

force salaries up. If teachers were on the job all of the time, the school system would have to allow them occasional leaves-of-absence with pay for special study, but no reputable college or university would take them except for the full period of a regular scheduled term. The year-around job is obviously unworkable.

When Supt. Brown had mulled over these nine points and dictated them to his secretary (between 9 A.M. and 3 P.M.) he had a feeling of incompleteness because there were not ten points. He so expressed himself to Miss Jones. She, ever capable and efficient, added point number 10 as she concluded typing the manuscript.

10. "9 to 3 for nine months" must be preserved at all costs since a more extended school program would demand school activities designed to fill the needs of the community, the families,

and the individual pupils. It would require the employment of only professionally well-educated teachers at salaries commensurate with their preparation. They would have to live as members of the community throughout the whole year. It would disrupt the system; it would make scheduling impossible; it would break the morale of students and teachers. No competent superintendent would undertake the job.

So ran his memo. Ten neat points, dedicated to the *status quo*. So run our minds, unless we see that we are being bound by tradition, unless we understand that today's problems cannot be solved with the inflexible logic of yesterday. If—like Supt. Brown—we find our sleep disturbed with dreams, let us hope they are visions of new usefulness for our schools and not nightmares induced by an awful fear of change.

¶ *The trouble began when it became stylish to have a Doctor of Philosophy for Superintendent*

RESEARCH AS ADVANCED TRAINING FOR EDUCATORS

● EARL C. KELLEY

RESEARCH and the advanced research degree got into the curricula of the higher institutions of learning in a perfectly natural way. Our universities are, in the main, older than our industries; and during the nineteenth century most of the seeking after new knowledge was done in the universities. This is no longer the case, because industry has learned that it can and must do much of its own research. The work done in the

It is human to be impressed by titles. But what really counts is the man—or woman—behind the title. The desire to have doctors of philosophy on our school staffs can lead to some queer situations. There is, for example, the individual who is a born research worker attempting to carry on the very human business of teaching school and, in the other extreme, the natural teacher who feels compelled to shut himself up in archives for five years in order to win a doctor's degree. Earl C. Kelley of Wayne University helps us to think straight along these lines in this article on the value of advanced research as training for teachers.

universities was too general; industries needed to find answers to specific problems. Besides, facts learned in universities became public property and industry found it advantageous in this competitive world to discover and keep its own secrets.

The people who did the research in universities were highly specialized creatures. They learned to work with things, for the most part tearing them apart to see what made them tick. They were highly analytical, looking at small parts, learning more and more about less and less. They were scholarly and scientific, used to drawing conclusions on observed evidence. They needed to have control of a number of languages, the better to know what other researchers in other lands were doing. They were separated from their fellows by their analytical habits and by their introspection. They were fitted for the library and the laboratory. They were called Doctors of Philosophy.

No one questions the importance or value of these researchers. Much of the material advance of the civilized world is due to their work. No one would claim, however, that they were prepared to teach, except on a very highly specialized level, working with students who were to become researchers.

Keeping Up With the Joneses

All would have been well if the idea had not developed that it was stylish to have a Doctor of Philosophy for Superintendent of Schools. Smart communities began to get ahead of their neighbors by having someone to call Doctor running their schools. They had long called the superintendent Professor, but to be able to call him Doctor

as well was too good to resist. The president of the P.T.A. had the pleasant confusion of never being able to remember which to call him.

When the research degree came to have commercial value for activities other than research, the trouble began. The researcher, used to analyzing things, was put in a position where he needed to see people as wholes. He needed to be a synthesizer, with all the extrovert talents of a bond salesman. He sometimes did, in fact, sell bonds as part of his job.

Not only that, but literally thousands of teachers, seeing a monetary value involved, began to seek the research degree. They came by the scores and stood in line. To do research? Well, not more than they had to, and still get the marketable degree.

Business Is Business

The universities saw in this horde a fine piece of business which they were loath to eschew. True, they had only a research program to offer, and had not thought much about advanced teacher training, but they knew that the research program was good. Rather than think through and create a suitable program for teachers, or refuse the business, they tempered the wind to the shorn lamb.

They took on the business, changed the nature of research as little as possible, and retained all of the trappings. For example, instead of the candidate for the degree using German and French to do his research, he learned to pass an examination in them, sometimes the last chore he did, before he got the degree. Thus was the fiction and the myth of the multi-linguaged scholar retained without the fact. Like-

wise, he came at his research, such as it was, from the back side, in a rear-guard action. Instead of undertaking an investigation in order to find out something, he undertook it in order to show he had investigated.

Now it makes a great deal of difference which way round research comes. If the investigation becomes the end rather than the means, some queer goings-on can be expected. Look at a few Doctor's theses, and see what I mean. The people who want this degree for vocational purposes are not researchers. They cannot even pronounce it. They often call it ree-search, thereby being wise by accident. For instead of seeking new knowledge, they re-search the pile, to see if there are some tag-ends which they can put together to look like new. We have the sad spectacle of many people pawing over the slightly stale heap of knowledge as advanced preparation for dealing with children and their parents.

Advanced Training?—Yes

Teachers need advanced training. Their job is so complex that they can never know enough about it. Doing research is not proper training for them, because the researcher is an analyst, a specialist, and, due to the nature of his work, often an introvert, hopelessly separated from his fellowmen.

Teachers need an advanced training program based on the work they expect to do.

They need to be trained to see wholes. They need training that will make them aware of the fact that children have lives other than their school lives. They need to know that it is not alone the child who comes to school,

but the effects of the whole situation in which he lives.

Teachers need training that will enable them to create environments that will add to the quality of living of whole children. They need to be fluid and ready for change. They need to learn how to avoid set situations and programs, lest a student body unable to use those programs comes to school.

Teachers need to take into consideration the children's parents, to see that parents are people who form communities, that the community contributes more to the education of the child than does the school.

Teachers need to have time and opportunity in their advanced programs to drink deep of the multitudinous resources of a university and the community of which the university is a part. This involves the use of books where they serve, lectures, music, art, participation in solution of community problems; these add to the richness of living and the understanding of people, their past and especially their present and future. Teachers will not have time for this if they spend their time trying to make something look like what it is not, or drearily conning over a German or French vocabulary.

After the teacher selected for the advanced training has prepared himself as well as it is possible for one to prepare for a complex and changing task, he should be given such title as is needed for him to obtain the job which he is trained to hold.

Rethinking the program for the advanced training of teachers is the most important, urgent, and neglected task of the colleges and universities of our country today.

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