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TEACHER EDUCATION – TODAY AND TOMORROW

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Teacher education today presents a formidable challenge to both policy makers and curriculum designers. In its broadest aspect, teacher education faces the same problems as the schools it serves — i.e., how to choose from the whole array of the world's knowledge the selection of information and skills which will most benefit its clients.

In addition, teacher education works within much more stringent time constraints. While the predominant preparation pattern in Canada is the four-year Bachelor of Education, which may contain up to two years of professional content, the largest province and largest producer of teachers, Ontario, still adheres to a certification pattern which involves only one academic year of professional studies (although that year now follows a university degree, rather than high school graduation, as was possible a decade ago).

The time constraints only add to the discomfort of the teacher education institutions, which also face a large number of demands from various sectors. These demands fall into three main groups — the demand for participation, which comes principally from teachers and departments of education; knowledge and technologies, which comes from all sectors of the education community; and the demand for greater adjustment to changing social conditions (such as multiculturalism and mainstreaming of the handicapped), which comes from the whole society.

The loss of clientele brought about by declining enrolments has added still further complications. The diminishing demand for new teachers, combined with financial restraints, has been forcing faculties into a determined defence of their citadels through such means as diversification of program to serve clientele other than teachers and development of in-service programs to which they hope to attract a stable and maturing, but rather demoralized, teaching profession. It has been pointed out that university professors constitute a little group of entrepreneurs held

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together by a common concern for parking.¹ As the parking spots near the faculties empty it seems only reasonable to suppose that the entrepreneurial spirit endemic to academic life will become stronger and more fantastic in its manifestations.

Stability and Change in Teacher Education

Teacher education has of course, since its very beginning, never been free of controversy, criticism and demands for change. In view of that situation, it is perhaps remarkable how little change has occurred over the past century in the basic curriculum outline for teacher education. Table 1 summarizes that outline and indicates the eras in which each element has been part of the compulsory core in at least some, if not all, teacher education institutions.

TABLE 1
The Basic Pre-Service Teacher Education Curriculum

	1890	1950	1980
History, philosophy and sociology of education	X	X	X
School organization, law and management	X	X	X
Methods of teaching	X	X	X
Remedial courses in school subjects	X	X	
Psychology, educational psychology and child development	X	X	X
Communication			X (some institutions)
Measurement and evaluation			X (some institutions)
Practice teaching	X	X	X

Psychology and other foundation subjects, methods, school administration and practice teaching — these, it would seem, are indeed the basics in teacher education, the inescapable inner core to which all other claimants must be attached. The inescapability of this common core is

perhaps once again demonstrated in the policy on core curriculum for teacher education adopted by the Canadian Teachers' Federation in 1979.

The required core content of teacher education programs should include at least the following elements:

- (i) General teaching skills
- (ii) Communication skills (both written and verbal)
- (iii) Classroom management
- (iv) Setting of instructional goals
- (v) Testing and measurement, evaluation, and reporting to parents and others
- (vi) Methodologies appropriate to specific subjects or areas of concentration
- (vii) Teaching of the language arts
- (viii) Introduction to special education and specific learning problems
- (ix) Child development and learning processes
- (x) Social and cultural environment of schools and communities
- (xi) Historical and philosophical background to education
- (xii) The teacher's legal status
- (xiii) The teacher as a member of an organized profession.

As may be observed, this list too contains the time-honoured curriculum outline, but emphasizes or adds such elements as classroom management, evaluation, language arts, special education and the professional status of teachers.

It is, of course, unfair to suggest that nothing has changed in a hundred years (although the harshest of critics have advanced this view). Considerable change has occurred, most of it in a positive direction.

For example, the length of time devoted to professional content has increased from a few weeks, or a few months, to a year or a year and a half, and is slowly stretching toward the two-year minimum now recommended in CTF policy. Similarly, the length of the practicum, once confined to a few days or weeks, has now in some institutions met the

semester-length standard first enunciated by CTF nearly a decade ago.

