "Would that have been so bad?" he answered "They're the ones I wear to the manure shed." This child liberated me from my New York City childhood and taught me about differences in community experiences.

Entitlement is a nice word which our forefathers and mothers probably didn't use, but which was within their vision when they identified those unalienable rights with which all are endowed. Because of these rights, all citizens of our democratic state are entitled to the benefits of such an ideal. Those who truly subscribe to the inalienable rights principle should have, by now questioned the need for legislation to safeguard the rights of children. Additionally, they will question the practices operational in our classrooms.

The handicapped were once a segment of the population excluded from the right to a free public education. It wasn't until advocates of this powerless group mobilized and
children were accurate in their judgment.)

Although many wonderful things are being accomplished, some practices in the name of education merit reconsideration. The ST used these experiences won't be so neatly tied to general inter­ests of library books and periodicals related to the topic of autism, Clara Parks recognized that those who attach no significance to what they see are blind. In many class­rooms, it is the teachers who are blind. Children and adults are intimately bound to their experiences and are shaped by them. Sometimes adults fail to recognize that children are actively engaged with their world from the moment of birth. At approximately one year of age, the child achieves object permanence, which is a significant achievement. It is only after this that objects can be studied for themselves and not as extensions of the person. Herein lies a key to cognitive integrity and ability of each child. This principle of object permanence allows the child to become the interpreter of his world. The physical and integral natures of objects and people. That is a fact. How much is learned varies according to individual capacity at a given time.

Education majors frequently remark that children in the primary grades should not be asked higher order thinking questions because of the limitations of their cognitive development. It is children's task to explain to others that they can have teachers who are on a higher level but the objects and ideas about which they think must be concrete. Respect for students is demonstrated by teachers who will plan lessons so that cognitive and social levels are accommodated.

A first grade teacher has started collecting buttons and bangles so that each child can have 100 buttons and 10 bangles to work with when learning notations 0-100. One hundred is such a big number that the students can sometimes be confused, but 10 bags containing 10 buttons helps to concretize the abstraction. Teachers' attitudes make a significant statement about their children's cognitive integration at this age. Attitudes are manifested in the materials chosen for use in the classroom. As a supervisor, I see too frequently the as­sign­ment of numerous dittos as seat work. Certainly, not much interaction is possible with a two-di­men­sional specimen and a thinking child. My suspicions are that every night at least one child somewhere through­out the United States dreams of drowning in a sea of dit­tos. Exclusive reliance on books as the source of informa­tion; and, use of the teachers' manuals as THG guiding light model for students a narrow concept of learning.

It is no wonder that college students resent research as­sign­ments; expect test results to relate only to the text. Thirteen years of school attendance indoctrinates students well and shapes their expectations. Teachers who respect the cognitive integrity and ability of each child will demonstrate a respect for inquiry, self­ actualization and self-determination. Frequently this means that learning experiences won't be so neatly tied together. Materials and procedures which would have one believe. Teachers will rely on techniques which foster independence such as written assignments fol­lowed by oral exchanges for the expression of personal beliefs, ideas and opinions. On both sides of a ques­tion are disputed; and, assignments which require multi­media for presentation of ideas and demonstration of mastery.

A personal experience taught me much more than the lesson I had planned. The first graders had just finished a weekly reader in which was printed directions for making a paper mache piggy bank. They wanted to make the bank! I thought of 35 children and a carpeted floor but decided to work with this project. Each day groups of children cut newspaper strips; mixed the paste; covered the floor with old shower curtains. A generally good time was had by all except the janitor who passed by the room daily and shook his head in disbelief. The principal thought it was a mar­vel and was happy the child could enter and leave as will. After about a week, he had trans­ferred the party in the cafeteria. As children finished their banks they returned to the classroom. When the last of the papers were cleaned up and the materials prepared, they were directed to a spooling, order­ly classroom and 35 pairs of shining eyes. One little girl told me I was so good to let them make the banks that they wanted to surprise me, so they cleaned the room.

