ABSTRACT
          In this speech on the education of teachers, the
author discusses the following value premises: (a) freedom; (b)
personalization of performance goals; (c) inquiry (teacher education
must focus on the student's ability to be a responsible inquiry
system); (d) knowledge based on usage that will foster social
self-actualization in the student teacher; (e) curriculum--scope and
sequence (engagement with the real work of teaching should begin as
soon as a person wants to teach; and (f) role of teacher-educator,
which is to create a situation in which students can afford to be
themselves. Student teachers are quoted on their teaching
experiences. The author concludes that if the reform of teacher
education actions originates from, and frequently returns to these
value premises for nourishment, competency-based teacher education
has the potential to maximize the humane in teacher education.
(JA)

SOME VALUE PREMISES TO CONSIDER IN DEVELOPMENT of the Future
PERFORMANCE-BASED STRATEGIES FOR MAXIMIZING
THE HUMANE IN EDUCATION*

Dean C. Corrigan
Dean, College of Education
and Social Services
University of Vermont

Each teacher education program should be based on a specific set
of beliefs. These beliefs serve the same function as roots for a
tree -- they pump vitality into a program and fashion its character.
As you come to the conclusion of your Conference and plan to return
home to develop improved PBTE strategies, I ask you to consider the
following value premises.

1. Freedom

   The students' freedom to learn is a complement of the faculty
   members' freedom to teach. An educational community dedicated
   to academic freedom will safeguard the one as vigorously as it
   does the other. The essential element of faculty and student
   academic freedom is mutual trust and the realization by both
   student and professor that their freedom is reciprocal.[1]

   Education for the profession of teaching should be predicated on
   the notion that the individual student is a resourceful human
   being, capable of making decisions about his or her own education.
   Builders of teacher education programs would do well to keep
   Richard Shaull's statement constantly in mind. "There is no
   such thing as a neutral educational process. Education either
   functions as an instrument to facilitate the integration of the
   younger generation into the logic of the present system and
   bring about conformity to it, or it becomes 'the practice of
   freedom' the means by which men and women deal critically and
   creatively with reality and discover how to participate in the
   transformation of their world."[2]

   The only way students, or for that matter any of us learn to be
   free -- learn to be responsible -- is by having a chance to be
   irresponsible. There is no such thing as a "riskless" choice.

   Freedom has a great deal to do with choice, with alternatives.
   In fact, freedom is sometimes defined in these terms -- the
   more choices, we have, and can be responsible for, the freer
   we are. Responsibility and freedom cannot be learned without
   having the opportunity to make choices and deal with the con-
   sequences.

*Prepared for the AACTE Leadership Training Institute on PBTE,
Boston, Massachusetts, December 12, 1974.

2. Personalizing Performance Goals

Human beings are unique in terms of what they know (cognitive development), how they approach learning (learning style), and how they feel about what they know and need to know and how they feel about themselves and people around them, including their teachers (affective development).

Human beings possess unique cognitive operations which they use to decide if a new concept fits; whether it is understood, relevant or reasonable. Through this cognitive process takes place the selection, interpretation, evaluation, and synthesis of each curriculum experience. When viewed with this realization in mind, curriculum sequence becomes a very personal matter.

Human beings approach intellectual tasks in their own unique way. The particular pattern of personality characteristics they bring to such tasks determine in no small measure the manner in which they define and approach those tasks. Their hopes and attitudes with respect to accomplishment of those tasks, the nature of the problem-solving process they employ, the quality of the final resolution, and all the attendant feelings and emotions that influence the who, where, when, and how of their cognitive attack are influenced by their personal uniqueness. Each person has his or her own distinctive set of human characteristics and related patterns of goal setting behavior.

The intellectual-personal uniqueness of learners and the needs of learners in a particular educational setting should be the starting point for determining the performance goals for teacher education students and the teacher-educators who work with them. From this learner-centered base point, students of teaching may then set their own personal and professional performance goals, organize specific approaches to these goals, and seek criticism from other teachers in preparation and teacher-educators as they do it. This approach contrasts sharply with the approach that

2. (continued)

starts with someone else's long list of teacher competencies.
The program should be competency based but the competencies
should emerge from the activity -- the point of interaction
with the learner in the school and community where the rele-
vance of the performance goals become personally legitimized
by the prospective teacher.