Of considerable significance has been the shifting of responsibility for teacher education from normal schools to universities, a process which began in Alberta in 1945 and will finally be complete once the fate of the Nova Scotia Teachers College is determined. A dramatic upsurge in basic teacher qualifications has accompanied the move to the universities. In 1960-61, 26 per cent of teachers held degrees. In 1979-80, 75 per cent held degrees.* A trend toward more advanced training has also been established; in 1979-80, 8 per cent of teachers held a master's degree or better, compared with 6 per cent in 1972-73.*

The curriculum, while appearing to remain the same, has nevertheless undergone some change. The emphasis on foundation courses, particularly history and philosophy, has diminished. Remedial courses, if they have not entirely disappeared, have at least been well disguised. It seems probably, although perhaps cannot be proved, that the traditional content, especially in methods courses, is now treated in a more sophisticated fashion. Graduates have even been known to express some satisfaction with methods courses, as well as with the practicum.² The curriculum has also been broadened to allow students to choose from an array of options, many of which clearly reflect contemporary concerns in education (although some seem more closely tied to the particular interests of individual faculty members). Some institutions have pursued this route to such a degree that virtually no content is preferred, or selected as basic.

Many institutions have also made a sincere attempt to work more closely with teachers, particularly in regard to the practicum, but sometimes in regard to program as well. Efforts have been made to provide training for cooperating teachers, and to give cooperating teachers more responsibility for evaluation of student teachers.

Despite these changes, dissatisfaction with teacher education still remains, as do the debates over certain central themes in teacher education. Teacher education still carries the stigma of requiring students to absorb dull and irrelevant theories which offer little of assistance to the budding practitioner. This continuing dissatisfaction is part of the unending debate over theory vs. practice in teacher education.

* Figures do not include Quebec

Part of the problem in the theory-practice debate is that the social sciences on which education relies are not so well advanced as to have generated many powerful, empirically verified theories. In consequence, no general theories have been developed for education from which productive practices might be readily derived or inferred. Moreover, the development of some branches of psychology, particularly learning theory, has proceeded in a path which has kept researchers and theorists quite remote from natural classroom environments.³

As well, the time constraints within which teacher educators work virtually ensure that foundations courses will be limited to historical surveys of thought within the parent disciplines and that they will be offered at a point in the program where students are preoccupied with gaining minimal competence in teaching skills and do not wish to be distracted by any theoretical or philosophic considerations.

Another problem in the theory-practice debate is its lack of specificity. What theories are we talking about? What practices?

Are the theories those which, like Bloom's mastery learning, have been substantiated through empirical study, or are they theories which reflect beliefs about how education should be (e.g., open, or individualized), theories which lack precision and are therefore less open to empirical verification?

It may be that faculties have done themselves a disservice, and left themselves open to charges of irrelevance, by defending theory in general, as if all theory were equally good, instead of selecting and focussing upon those theories which do explain and can be related to practice. Moreover, they have failed to acknowledge sufficiently the many good practices for which theoretical explanations have not yet been provided.⁴ One can only conclude, as did the CTF position paper on teacher education, that considerable reform must be undertaken in the foundations to ensure that they do serve the purposes which justify their inclusion in teacher education programs.

A final comment on the theory-practice dilemma is that the research base for teacher education, thought to be almost non-existent a decade ago, has lately shown signs of developing and strengthening. In fact, the research has become so bulky that reviews are now being made of reviews,⁵ rather than original studies. A review of the integration of these findings

within Canadian teacher education programs might provide some inkling of the extent to which the programs have moved toward a definite integration of theory, research and practice.

There are other debates that also continue. For example, how should the time devoted to the practicum be used? Teachers have argued that a major portion of the time in the lengthened practicum should be spent in one school or classroom, so that the student may have a genuine experience of school life. Faculty members have argued just as hard that practicum experiences should be varied, since the teacher education program may offer the only opportunity for the teacher to encounter a number of different grade-levels and school situations.

