

family and personal needs has exhausted both time and emotions to such an extent that leadership abilities have been greatly impaired.

Another aspect of this problem has to do with social and professional acceptance and appreciation which tend to create new demands on a person and to stimulate more thoughtful action. This factor should be seriously considered by staff members of the school system who hold administrative or supervisory positions. One of their duties is to develop leadership among teachers, but all too frequently they have so little insight into the possibilities of this assignment that they not only do not help develop leadership—they actually prevent it.

A Leaky Roof Doesn't Matter

6. Environment has no effect on the quality of teaching. This myth is hardly ever put into words but the drabness of many large city school buildings, the inadequacy of many rural buildings—even to protect the inmates from the weather—speak loudly for the lack of concern about environment. Even big business has found it profitable economically to make surroundings attractive as well as scientifically adequate. This applies to both physical and emotional environment.

Perhaps you have other myths to add to this list. Effective action in combating all of them must be based on respect for the teacher as a person.

□ *Cooperation between campus and field helps young teachers fit easily into new jobs*

CAN WE SEPARATE IN- AND PRE-SERVICE?

● DAVID M. TROUT

A NEW EDUCATIONAL problem is beginning to make its appearance in the courts. In certain States the law re-

quires that the county superintendent or commissioner of schools shall have had, let us say, for example, thirty months of teaching experience before he takes office. Last year candidates who had done five months of practice teaching for which credit was granted toward graduation and certification and had, subsequently, taught twenty-five months, were challenged on the ground that practice teaching cannot be regarded as teaching experience. Litigation concerning this issue is now pending.

One of the fetishes in educational thinking has been the belief that in- and pre-service are separate branches of the profession. Increased coordination of plans and programs between institutions of higher learning and teachers in the field is fast eliminating this unnecessary jog in teacher growth. David M. Trout of Central Michigan College of Education discusses the significance of this change in the light of the major emphases which traditionally characterize teacher education in the United States.

If the courts decide that teaching both before and after certification is legal teaching experience, the decision will not only affect salaries, annuities, pensions, and other rewards based on length of service, but it will also reduce the clarity of the distinction between pre-service and in-service professional development.

When a problem of this sort is brought into court it may indicate that folkways and basic conceptions are changing so rapidly that legal interpretations become necessary. In this instance that seems to be the case. For several years, especially during the last ten, practices in the preparation of teachers have tended rather uniformly toward reducing the distinction between professional development achieved before certification and that which followed it. Cooperation between campus and field has increased to such an extent that many young teachers now make the transition from the one to the other without suffering any unusual maladjustment or unfamiliarity in the new situation.

What Do We Educate For?

The significance of these changes may be better understood through a brief survey of the three major emphases which have characterized the preparation of teachers in the United States. These three might appropriately be and often have been captioned "Teacher Training," "Teacher Education," and "The Professional Development of Teachers." Although each of them at one time or another is apt to include elements common to one or both of the others, they, nevertheless, differ sufficiently from one another to

be easily distinguishable at all times.

TEACHER TRAINING grew up with the normal schools and the institutes. It is based upon the assumption that there are certain "tricks of the trade" which every teacher should know before he is qualified to manage a school. Great emphasis is placed on correct methods of teaching each subject, of disciplining the misbehaving child, of caring for the school building, and of making reports. One who has learned these correct methods is a trained teacher, a sort of well-drilled circus animal who will do the right thing when each situation stimulates him to action, simply because he has previously learned what to do under such circumstances.

The trainers are the teachers of general methods, special methods, courses in education, and the supervisors of practice teaching. It is their duty so to mould the attitudes, habits, and personality of the neophyte that he will thereafter always stay moulded. They decide when he is ready to teach and see to it that he does not begin too soon. From this point of view, pre-service and in-service activities are entirely different.

TEACHER EDUCATION stresses the notion that a teacher is one who has learned something to teach. The education of the teacher, particularly his general education, appears from this point of view to be the most important kind of teacher preparation. Knowledge of more and more subject matter in one, two or at most three fields of specialization is the chief requisite for certification. The minimum legal prescriptions in practice teaching and education courses are the maximum requirements in institutions which support this position. The event of graduation passes the

student automatically and immediately from the role of learner to that of teacher.