In our teacher education programs, we can either enhance or
inhibit intellectual-personal development by the way we arrange
people in an instructional organization and by the way we view
content, materials. media, and evaluation practices. Holding
the fostering of intellectual-personal uniqueness as a top
priority has consequences for all of the dimensions of the
teacher education process.[3]

3. <u>Inquiry</u>

The most important resource for the student of teaching is his
or her own capacity to learn and think on his or her own, and
to learn from <u>real</u> data. When this "knack of learning" is de-
veloped, an individual can contribute to the profession the
rest of his or her life.

Teacher education must focus on the student of teaching's
ability to be a responsible inquiry system. Prospective
teachers and the teachers who work with them should be
taught to systematically observe their performance and the
performance of others using mutually defined criteria. They
should know how to diagnose learning needs and the needs of
the school itself and they should be able to observe others
diagnosing and studying, and learn how to work with them.
(One way for the prospective teachers to become sensitive to
the intellectual-personal uniqueness of human beings would be
to do a data analysis of themselves -- a complete educational
history very much the way a doctor would do a health history).

4. Knowledge As Means

Memorizing detailed information and didactic material passed
on to them by the older generation before they confront real
teaching tasks is useless for students of teaching. The role
of the memory in education must be broken. It can only be
based upon usage.

Use information over and over again, and it will be remembered
and internalized into behavior. Memorize it and then never use
it for an extended period of time, and frequently it will not
be remembered in a reliable fashion. It is a fallacy to assume
that if students are given facts to memorize and examinations
to test their memory, then the information will be available
at some future date when needed.

Knowledge about the educative process; the nature of children
and youth, the nature of subject matter, the nature of the
educational setting -- school and society, the nature of
learning, the nature of teaching, the nature of instructional
materials and media, the nature of self, the nature of the
profession, the nature of evaluation, cannot be taught mean-
ingfully in isolation of the complex problems to which they
are to be applied. All dimensions of teacher education --
liberal arts, specialization in a discipline or broad fields,
professional studies, and personal study of self can be in-
tegrated if they are offered throughout the lifetime career
of teachers while they are both studying and practicing new
ways that education can improve the human condition.

We need to ask whether the knowledge we are offering to pro-
spective teachers is appropriate to the community they are
entering, and whether the community which they are entering,
and for which their education is preparing them, is a humane
community. If it is not, then they should have the skills,
understandings, and desire to change things. The goal of
social self-actualization -- developing people who can learn
and work together must be coupled with the goal of fostering
self-actualization. Social growth toward a healthy community
and self-development are equally important. This means that
prospective teachers will have to be educated to be tough-
minded on occasion and capable of dealing with the politics
of school and community change and with the unexpected. 4

4. (continued)

A look into the future indicates that teachers and other educational personnel will perform a broad range of human services operating from community-school centers: they may be street workers; they may teach in settings which involve children and parents; they will relate to social services personal in corrections, mental health, and rehabilitation agencies; they will be part of a team whose goal is to create healthy human communities. Indeed, the range of personnel educated by the reformed programs will probably be as broad as the needs of the communities served.

The knowledge we need to discover in colleges of education is knowledge of how to _use_ knowledge. Knowledge for knowledge's sake was once thought to be, and still is in some places, the mark of a true intellectual. Basic science was defined as that which could not yet be applied; it almost came to mean science whose consequences one does not need to be concerned about. The belief in knowledge for its own sake has diverted increasing amounts of student and faculty time away from solving present problems, and creating a better future.

Education is the single most powerful resource for eliminating such problems as racism, sexism, injustice, corruption, pollution and prejudice. We need the kind of teachers who can help their students put knowledge to work in the solution of these problems -- teachers and students who can act on thinking.

5. Curriculum - Scope and Sequence

The different professions have had one way of glorifying themselves, which is common to all. It is setting forth a vast array of preparatory studies and pretending they are indispensable in order to fit individuals to begin to practice their profession.