The role of the cooperating teacher is fraught with ambiguities. Is he or she to be a formative influence, or the guardian of the gates to professionalism, charged with the sacred duty of screening out the unfit? Is he or she to be an equal status partner in the practicum, or a supervisor paid on a piecework basis? Is the instruction of student teachers a contribution to the teachers' own professional development, or simply a duty mandated by law?

Today's Demands

These long-standing debates can perhaps never be resolved to everybody's satisfaction. Today, however, they are aggravated by two new sets of demands on faculties of education:

1. New demands on schools and teachers, which inevitably translate into new demands on faculties
2. Simultaneous direct pressure on the faculties to reduce enrolments and re-orient programs as a means of adjusting to the lack of demand for new teachers.

Table 2 is an attempt to draw together a summary of these demands. The list is termed "incomplete", since it seems likely that most readers could add substantially to the list presented.

The first set of demands in Table 2 is identified as arising from several problems in Canadian society. Given current concerns regarding national unity and constitutional reform it is hardly surprising that there should be continuing pressure on the schools, and in consequence the faculties, to

TABLE 2
An Incomplete List of Today's
Demands on Teacher Education

Source of Demands	Types of Demands
Social Problems and Concerns	<p>Contribute to national unity through Canada studies courses and preparation of bilingual and second-language teachers</p> <p>Combat prejudice through emphasis on multiculturalism</p> <p>Provide opportunities for native peoples to upgrade their education</p> <p>Diminish sexual discrimination and stereotyping</p> <p>Provide enhanced opportunities for gifted, handicapped and disadvantaged children</p> <p>Accommodate new curricula in environmental, outdoor and life skills education</p>
Extension of the Teacher's Role	<p>Train teachers for competent performance of the following roles:</p> <ul style="list-style-type: none"> Developer of curriculum Counsellor of students and parents Consumer and producer of research Mainstreaming of handicapped children Sophisticated measurement and evaluation Classroom applications of new technologies Paramedic responsibilities
Special Interest Groups	<p>Respond to the views of parents, teachers, departments of education, school boards, child advocacy associations and other groups with special interests in education or some aspect of education</p>
Reorientation Made Necessary by Declining Enrolments	<p>Expand graduate programmes, make them more flexible and teacher-oriented</p> <p>Prepare teacher specialists in various fields</p> <p>Providing inservice training for teachers</p> <p>Provide retraining for teachers</p> <p>Reduce preservice enrolments</p> <p>Retrain faculty to offer new courses</p> <p>Refurbish faculty through periods of classroom experience</p> <p>Upgrade research activities</p> <p>Stiffen entrance requirements</p>

Source of Demands	Types of Demands
	<p>Lengthen preservice programs</p> <p>Provide training for college and university instructors</p> <p>Train individuals for educational roles outside the public school system — e.g.,</p> <ul style="list-style-type: none"> adult educators pre-school educators nurse tutors child care workers industrial trainers police educators school social workers

make a contribution to national unity through promoting study of Canada and its heritage and through establishment of ample opportunity for unilingual Canadians to learn the other official language (a problem intensified for English-speaking Canadians by the fact that so many are geographically distant from centres of French language and culture).

Accompanying the concern with bilingualism and biculturalism has been the rising concern for protection from discrimination, and preservation of the cultural heritage of large concentrations of Canadians whose roots lie outside the French-English framework — in the Ukraine, in Italy, in Pakistan, and elsewhere. Also, part of the multiculturalism movement has been the concern for improving educational opportunities for native children through curriculum reform, parental control of schools, and training of native teachers.

There has also been an intensification of concern for those children who are in some way "different", or "special" — through poverty, through mental or physical handicaps, or even through possession of outstanding creative and intellectual abilities.

And finally, there has been the development of new directions in school curriculum, towards the teaching of such matters as life skills and environmental concerns, which are believed necessary to the future well-being of both individuals and society.

This total cluster of social and educational concerns has many impli-

cations for the further development of teacher education, both in the revision of undergraduate programs and in the design of new programs of professional development and graduate study.

