A project is described that seeks to incorporate broader understanding of the humanities into a teacher education program. The project is based on the assumption that the study of philosophy, history, literature, and other basic disciplines of the humanities will help prospective teachers to develop interpretive, normative, and critical perspectives on education. Assuming that the route to professional competence does not lie in converting members of the human species into unreflective, dependent beings, but in engendering critical reason, this project focuses on the teacher preparation component that bridges the gap between the educated person and the professional teacher. The intent is to improve professional competence for preservice teacher educators by providing new and prospective teachers the opportunity to heighten moral consciousness and create conditions for professional independence. An outline is presented of the contents of a course designed to reach these objectives. A reading list for students in the course is included, as well as general references. (JD)
Teacher Education as a Moral Enterprise:
Using the Humanities to Affect
The Preparation of Teachers

A Special Initiatives Proposal
To Improve the Preparation
Of Teachers

Developed by:
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INTRODUCTION

The message has been proclaimed across the nation that its educational system is...sis (National Commission on Excellence in Education, 1983); student quality is declining (Task Force on Education for Economic Growth, 1983); teachers are incompetent (Mitchell, 1981); and schools are unable to meet the needs of society (Stinnett & Henson, 1982).

Political and educational leaders demand solutions but are hard pressed to even define the problem (Ensley, 1985). Excellence comes to mean minimum scores on grossly simplified achievement tests, and "good schools" are those with few crises that catch the eye of the public.

The salient concern, however, of educational institutions remains their ability to produce educational quality. Unfortunately, schooling currently engenders a conflict between quality and quantity. This dichotomy pervades the educational structure. Students are asked to regurgitate facts on tests; teachers are asked to use tests in assigning grades and credits; schools use credits to award diplomas, which then take on economic value. Thereby, the needs of society are said to be met.

One might say that certain economic needs are met, since education represents a publicly subsidized training program for society's labor demands. On the other hand, one might consider society's need to maintain the quality of its culture and its
democratic values. Is the educational system concerned with quantitative products able to meet such qualitative needs?

As the fascination with facts and specialization grows, interest in abstraction and liberal education declines (Study Group on the Conditions of Excellence in American Higher Education, 1984; Report of the Panel on the General Professional Education of the Physician and College Preparation for Medicine, 1984).

At the same time the quality of learning declines, many of the critical skills essential in a democratic society are jeopardized and placed lower on the educational priority list (see Winter 1985 issue of Phi Kappa Phi Journal, National Forum). For example, modern language is shunned in favor of computer science, rhetoric and composition are replaced by technical and scientific writing, while history and philosophy pay deference to "practical subjects."

As technical knowledge triumphs, education abandons the pursuit of value. However, value questions continue to plague students. Bereft of the wisdom of the ages, they seek answers to questions that have eluded the sages. Some doomsday criers see this as a new Dark Age for education, especially teacher education.

**TEACHER EDUCATION**

The analysis and criticism that has been focused on American education at the elementary and secondary levels has been directed toward higher education (Study Group on the Conditions of Excellence in American Higher Education, 1984; Southern Regional Education
Board, 1983; Clark, 1984). As a result, educational analysts and agencies have called for a return to liberal arts preparation and a departure from narrow focuses on specialization and training for specific vocations.

Teacher education has received its share of attention as educational policymakers have focused on attracting students with higher academic skills (Backman, 1984; Howe, 1982; Darling-Hammond, 1984); with better subject matter grounding (Florida Postsecondary Education Planning Commission, 1984); and with critical thinking abilities (National Forum, Winter 1985).

Teacher educators, besides being seen as deficient in analytical skills, are perceived as overfed on "methods courses" and skill acquisition at the expense of a broad knowledge base.

**NEED FOR PROJECT**

Several policy proposals have been made as vehicles for improving teacher education (National Consortium for Educational Excellence, 1984; Feistritzer, 1984). Some suggest doing away with colleges of education (Mitchell, 1981); others suggest alternative modes of teacher certification (Florida Postsecondary Education Planning Commission, 1984); others seek extended training (National Commission for Excellence in Teacher Education, 1985), merit and career ladders (Florida Association of District School Superintendents, 1984), more emphasis on testing and accountability (Turlington, 1984), more field-based focus (National Education
Association, 1982), and a greater application of research-based knowledge (National Academy of Education, 1984).

This project seeks an escape from what Tom Auxter (1985) describes as "cost-effective education" aimed at increasing educational efficiency. We want to move toward reintroducing quality into teacher education. By quality, we do not mean raising scores on standardized tests, but fulfilling the basic goals of education; that is drawing out the individual. Such goals are primarily non-economic and qualitative; they cannot be measured in material terms. Seeking quality means ideas are shared, classrooms become symposia, and our political and cultural traditions are preserved.

One model for engendering quality in teacher preparation programs is to use present preparational components and infuse them with a liberating and/or humanistic grounding.