The abstract need not precede experience as we have insisted in academic institutions for so long. The most general and philosophical and abstract considerations usually emerge from the concrete and the particular.

5. (continued)

An unduly prolonged period of study of the humanistic and the pure sciences independent of useful application has led to paralysis rather than integration. Merely taking courses in the humanities and the behavioral sciences will not help teachers relate professional practice to the culture of which it is a part. Teachers will only come to understand the relationship of their work to the larger culture if they become professionally responsible for defining their learners, and their own, social, psychological and educational problems, learn to follow-up these problems to logical, tentative conclusions, and try them out, with the help of others.

Engagement with the real work of teaching should begin as soon as a person thinks he or she wants to teach. Useful work, with simultaneous study of useful knowledge, divided up into achievable performance goals for the most inexperienced, gradually increasing the difficulty of the role is the ideal form of preparation. There should be choices, many choices, which recognize the imperative need of young persons at whatever age they see fit to <u>engage</u> in the real affairs of schools and communities.

We have been suffering from a hardening of the categories. Professional education, including performance in a number of roles in the educational delivery system of a community, does not have to be preceded by two to four years of liberal arts. A teacher education curriculum which gives complete attention to all types of problems (social, political, legal, psychological, and human- istic) can be a very important part of "liberal education", particularly, if appropriate reading material and resource people are provided to back up prospective teachers while they are in- quiring into and practicing their profession in a variety of real settings.

6. <u>Role of Teacher-Educator</u>

It behooves at least one member of a teacher-education team to know the prospective teacher; the conceptual operations or schemes he or she is using to see the world, the unique style of thinking he or she employs in searching for knowledge, and how

6. (continued)

he or she feels about what he or she knows and needs to know.
Furthermore, once knowing these factors regarding a prospec-
tive teacher and reali ¬3 that the process of growth within
each person is contin   , a continuous one-to-one personal
 relationship is needeᵤ to help each prospective teacher to
interpret, evaluate, and select the next appropriate experience.

The teacher-educators envisioned here are in one sense role
models. They square tLeir own actions with reasoned beliefs
but at the same time, they maintain the kind of personal re-
lationship in which students do not have to mimic them. The
teacher-educator's function is not to produce a replica.
Students are able to freely develop choices. Access to the
opportunity to develop free choices and the protection of
this right for each student becomes a primary responsibility
of the teacher-educator. The goal is to create the kind of
situation in which students can afford to be themsᵢlves.
Too often, actions are forced out of fear. If learning is
to be significant, prospective teachers shortcomings must
be accepted by them and accepted by their professors with-
out the kind of judgments which inhibit further learning.[5]

The maintenance of this kind of learning environment where
students can reveal what they do not know requires a con-
dition of freedom, not only on the part of the students,
but on the part of the teacher-educator, or for that matter
anyone who receives this information. This means that
teacher-educators must be freed from the outside limita-
tions often placed on them by the organizational and me-
chanical structures of the institution. Consideration for
the humane in education calls for a climate in which human
interaction can bring about personal commitment and the
clarification of lasting human values.

In this context, the teacher-educator is one who "unlocks"
resources for learning by identifying and providing a wide
variety of alternatives, and creating situations which pro-
mote the continuous adjustment of learning experiences to
each student. In addition to facilitating access to resources,

6. (continued)

the teacher-educator should provide continuous feedback and evaluation to the student based on mutually understood criteria, and an environment in which the student sees the professional practice of education every day, either on the campus or in the schools and community. The teacher-educator who says he cannot relate to the educational setting and learners well enough to assure an environment of professional practice and assist the student of teaching in his analysis and synthesis of the educative process, has no credibility and therefore, no place in a college of education.

Reality?

Let me use the actual words of students to provide a reality test of the aforementioned notions about freedom, intellectual-personal uniqueness, curriculum, the role of the teacher-educator and strategies to humanize education in schools and colleges. Here is a sample of some thoughts and feelings that students have shared with me during the past couple of years. To be fair to the education faculty, it should be noted that most of the following comments were made in "exit" · interviews with students who were dropping out of the University after one or two years. Therefore, the students had not taken very much of the professional education component which is offered during the junior and senior years. However, this should not give us any comfort because the preparation of prospective teachers is influenced by their total university experience.