The second group of demands arises from the changes in the teaching role which have already occurred or are perceived by some observers as being necessary.

For a decade or more earnest attempts have been made to gain for teachers more responsibility for the development of curriculum suited to local needs. Although there has been some trend of late to reassert central control over curriculum, it seems unlikely that the trend toward teacher participation in curriculum development will be entirely reversed. Some teachers have welcomed the curriculum development role and responded enthusiastically to it; others have shied away, not only because it is a time-consuming activity, but also because they doubt the sufficiency of their formal preparation for that particular role.

An associated responsibility which teachers have assumed is greater discretion in evaluation of students. It is now some years since most departments of education in Canada ended the practice of imposing external examinations at the conclusion of high school and at other grade levels in the system. This enhanced responsibility for summative evaluations affecting the future prospects of their students has, again, raised doubts in teachers' minds as to the adequacy of their preparation for this serious task.

Teachers are also being expected to become at least consumers, and preferably producers, of research. While it seems both reasonable and desirable that teachers be in touch with the scholarly literature of their field, it must be remembered that there are many barriers to be removed before this goal can be achieved. Study of undergraduate programs does not provide any assurance that new teachers are being systematically introduced to research in their field, or to the background knowledge in research design and statistics that would enable them to become intelligent consumers and critics of research. For teachers already in service, the intellectual and attitudinal barriers are further aggravated by the geographical separation between teachers and existing centres for advanced study. Clearly, this is not a readily solved problem. Nevertheless, if teachers are to rise above the craftsman stage and achieve full professional status, some means must be found of bringing the researcher

and the practitioner into closer touch.

Another extension of the teacher's role is the demand for mainstreaming of children with mental, behavioural and physical problems. Noble and egalitarian as this movement may be, it is nevertheless a demand which many teachers do not feel sufficiently well prepared to meet. There is even some suggestion in recent research that the demand on teachers to accommodate this change is one of the more important sources of the stress which teachers perceive themselves to be under.⁶

Although the early enthusiasm for replacing teachers with teaching machines has faded, the demand remains for teachers to view themselves as part of a "soft technology" which employs methods verified through research to achieve educational objectives.⁷ This particular extension, or redefinition, of the teacher role is double-edged, since it offers the prospect both of legitimating professional practice and of destroying the teacher's autonomy in choosing among competing instructional strategies. A new enemy now looms on the scene too — the inexpensive computer, with all its capacity for interaction and remote communication. Will the wired city concept of education, with the children all home by their computers, become the new goal of over-zealous reformers?

Finally, one may remark that a further extension of the teacher's role has been creeping in, almost unnoticed. This is the demand that teachers become more and more involved with the medical condition of their students. In Ontario, teachers are now obligated to report suspected cases of child abuse to the proper authorities. A recent report on teacher education in British Columbia noted the demand that teachers become expert in first aid.⁸ And lately there have been suggestions that classroom teachers assume responsibility for administering drugs for the control of such conditions as diabetes, epilepsy and hyperactivity. While these duties may appear to be implied by the extension of equal educational opportunity to all children, they nevertheless raise legal and, in some cases, moral questions which need to be resolved before such duties become routine components of the teacher's responsibilities.

These demands for extension of the teacher's role suggest that there are *two* questions in this area — not just what should faculties of education do about them, but whether teachers should accept all of these extensions of their traditional instructional role in the first place. As a partial answer one might cite the work of Dr. John Macdonald, a social psychologist who was commissioned by CTF in the late 1960's to identify

the central dilemmas in teacher education and to recommend resolutions. Macdonald grappled with this problem for some time, eventually coming to the conclusion that "much of what is wrong with education today can be traced back to a single origin, and that is the conventional description of the teacher".⁹ He pointed out that "teachers are invited to refer themselves to an omniscient model . . . They are told that they must be specialists in an academic discipline, masters of the techniques of presentation, adept class managers, artful motivators, skilful diagnosticians, ingenious remedial workers, imaginative curriculum designers, eager inquirers, efficient administrators, helpful colleagues, widely interested citizens, and loving human beings."¹⁰ Macdonald proposed that the omniscient teacher be replaced by the functional specialist, acting as a member of a team of specialists.

