

## THE LISTENING POST

### Problems and Developments in Teacher Education

IMPORTANT DEVELOPMENTS now under way in the field of teacher education arise largely from two influences, the world-wide conflict and the three-year study conducted by the Commission on Teacher Education.

In teacher education the war has brought on or emphasized such significant problems as the following:

(1) How can teachers be prepared for the great responsibility and opportunity they have in educating future generations to solve our serious international and intercultural difficulties? World organization, for example, can be successful only if the peoples of all nations are ready in their minds and in their hearts to support relationships which safeguard the welfare of all peoples everywhere. To help gain this support, teachers must develop an intelligent understanding of all phases of the problems involved, not only on their own part but also among their pupils and the adult residents of their communities.

(2) What developments are indicated by the educational programs of the armed forces? It is essential that teacher educators examine with care all that has been done in both the Army and the Navy and appreciate whatever values have been clearly established.

(3) What recognition should be given in teacher-education programs for military and other experience of returning veterans? This problem should be solved in terms of demonstrable educational growth rather than by legislation.

(4) How can those revisions in salary scales be obtained which are necessary to attract to teaching an increased number of our most capable young people? Salaries and wages now offered in almost all other occupations have been increased to such a point that most intelligent young people cannot afford to prepare for teaching despite whatever personal preference they may have for it. Probably a satisfactory

solution can be obtained only through appropriate salary legislation.

(5) How may one obtain additions to staffs, buildings, and equipment of teacher-training institutions, additions which have been delayed by the war? Most states, for example, are building up reserves, part of which should be made available for these desired improvements for personnel and facilities immediately after the war.

The challenge of the Teacher Education Study has been felt in many phases of teacher-education programs. Three important phases are:

(1) There is an increasing emphasis upon human growth and development as the fundamental factor in a teacher-education program. This development is much more profound than anything previously done under the name of child study or in the many efforts to give recognition to individual differences.

(2) Teacher educators are studying more carefully than ever the organization of student teaching, especially the relative merits of student teaching in laboratory schools and in off-campus centers. Probably there is a place for both types of experience. Perhaps also the time has come to arrange for a definite tie-up between pre-service and in-service education by organizing internships as part of teacher preparation.

(3) All persons concerned with supervision have been heartened by the impetus given by the Teacher Education Study to best practices in the field of in-service education. Leaders in this area are stimulated to try with greater vigor and with greater earnestness such procedures as cooperative planning, to name but one.

Leaders in education should seize or create opportunities to obtain both state and local legislation which encourages developments of the aforementioned objectives.—Walter Hager, *President, Wilson Teachers College, Washington, D. C.*, for DSCD Legislative Committee.

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