Please remember, as you read these remarks, that it is in the eye of the beholder that truth exists. If students see life around them in these terms, then that is reality for them.

**

"He doesn't trust me -- in fact, there is very little trust or sense of community anywhere in the university for the student."

**

"He doesn't relate to me as a person. I don't feel my personal contributions are valued. Why do professors have to act one way in the class-room and another way in the street?"

**

"I am not allowed to make any decisions on the
way I learn, even though I know how I learn
best. He doesn't realize students differ in
their learning styles just as teachers differ
in their teaching styles."

**

"He does not allow me to ask questions -- only
answer them -- I'm not encouraged, so therefore
I do not dare to express my feelings openly."

**

"Few questions are asked by students of other
students and very few comments are made by
students to compliment other students on their
contributions."

**

"His classroom is dehumanizing -- you sit next
to someone for the whole semester and never have
cause to ask their name, or what they feel, or
think, or do as a person. He could care less.
I'm sure he doesn't even look at us as a human
group. We might as well be in an isolation booth
watching him on a T.V. tube. There's no reason
to meet in a group because all we do is "note-take"
and regurgitate."

**

"The grade is the primary reward system rather
than the excitement of learning. It's used as
a crutch to poor teaching."

**

"She uses the grade to apply pressure. She be-
lieves her most important task is to rate stu-
dents -- to sort them out and label them, A. B,
C, D or F. As a result, the great American
college game becomes Wad-Ja-Get? Not what did
you learn but Wad-Ja-Get?"

**

"Pressure for grades hangs over the whole establishment, sometimes in "suttle" but fearful ways."

**

"The "right answer" syndrome pervades the classroom. People are afraid to ask questions for fear of being embarrassed. Very few real questions are asked by students. Those who ask a question know enough about the answer to now that it is at least a "good" question. If the environment was "free", we would be able to ask right out loud what we <u>don't</u> know."

**

"The course was listed for Freshmen but he asked us to raise our hands if we were Freshmen. I raised mine along with several others. He then told us we should get out of his course because we were sure to flunk it. I didn't leave right then as some others did, but I didn't return. I felt like dirt under his feet."

**

"No one gets above a 60 on his twenty question multiple choice tests. If you don't show up, you get a 40. I'd have been better off not to go to class."

**

"Conformity is demanded because he acts as if students of a given age should learn the same things at the same time in the same order."

**

"I feel intimidated by the way the climate changes when he walks into the classroom. I wish he would abandon the role he's playing and take the risks involved in behaving as a "human being". I'm sure students would respond positively."

**

"My university education has prepared me for the best of all non-existent worlds. I've got to "leave the womb" and see if I can <u>do</u> something for somebody."

**

> "What about us? In all of my education up to this time,
> I feel like I've been bonded to a life of intellectual
> servitude -- but who cares. The faculty has tenure and
> a whole series of procedures to protect it but what do
> the students have?"

**

I don't know how representative the above comments are of the student
body at your institution, or for that matter my institution, but my feeling
is that they are held by more students than the academic community is willing
to admit.

How will CBTE meet the challenge inherent in the aforementioned student
comments? What competency-based strategies will enhance rather than inhibit
the intellectual-personal development of prospective teachers?

The Challenge

Reform of teacher education must move beyond the usual reshuffling
of courses or lengthening or shortening the school calendar. Needed
curriculum changes will not come about by simple rearrangements. Teacher
education students are not fools and will adjust their behavior to con-
form with the techniques of examination and licensure. If we merely re-
arrange the curriculum content while continuing to examine and certify
on the basis of memorized knowledge, then the change is illusory.

Required is a new conception of the curriculum and the ways and
places for learning and inquiring in the 1970's. Students of teaching
and the teacher-educators who work with them must be challenged to
move from ideas to action -- to try out the untried idea -- and learn
to be evaluated on what they can-do to improve the learning environments
of human beings in schools and communities.

If our actions originate from, and frequently return to the afore-
mentioned value premises for nourishment, competency-based teacher
education has the potential to maximize the humane in teacher education.