For several days we wrote stories, named the piggy banks, sang about them, added and subtracted, classified according to size, shape, color. The children's awareness of the properties for reading. They were now reinforced as a threedimensional specimen and a thinking child. My suspicions are that every night at least one child somewhere through­out the United States dreams of drowning in a sea of dit­tos. Exclusive reliance on books as the source of informa­tion; and, use of the teachers' manuals as THG guiding light model for students a narrow concept of learning.

A three-way conference with the cooperating teacher (CT) and the student teacher (ST) and the supervisor (S) went something like this: CT to S: "Did you expect the student to research the topic?" S: "Yes CT: "Where can she get the information? I have her 'student's manual'" S: "(the response is best left unrecorded)"

Unfortunately, the 'easy way out' tendency of the stu­dent was reinforced by the cooperating teacher and the lesson was then continued. Not because they couldn't use the terminology—they could; but because the study of the earth was reduced to a workbook exercise, rather than be­ing raised to a search for information which held keys to understanding social, political and economic patterns of various peoples. Another student teacher was conducting a lesson on growing things, and had requested, about a week earlier, that the students bring in a plant from home. During that week the students brought in plants, fed them, observed them under various conditions. The ST used these experi­ences to introduce vocabulary and use it really. An as­sort­ment of children's books and periodicals related to the topic was available; charts and posters were displayed around the room. During the lesson, the displays and the plants were cited as points of reference for concepts that were being formally introduced. An appropriately chosen film strip supplemented the lesson, as did selected readings from the text.

These two descriptions portray very different attitudes. Both attitudes are common and supported by administra­tors. Both groups of students will probably pass state com­petency test. But only one group of students experienced a model of scholarly inquiry. The teacher who possesses a sense of scholarship knows that learning is an act of the will by which one gains understanding through study, interac­tion and experience.

Less is more. When I read this phrase in Sizer's (1984) book I was amused. Students in my courses have been hearing that phrase for years. The differences between teachers who possess and model sense of scholarship and those who don't is really a quantitative one. In the classrooms just described, more time was allotted to the study of map skills than was allotted to the study of living things. In the shortest time, however, students learned techniques of inquiry which can be trans­ferred to other learning experiences. In reality they learned more than the facts about living things.

It is no coincidence that model secondary school teachers will also possess these gifts. My experiences of having taught on many levels and observed in all levels, have ex­punged the myth that the brighter person must teach in high school; or that the more creative person must teach in the primary grades; or that the adventu­rous person must teach the boys; or that the gentle person must teach the girls. The teacher who can connect comfortably with the students build the bridge with them and call forth the best in those students.
There are no descriptions that portray very different attitudes. Both attitudes are common and supported by those who possess a sense of scholarship and those who don't is really a qualitative rather than a quantitative one. In the classrooms just described, more time can be studied for themselves rather than as extensions of the person. Herein lies a key to cognitive integrity and ability of each child. This principle of object permanence allows individuals to understand something about the physical and intangible natures of objects and people. That is a fact. How much is learned varies according to individual capacity at a given time.

Education majors frequently remark that children in the primary grades should not be asked higher order thinking questions because of the limitations of their cognitive development. It is children's right to be asked these questions and to be engaged with their world from the moment of birth. At approximately one year of age, the child achieves object permanence, which is a significant achievement. It is only after this that objects can be studied for their own sake. Teachers are extensions of the person. Herein lies a key to cognitive integrity and ability of each child. This principle of object permanence allows individuals to understand something about the physical and intangible natures of objects and people. That is a fact. How much is learned varies according to individual capacity at a given time.

Attitudes are manifested in the materials chosen for use in the classroom. As a supervisor, I see too frequently the asignment of numerous dittos as seat work. Certainly, not much interaction can take place between such a two-dimensional specimen and a thinking child. My suspicions are that every night at least one child somewhere throughout the United States dreams of drowning in a sea of dit­tos. Coinantly we have been given the sherry for comfort; and, use of the teachers' manual as THE guiding text. And, teachers who possess a sense of scholarship knows that learning is an act of the will by which one gains understanding through study, interaction and experience.