In the decade since, one may have remarked some trend to greater specialization in teaching roles. However, there is little reason to suppose that the "omniscient" model has been abandoned. If anything, it has strengthened, and the cries of frustration at the sheer impossibility of that role model have grown louder. Here is what one observer had to say in a recent article:

. . . Through all this, the teacher training institutions continue to 'prepare' young people to teach in a manner which only guarantees their failure by assuming that 'more facts, some methods, and some materials' will still equip them to teach. WHAT is supposed to prepare them to be amateur social workers, counsellors, therapists, vocational selectors, job placement agencies, surrogate parents, sex educators, values clarification experts, bureaucracy battlers, unbiased models for a multicultural society, referees of constant aggression, and entertainers who can provide strong competition for TV and films?

If it is not possible — and I suspect it is not — to divest schools of the enormous social responsibilities which they now carry, then at the very least it is necessary to begin to train people to work in a variety of roles within the schools — not as consultants, but in direct daily contact with children: as psychologists, as child care workers, as family therapists, as vocational skills trainers, as mental health workers, as ESL experts, as social workers, as recreation specialists — and let the person who wants to TEACH concentrate on a more finite and thus perhaps achievable task.¹¹

The third group of demands is by no means entirely new. However, the pressures of declining enrolments have encouraged various groups to seek greater control over teacher education. In some provinces, departments of education have become more involved in setting standards for teacher education. Each of these provinces is doing this in its own way,

of course, some through commissions of inquiry with public hearings, some through existing consultation mechanisms, and others through evaluation studies conducted on a confidential or semi-confidential basis.

Teacher organizations, for their part, have long sought greater participation in decision-making regarding teacher education and have in some cases advocated control of certification and related matters. In view of the repeated failure of teachers to achieve self-governance in the past, the announcement in the summer of 1980 that the Ontario Ministry of Education would seriously consider according the teachers of Ontario self-governing powers came as a considerable surprise. Even more of a shock was the announcement by the Alberta government in February 1981 that self-governance was to be, in effect, imposed on the Alberta Teachers' Association, in a form quite unacceptable to that association. And there has been some suggestion of self-governance in British Columbia and other provinces as well.

The achievement by teachers of full professional status and powers, if it occurs, may well have profound implications for teacher education, the future development of the teacher organizations themselves, and the further shaping of educational programs and practice.

The final set of demands outlined in Table 2, relating to declining enrolment, arises from two main sources, teachers and faculties, whose interests at some points may be in conflict. As has already been mentioned, teachers have every reason to argue that the resources which are not at present required for pre-service education should be redirected to the in-service and continuing education programs which they see as necessary both for revitalization of their practice and for job protection. Nor are the faculties opposed to this position. However, the nature of university funding creates difficulties. Since university funding is tied to enrolment, faculties cannot afford to reduce preservice enrolments too drastically. Hence many have found it necessary both to keep the doors open to prospective teachers and to promote their programs as suitable preparation for other occupations which have some educational flavour to them but are not part of the public system. The CTF policy adopted in 1979 was sympathetic to the faculty position on related occupations. Nevertheless, there were reservations, not only about the suitability of teacher education programs for the purposes stated, but also about the long-term consequences of diverting faculty efforts into areas more or less remote from elementary and secondary teaching.

Institutional Responses to New Demands

It is not possible in all cases to find a clear pattern of faculty response to the concerns that have been outlined in the preceding section. The program effects of concerns about bilingualism, biculturalism and multiculturalism are difficult to detect. Moreover, some demands have been handled simply through the "add-a-course" philosophy of curriculum development, rather than through redesign of program. On the other hand, special training programs for native people have become well-established at a number of institutions and provision has been made for study of new curriculum in environmental studies and outdoor education.