Footnotes

1. See sample copies of Students' Bill of Rights and Responsibilities in _Dissent and Disruption: Proposals for Considerations_, Carnegie Commission on Higher Education, McGraw-Hill, N.Y., June, 1971, Appendix D-N, pp. 165-257.

2. Shaull, Richard, in the Foreword to Paulo Friere's, _Pedagogy of the Oppressed_, Herden and Herden, N.Y., 1970, p. 15.

3. For further discussion of these consequences, see Corrigan, Dean C., "What Teacher Education Could and Should Be Doing in the Next Twenty Years," University of Rochester, Rochester, N.Y., 1968. Available from ERIC Clearinghouse on Teacher Education, 028-970 Abstract in R and E.

4. For further discussion of the concept of healthy human community and teacher education, see Olson, Paul A. (ed.), _Of Education and Human Community_, The Nebraska Curriculum Development Center, University of Nebraska, Lincoln, Neb., 1973, p. 129.

5. For further discussion of the notion of helping students "learn to be free," see Combs, Arthur E. et al., _Helping Relationships_, Allyn and Bacon, Boston, 1973, p. 78.

Dean Corrigan
College of Education and
Social Services
University of Vermont
Burlington, Vermont

THE EMERGENT HUMAN SERVICES SOCIETY
IMPLICATIONS FOR EDUCATORS

References

Robert Dreeben, The Nature of Teaching, Chicago, Scott, Foresman, 1970, p. 34.

Cris Argyris, Donald A. Schon, Theory in Practice: Increasing Professional Effectiveness, San Francisco, Jossey-Bass, 1974.

Arthur Combs, D.S. Avila, W.W. Purkey, Helping Relationships: Basic Concepts for the Helping Professions, Boston, Allyn and Bacon, 1971.

John C. Bennett, "Capitalism, Ethics, and Morality," quoted in Gail M. Inlow, Values in Transition, New York, John Wiley, 1972, p. 58.

Alan Gartner & Frank Riessman, The Service Society and the Consumer Vanguard; Daniel Bell, The Coming of the Post-Industrial Society, N.Y., Basic Books, 1973; Victor Fuchs, The Service Economy, N.Y., Columbia University Press, 1968; Bertram M. Gross, "America's Post-Industrial Revolution: A Selective Overview of a Transnational Society," unpublished manuscript, 1967; also, see Willis W. Harman, "The Nature of our Changing Society: Implications for Schools," Social and Technological Change, eds. P.K. Piele, T.F. Eidell, S.C. Smith, Eugene, Ore., Center for the Advanced Study of Educational Administration, Dec. 1970.

E.E. Schumacher, Small Is Beautiful, N.Y., Harper Paper, 1973, pp. 72-94; John Kenneth Galbraith, Economics & The Public Purpose, Boston, Houghton Mifflin Co., 1973, pp. 223-232; Alan Gartner & Frank Riessman, The Service Society and the Consumer Vanguard, N.Y., Harper & Row, 1974.

Robert Nash & Edward Ducharme, "Economic Literacy for Educators: Adam Smith Doesn't Live Here Anymore," Prepared at the request of Phi Delta Kappan for a future special issue on Economic Literacy in 1975.

J. Bowman, L. Freeman, P. Olson & J. Pieper, eds., Of Education and Human Community, published by Deans Committee, USOE Study Commission on Undergraduate Education and the Education of Teachers, Dean Corrigan, Chairman, University of Nebraska, 1971.

C. Case & P. Olson, eds., The Future: Create or Inherit, published by Deans Committee, USOE Study Commission on Undergraduate Education and the Education of Teachers, Dean Corrigan, Chairman, University of Nebraska, 1974.

P. Olson, L. Freeman & J. Bowman, eds., Education for 1984 and After, published by Deans Committee, USOE Study Commission on Undergraduate Education and the Education of Teachers, Dean Corrigan, Chairman, University of Nebraska, 1971.

Dean C. Corrigan, "Do We Have a Teacher Surplus?" Journal of Teacher Education, Vol. 25, No. 3, Fall, 1974, pp. 196-198.