This is no coincidence that model secondary school teachers are the ones who awaken minds to actualization and self-determination. Teachers who respect the cognitive integrity and ability of each child will demonstrate a respect for inquiry, self-actualization and self-determination. Frequently this means that learning experiences won't be so neatly tied together with materials and procedures that one would have one believe. Teachers will rely on techniques which foster independence such as written assignments fol­lowed by oral exchanges for the expression of personal ideas. Most techniques on both sides of a question are disputed; and, assignments which require multi­media for presentation of ideas and demonstration of mastery.

It is no wonder that college students resent research assignments which require them to relate only to the text. Thirteen years of school attendance indoctrinates students well and shapes their expectations.

A personal experience taught me much more than the lesson I had planned. The first graders had just finished a weekly reader in which was printed directions for making a paper mache piggie bank. They wanted to make the bank out of 35 children and a carpeted floor but decided to work with this project. Each day groups of children cut newspaper strips; mixed the paste; covered the floor with old shutter curtains. A generally good time was had by all except the janitor who passed by the room daily and shook his head in disbelief. The principal thought it was a mar­velous project and was happy the students could enter and leave as will. After a week or so, the bank was transformed into the cafeteria. As children finished their banks they returned to the classroom. When the last of the paints were cleaned up and the glue paper was removed, the children returned to a spotless, order­ly classroom and 35 pairs of shining eyes. One little girl told me I was so good to let them make the banks that they wanted to surprise me, so they cleaned the room. For several days we wrote stories, named the piggie banks, sang about them, added and subtracted, classified according to size, shape, color. The children's awareness of the purpose for reading has been enhanced and they capitalized on the opportunity to show the teacher how mature 6-year-olds can be.

Teachers who value inquiry, self-actualization, and self- determination will solicit students' opinions as to which of their peers should be rewarded not only for scholastic achievement, attendance and punctuality, but also for less tangible qualities such as creativity and flexibility of ideas, initiative, thoughtfulness, etc.

The fourth value which an elementary school teacher should possess is a personal sense of scholarship. Placing this last is not my wish but it is the result of its lack of impor­tance. Rather it is probably one of the most cherished gifts which a teacher can share with students. Such are the teachers whose students might say something similar to the following statement made on the occasion of one teacher's absence by first graders to a principal: "We don't need a substitute—we know just what to do. We only need someone to take care of us to get us out to the buses to go home." Such independence! (The principal later confided that she had the distinct impression that the students were bringing in a plant from home. During that week the students fed the plants, observed them under various conditions. The ST used these experi­ences to introduce vocabulary and use it really. An assort­ment of colorful books and periodicals related to the topic was available; charts and posters were displayed around the classroom. During the lesson, the displays and the plants were cited as points of reference for concepts that were being formally introduced. An appropriately chosen filmstrip supplemented the lesson, as did selected readings from the text.)
EXCELLENCE IN TEACHER EDUCATION THROUGH THE LIBERAL ARTS

Proceedings of the Conference on Excellence in Teacher Education through the Liberal Arts

Edited by Michael J. Carbone and Ann Wonsiewicz

MUHLENBERG COLLEGE
**Tuesday, May 20**

10:00 a.m. - Registration  
Galleria, Center for the Arts

11:30 a.m. - Lunch  
J. Conrad Seger's Union

1:00 p.m. - Welcome  
Ann Wonsiewicz  
President, Muhlenberg College

1:30 p.m. - Keynote Address  
"The Connection Between Teacher Education and School Reform"  
Theodore R. Stier  
Chair, Department of Education  
Brown University

Paul Empie Theatre, Center for the Arts

2:30 p.m. - Refreshments  
Galleria, Center for the Arts

3:00 p.m. - Panel Discussion  
Responses to Theodore Stier's Remarks  
Moderator:  
Ann Wonsiewicz  
Muhlenberg College

Panelists:  
William Moore  
Chair, Education Department  
Bucknell University

**Martin Gallery, Center for the Arts** - The exhibit, "Avant-Garde Alchemy: Russian Stage Design, 1898-1932," was made possible by a generous grant from the Harry C. Trexler Trust of Allentown, Pennsylvania. Established in 1934, the trust provides funding to charitable organizations and objects as shall be "of the most benefit to humanity," but limited to Allentown and Lehigh County. Each year, one-fourth of the trust's income is given to the Allentown park system.