Of particular interest has been the proliferation of special education programs in the past few years. A decade ago only a few institutions offered programs, or even courses, dealing with various aspects of special education. In a study conducted in 1980, however, CTF discovered that the 50 teacher education institutions in Canada were offering 9 undergraduate concentrations, 12 special education bachelor's degrees, 7 special certificates, 6 graduate diplomas, 11 master's programs and 6 doctoral programs, involving nearly 1000 distinct courses.¹² This expansion in special education appears somewhat remarkable in an enterprise which employs fewer than 3000 full-time professors.

A glance through the special education course titles and descriptions suggests that this development has been accompanied by some of that "exuberance of nomenclature" to which Hilda Neatby referred in her 1953 critique of teacher education.¹³ Special education students may now choose to study "classroom diagnosis of communication dysfunction," or "psychopathology and remediation of interpersonal and behaviour disorders". There is even a course for sceptics, entitled Myths in Special Education, which proposes to consider diagnostic approaches which lead to "suspicion confirming" and "pigeonholing" of the child and to examine alternatives to special and remedial education.

Revision of curriculum to account for expanded interpretations of the teacher's role does not appear to have taken place universally. However, one can find traces of this influence in the compulsory core of some programs. For example, in some Canadian programs there are required introductory courses in measurement and evaluation, curriculum development, and special education. As well, there is sufficient choice of options in many programs that the possibility of studying these and other topics

is at least open to students. What one tends to notice in looking at descriptions of programs, however, is that the courses which make one pause and say "Now there, that sounds like just the right thing!" tend to appear in graduate diploma and degree programs, not in undergraduate and initial certification courses of study.

It was reflection on this state of affairs that led CTF to the conclusion that it is really not possible for even the best-intentioned of faculties to offer a program incorporating both a lengthy practicum and a suitable quantity of highly technical studies in one year. In consequence, the Federation has adopted a recommendation that the minimum length of the professional component of the teacher education program be two years.

It is difficult to determine how quickly this recommendation might be implemented. Some institutions recognized this viewpoint a number of years ago by requiring two years of study for a postgraduate B.Ed., despite the fact that only one year is required for certification. Only one province, Saskatchewan, has as yet altered its certification regulations to require more than a year of professional studies. As of September 1980, applicants for Saskatchewan's Professional A certificate will have to demonstrate that they have had at least 1½ years of professional study, either within or after an undergraduate degree.

The response of the faculties of education to the exigencies of declining enrolments has, not unexpectedly, been in some respects defensive. As has already been pointed out, it was not in their best interests to restrict enrolments. Moreover, departments of education seemed to feel, first, that the problem wasn't very serious and, second, that it would be advantageous to the system to have a large pool of applicants from which to select new teachers. Figure 1 outlines the trend in teacher education enrolments from 1962-63 to 1979-80. Lack of attention to long-range planning seems evident in the fact that enrolments, which had subsided to 25,000 in 1973-74, were permitted to rise again to 33,000 in 1976-77. Enrolments have since fallen in most provinces, including those which have not been overly affected by declining enrolments and have, in fact, begun to experience some shortages of teachers.

Many faculties have responded to the urging that admission standards be tightened. One now finds that faculties are requiring not only academic standing, but also autobiographical data and prior experience with children.