The emphasis represented in *THE PROFESSIONAL DEVELOPMENT OF TEACHERS* assumes that the teacher like all other competent persons is well-educated. He knows how to find out what he wants to know when he wants to know it. He is a skillful learner in any field, new or old; is at home in the world of nature, art, and science; and socially effective in all his human relationships. The person who can be so characterized is educated whether he is a teacher, a factory worker, or a farmer. In other words, a good education is not peculiar to teachers and is, therefore, neither a professional characteristic nor an integral part of the process of professionalization. It is, rather, a prerequisite which should never be waived for those who want to become teachers.

The development of the teacher as seen from this point of view consists in providing the well-educated person with those situations and circumstances which result in his becoming progressively more self-confident, ethical, and efficient in the practice of the profession and in its elevation through the discoveries he makes while a member of it.

Sound Education Is Continuous Education

In this nation there are colleges where students may spend three years in achieving a general education and then devote the fourth entirely to professional development along lines which may continue throughout their teaching careers. Such students teach one or more

periods each day; work with supervising teachers, parents, and children, planning and carrying out learning activities; take time out to do externing for a few weeks; attend faculty meetings; become familiar with school administration; take part in P.T.A. work; become acquainted with State leaders in education who make frequent visits to the campus; take trips to institutions of various sorts and to schools where unusual kinds of education are in progress; plan and participate in forums, panels, debates, dramatizations, experiments, book hours, and study programs in order to learn how to be professionally effective; and, in general, participate in all varied activities which characterize the work of the good teacher in a school system where continuous professional development is considered to be worth all it costs.

How completely the professional development of teachers so prepared in the last year of college can be continued in their first and subsequent years of off-campus teaching is suggested in the following quotation from A. N. Zechiel:¹

In the North Central Association Quarterly, January, 1943, Weber reported that one of the reasons frequently given for the lack of an effective program of in-service education was the absence of professional attitudes on the part of the teachers. He further reported that where cooperative rather than dictatorial techniques of administration were used the professional attitudes of teachers were at a high level. Where teachers share in making plans, in determining policy, in deciding on procedures, and in the evaluation of results, there is usually a

¹ Trout, D. M. (Ed.): *The Education of Teachers*. Lansing, The Michigan Cooperative Teacher Education Study, 1943, pp. 65-66.

vital program contributing to teacher growth. This conclusion is supported by data from the Eight Year Study and by the evidence collected by the authors in their visits to schools in Michigan. Teachers do have great abilities, high standards of intellectual integrity, and a willingness to take responsibility. Cooperative techniques free these abilities when the school functions as a democratic institution.

When well-educated persons are able to give full time for an extended period in college to practicing activities, attitudes, and relationships which charac-

terize teacher-life and then go into a school where professional development goes on as Zechiel, Weber, and others have described it, graduation and certification are minor incidents in the continuous process of professional development which begins in college and extends uninterrupted through the teaching years. As campus and field continue to coordinate their plans and programs for the professional development of teachers, the distinction between pre-service and in-service activities will diminish.



And We Call It Modern!

1580 . . .

Most tutors never stop bawling into our ears, as though they were pouring water into a funnel; and our task is only to repeat what has been told us. I should like the tutor to correct this practice, and from the start, according to the capacity of the mind he has in hand, to begin putting it through its paces, making it taste things, choose them and discern them by itself; sometimes clearing the way for him, sometimes letting him clear his own way.

If, as is our custom, the teachers undertake to regulate many minds of such different capacities and forms with the same lesson and a similar amount of guidance, it is no wonder if in a whole race of children they find barely two or three who reap any proper fruit from their instruction.

Let him not be asked for an account merely of the words of his lesson, but of its sense and substance, and let him judge the profit he has made not by the testimony of his memory, but of his life.

. . . I have always disliked the discipline of most of our schools. They might have erred less harmfully by leaning towards indulgence. They are a regular jail of imprisoned youth. They make them slack, by punishing them for slackness before they show it.—From *Essays*, "Of the Education of Children," Michel de Montaigne (translation by Donald M. Frame).

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