**Muhlenberg College Bookstore**, located on the lower level of the J. Conrad Seger Union, will be open from 8:45 a.m. to 3:00 p.m. during the conference.

**Information** is available at the registration desk in the Center for the Arts.

**Call for Papers** - Conference on Excellence in Teacher Education through the Liberal Arts. You are cordially invited to submit papers dealing with the conference topic or specific responses to any of the presentations. Selected papers will be published in the proceedings of the conference and will be available to all participants. The deadline for submitting copies of your manuscript to the Education Department, Muhlenberg College, Allentown, PA 18104 is July 15, 1986. Please use APA documentation style in your manuscript.

**Wednesday, May 21**

8:00 a.m. - Registration  
Galleria, Center for the Arts

10:30 a.m. - Refreshments  
Galleria, Center for the Arts

11:00 a.m. - Panel Discussion  
Responses to Maxine Greene's Address  
Moderator:  
Michael Carbone  
Muhlenberg College

Panelists:  
Thomas Cartelli  
Assistant Professor of English  
Muhlenberg College

**The Liberal Arts, Teaching and Teacher Development**  
Edward J. Meade, Jr.  
Chief Program Officer  
The Ford Foundation

Paul Empie Theatre, Center for the Arts

There will be refreshments following the evening session in the Theatre Lobby, Center for the Arts.

**The Harry C. Trexler Trust** - This conference was made possible by a generous gift from the Harry C. Trexler Trust of Allentown, Pennsylvania. Established in 1934, the trust provides funding to charitable organizations and objects as shall be "of the most benefit to humanity," but limited to Allentown and Lehigh County. Each year, one-fourth of the trust's income is given to the Allentown park system.

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**MARTIN GALLERY, CENTER FOR THE ARTS** - The exhibit, "Avant-Garde Alchemy: Russian Stage Design, 1898-1932," will be open during the conference. A guided tour of the exhibit will be given by Gallery Director, Dorothy White, at 1:30 p.m. on Wednesday, May 21. The Gallery is located behind the registration desk in the Center for the Arts.

**The Muhlenberg College Bookstore**, located on the lower level of the J. Conrad Seger Union, will be open from 8:45 a.m. to 3:00 p.m. during the conference.
**TUESDAY, MAY 20**

**10:00 a.m. - 11:00 a.m.**
Registration

Galleria, Center for the Arts

**11:00 a.m. - 12:00 noon**
Lunch

Garden Room, J. Conrad Seygers Union

**1:00 p.m.**
Welcome

Ann Wozniak
Head, Education Department
Muhlenberg College

**2:00 p.m.**
Introduction of Keynote Speaker

Jonathan Messeri
President, Muhlenberg College

**3:00 p.m.**
Keynote Address

"The Connection Between Teacher Education and School Reform"

Theodore R. Stein
Chair, Department of Education
Brown University

**4:00 p.m.**
Panel Discussion

Responses to Theodore Stein’s Remarks

Moderator: Ann Wozniak
Muhlenberg College

Panelists: William Moore
Chair, Education Department
Bucknell University

**4:30 p.m.**
Social Hour

J. Conrad Seygers Union

**5:00 p.m.**
Dinner

Garden Room, J. Conrad Seygers Building

**6:00 p.m. - 8:00 p.m.**
Evening Session

Introduction

Jonathan Messeri
President, Muhlenberg College

"The Liberal Arts, Teaching and Teacher Development"