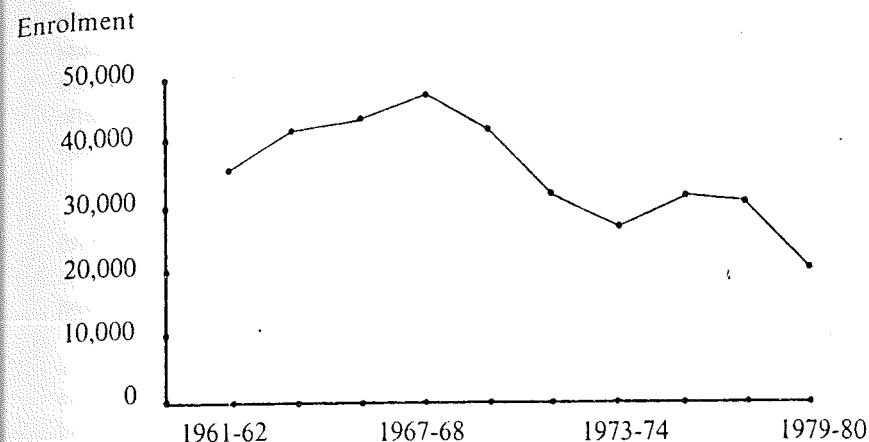


FIGURE 1: Teacher Education Enrolments
1961-62 to 1979-80

Some also require interviews and tests of ability in speech and writing. The standards set are, however, still not as high as those in, say, Norway, where it is claimed that because of excellent admission procedures 97 per cent of those admitted complete the program, very few graduates subsequently leave the profession and few complaints about competence are received from parents and administrators.¹⁴

Response to the demand that faculty become more involved in in-service activity has so far been more fragmentary than focussed. Continuing and in-service education for teachers in Canada is not a well-defined field of activities. One sees proposals for graduate diplomas, for utilization of the "Continuing Education Unit" concept, for development of teacher centres, and so on. But no clear picture seems to emerge as to what should be done and who should do it.

Part of the problem seems to be that, while teachers, professors, school boards and ministries of education all agree that teaching must be regarded as a lifelong learning activity, each group is convinced that it should have the primary decision-making power over content and delivery systems. Another part of the problem is that there has been no significant commitment of resources to in-service education. Departments of educa-

tion seem more intent on financial restraint than on expansion of program. School boards are reluctant to provide teachers with more released time. Teacher organizations can provide only a limited number of seminars and workshops. And university funding is not geared to in-service work, particularly that which takes the mini-course, weekend workshop format which many teachers might prefer.

One is forced to conclude that, no matter how desirable it may be to involve the faculties in continuing education activities, the shifting of resources that is required to facilitate that involvement will not be achieved easily.

The Future Outlook for Teacher Education

However uncomfortable the situation may be for teacher education at the present time, there is at least some consolation in the fact that, over the long run, the discomfort will be temporary. Inexorable demographic trends suggest that by the middle of the next decade large proportions of the current teaching force will begin to retire, creating a demand for new teachers that should continue for at least 15 years.

A rescue that is more than ten years off is, however, in human terms no rescue at all. In consequence, it is not idle to speculate on possible positive and negative effects of faculty attempts to survive and change during the retrenchment period.

Among the positive effects will probably be some further lengthening of the time devoted to professional studies. Programs requiring only one academic year will probably disappear, to be replaced by programs requiring at least a full calendar year of study. The next decade may also see universal implementation of the extended practicum.

The gradual lengthening of the time devoted to teacher education raises the question of what the ultimate destination for teacher education may be. It seems at least possible that faculties of education will eventually become schools of education, offering 3-year professional programs following an undergraduate degree heavy in such prerequisite courses as psychology, sociology and statistics. This model already exists, in embryo, in Ontario. But one can also detect its faint outline in provinces where the integrated B.Ed. predominates. Institutions in those provinces have begun to require completion of first year arts or science prior to

entry into the faculty of education. Perhaps the integrated B.Ed. has been only a resting place on the way to a more prestigious preparation model, of the type exemplified by medicine and law. The resources required for this development would be so large, however, that it may not be accomplished in this century, and perhaps not even in the next.

Some institutions may also attempt a guided internship or similar form of graceful induction of beginners into the profession. However, one cannot expect this in areas where the beginner is apt to be declared redundant the next year.

The demand for inclusion of required courses in measurement, special education and similar topics in pre-service programs will probably be met by more institutions over the next decade.

Some faculties will undoubtedly move into new graduate programs offering teachers better opportunities for specialization. However, while it would seem desirable that some faculty attention be diverted to research during the period of retrenchment, it is not evident that the funds for this endeavour will be forthcoming.