Edward J. Meade, Jr.
Chief Program Officer
The Ford Foundation

Paul Empie Theatre, Center for the Arts

**7:00 p.m.**
REFRESHMENTS

Galleria, Center for the Arts

**9:00 p.m.**
REFRESHMENTS

Galleria, Center for the Arts

**9:30 p.m.**
Panel Discussion

Responses to Maxine Greene’s Address

Moderator: Michael Carbone
Muhlenberg College

Panelists: Thomas Cartelli
Assistant Professor of English
Muhlenberg College

John Ritter
English Teacher
Parkland Senior High School

Katherine Robertson
English Teacher
Salisbury Township High School

Robert Williams
President and Dean
Muhlenberg College

Paul Empie Theatre, Center for the Arts

**10:00 p.m.**
Keynote Address

"The Liberal Arts in Teacher Education"

Maxine Greene
Director, Muhlenberg College

"The Liberal Arts, Teaching and Teacher Development"

Edward J. Meade, Jr.
Chief Program Officer
The Ford Foundation

Paul Empie Theatre, Center for the Arts

**THE MULHLENBERG COLLEGE BOOKSTORE**

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**INFORMATION**

Available at the registration desk in the Center for the Arts.

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**WEDNESDAY, MAY 21**

**8:00 a.m.**
Registration

Galleria, Center for the Arts

**8:30 a.m. - 9:30 a.m.**
Continental Breakfast

Galleria, Center for the Arts

**9:00 a.m.**
Morning Session

Introduction

Michael Carbone
Assistant Professor of Education
Muhlenberg College

Address

"Innovative and Effective Teacher Preparation"  
Maxine Greene
Director, Muhlenberg College

"The Liberal Arts in Teacher Education"

Maxine Greene
Director, Muhlenberg College

"The Liberal Arts, Teaching and Teacher Development"

Edward J. Meade, Jr.
Chief Program Officer
The Ford Foundation

Paul Empie Theatre, Center for the Arts

**9:45 a.m. - 10:30 a.m.**
Panel Discussion

Responses to Theodore Stein’s Remarks

Moderator: William Moore
Chair, Education Department
Bucknell University

Panelists: John Ritter
English Teacher
Parkland Senior High School

Katherine Robertson
English Teacher
Salisbury Township High School

Robert Williams
President and Dean
Muhlenberg College

Paul Empie Theatre, Center for the Arts

**10:30 a.m.**
Keynote Address

"Teacher Education in Liberal Arts Colleges"

John W. McDermott, Jr.
Professor of Education
Moravian College

"Innovative and Effective Teacher Preparation"  
Maxine Greene
Director, Muhlenberg College

"The Liberal Arts in Teacher Education"

Maxine Greene
Director, Muhlenberg College

"The Liberal Arts, Teaching and Teacher Development"

Edward J. Meade, Jr.
Chief Program Officer
The Ford Foundation

Paul Empie Theatre, Center for the Arts

**11:00 a.m. - 12:00 noon**
Lunch

Garden Room, J. Conrad Seygers Union

**12:00 noon - 1:00 p.m.**
Guided Tour of Exhibition, "Avante-Garde Alchemy, Russian Stage Design, 1898-1932"

Dorothy White
Galleria Director
Muhlenberg College

**1:00 p.m.**
Panel Discussion

Responses to Theodore Stein’s Remarks

Moderator: William Moore
Chair, Education Department
Bucknell University

Panelists: John W. McDermott, Jr.
Professor of Education
Moravian College

"Teacher Education in Liberal Arts Colleges"

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"The Liberal Arts, Teaching and Teacher Development"

Edward J. Meade, Jr.
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The Ford Foundation

Paul Empie Theatre, Center for the Arts

**1:30 p.m. - 2:15 p.m.**
Panel Discussion

Responses to Theodore Stein’s Remarks

Moderator: William Moore
Chair, Education Department
Bucknell University

Panelists: John W. McDermott, Jr.
Professor of Education
Moravian College

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Conference on Excellence
In Teacher Education
Through the Liberal Arts

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