There is no doubt that faculties will seek more participation in in-service education, and will try to develop modes of delivery, credential systems, and needs assessment techniques to help make their offerings more appealing to teachers.

The question of in-service education, however, also raises the possibility of negative effects of faculty adjustment to change. A number of government-sponsored commissions have in recent years proposed implementation of compulsory re-certification schemes for teachers. There is every reason for faculties of education to support this idea. In fact, in a recent article, one professor said it quite bluntly:

... Provincial ministries could even require that approved courses be taken at regular intervals during a teacher's career in order to maintain certification. A combination of such arrangements would mean teachers could participate in professional development programs organized by the universities on a regular basis.¹⁵

This comment seems to reflect little understanding of how teachers feel about continuing education, and to be out of place in an article directed toward assessing how universities might attract teachers to their programs.

Another possible negative effect of the reorientation to declining enrolment lies in faculty determination to promote their programs as preparation for non-teaching occupations. If specific programs should be developed, and faculty retrained to provide them, one could expect faculty attention to drift well away from the elementary-secondary world that the colleges and faculties of education were originally established to serve.

The final, long-range concern, is the question of whether the faculties, having diverted their resources to graduate and continuing education, to research, and to a variety of other activities, will be ready for the resurgence of demand for pre-service preparation that seems likely to occur before the end of the century.

Conclusion

In this article I have tried to bring forth the major criticisms of teacher education. Let me sum them up:

The time provided for teacher preparation is too short.

Programs and faculty are insufficiently oriented to modern research in education.

Curriculum design too often reflects the interests of faculty rather than the needs of teachers.

Response to the changing roles of teachers and the changing functions of the schools has been too slow and too erratic.

Pressures of enrolment decline and inadequate financing have distracted faculties from their true mission — the improvement of elementary and secondary education.

These conditions all detract from the relevance of teacher education to the central concerns of teachers. Prospects for immediate reform are not rosy. Yet it may be that the winds of change have begun to blow. Although they may decry its frailties, teachers nevertheless recognize that their claim to professional status rests on the quality of the preparation they receive. Teacher education is their defence against unjust evaluation and their major route to retraining, reorientation and advancement. With the potential power of self-governance behind them, teachers may yet bring teacher education to a level where all teachers may look with pride on their pre-service and in-service programs and the institutions which provided them.

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DO EARLY FIELD EXPERIENCES MAKE A DIFFERENCE IN PERCEIVED PROFESSIONAL DEVELOPMENT AND COMMITMENT TO TEACHING OF UNIVERSITY STUDENTS PREPARING TO BECOME ELEMENTARY SCHOOL TEACHERS?

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Although the concept of early field experiences in teacher preparation programs is not unique, the attempts to measure the effectiveness of directed experiences in elementary schools for freshmen and sophomores is limited. These experiences have been included in preparation programs as a response to students and faculty feeling a need for direct concrete experiences during the early phases of the preparation program. This need is based on the theory that students should have concrete professional field experiences prior to enrolment in professional courses which should allow for greater understanding of the abstract theories and concepts of teaching and learning presented by the education faculty. Also, a second theory often expressed, is that it is too late for the student to enter student teaching at the junior or senior year and find that after working in a school environment, their individual career choice of wanting to become a teacher was unwise. (Adelman, 1978).

Many programs of early field experiences have been implemented by teacher preparation institutions based on the premise that needs associated with the two aforementioned theories are being satisfied. A few researchers have collected data that display school field experiences are meeting the intended needs. (Lacefield & Mahan, 1980; Paschal & Trabar, 1979). However, in most cases these programs continue to operate with their value being based on assumption.

This report provides a description of the early school field experience program of the Center for Curriculum and Instruction, The University of Nebraska-Lincoln. The article also presents data and findings utilized to determine if the program is meeting its intended purposes as well as to provide clues for program modification.

Professional Laboratory Experience

Students majoring in Elementary Education at the University of Nebraska-Lincoln are required to complete two-one semester credit hour