Professor Robert R. Sherman (1979) indicates that, historically, teacher education has developed around four areas: content, methods, practice teaching/internship, and analysis or foundational studies. The American Association of Colleges for Teacher Education (AACTE [1983]) contends that a well-developed preservice teacher education program entails four components: (a) general education, (b) preprofessional study in the disciplines that form the underpinning of pedagogy (the social and behavioral sciences), (c) academic specialization (an in-depth study of
subjects that would be taught), and (d) professional studies (the bridge between the educated person and the professional teacher).

Since the route to professional competence does not lie in converting members of the human species into unreflective, dependent beings but in engendering critical reason, this project focuses on the teacher preparation component that bridges the gap between the educated person and the professional teacher. Our intent is to improve professional competence for preservice teacher educators by providing new and prospective teachers the opportunity to heighten moral consciousness and create conditions for professional independence. We assume that by deepening teachers' knowledge of the humanities, their critical reasoning ability will be enhanced, thus heightening moral consciousness and self-determination. As Aristotle has indicated, "A life with substance to it is marked by independence and self-sufficiency." Such life is tied to the notion of human growth, as well as education (Montagu, 1985).

NEED FOR HUMANITIES EDUCATION

There should be instilled in the teacher educator the desire to know a great deal more than one has any "practical" need to know and the desire to know it in a certain way. Such desires are the psychological prerequisites of a liberal education.

What makes an education liberal is that it liberates one from
both narrowness and shallowness. In other words, liberal education increases knowledge both quantitatively and qualitatively. Quantitative increases in knowledge, necessitate systematic study across a wide range of subjects such as mathematics, the sciences, foreign languages, history, philosophy, literature, and composition. A mind thus extended liberates itself from provincialism and parochialism.

Minds must also be liberated from shallowness, liberated in a qualitative sense. "Knowing that" must be integrated with knowing "why."

Vocational education produces doctors, dentists, veterinarians, engineers, research scientists, school teachers and business executives among others. Such education needs to be synthesized with liberal education. Liberal education helps to make men and women free, technical education gives them power. If these two kinds of education are separated or juxtaposed and not synthesized, an immoral situation would eventuate, for responsibility and power would be isolated each from the other. Both the individual and collective good would suffer.

To the degree that a synthesis of the technical and the liberal is lacking, those with ethical knowledge will lack power, and those with power will lack ethical knowledge.

Our project assumes that:

(a) The study of philosophy, history, literature, and other basic disciplines of the humanities help
prospective teachers to develop interpretive, normative, and critical perspectives on education.

The American Educational Studies Association, an organization of scholars of foundations of education, suggests that:

1. **interpretive perspectives** assist students in examining and explaining education within differing contexts.
2. **normative perspectives** assist students in examining and explaining education in light of value orientations.

(b) The practicality of the humanities rests with the moralities they organize, the actions they inspire, the consciousness they raise, and the political commitments which they generate.

(c) Educational shortcomings are not solved by applying humanities paradigms in a mechanical way.

**PROJECT PLAN**

Our project brings together humanities and education scholars who are faculty members at The University of West Florida. Our proposed activities are designed to (a) enlighten the teacher candidates at UWF of the fact that teaching is a moral enterprise,
and subsequently that teaching is a profession, and to (b) help them recognize and apply the resources necessary for discharging their awesome responsibilities.

Unit One: Fall Semester

Teacher education candidates eligible to enroll for the four semester hours Sociological Foundations (EDF 3601) will have the opportunity to participate in this special project by enrolling in a special section of EDF 3601. The project will be open to elementary and secondary education majors as well as to students planning to teach in nonschool settings.

This component (skill building) will center on enhancing critical thinking skills through the foundations of education. Students will utilize the text Foundations of Education: Pursuing Interpretive, Normative, and Critical Perspectives for Humanistic Ends authored by Erskine S. Dottin and published by Ginn Press, Lexington, Massachusetts, 1985.

The study for the semester will be organized around six subunits:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Critical Thinking Goal</th>
<th>Knowledge Base</th>
</tr>
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<tbody>
<tr>
<td>I</td>
<td>Giving good reasons</td>
<td>understanding the relation of foundations of education to teacher education</td>
</tr>
</tbody>
</table>
II Assumptions

understanding the quality
control mechanisms and quality
improvement policy proposals in
teacher preparation

III Reflective analysis
through articles in:
(arguments)

--professional aspects of teaching
--school and society
--educational governance
--historical antecedents
--curriculum/instruction
--future trends

IV Standardization

Deductive reasoning
Hypothetical reasoning
Informal fallacies
Creative reasoning

formal/informal logic

V Philosophical analysis

--philosophical terms
--means-end relationships
--philosophies of education

VI Values/beliefs

philosophy of education
psychology of education
sociology of education

Practice/aims

Historical
justification; Psychological
justification;

Historical
justification
teaching styles

curriculum
The units will be team taught by project faculty from the College of Arts and Sciences and the College of Education. Students who complete this unit will be able to use it toward their certification requirements. The expected outcome here is that teacher candidates will develop their own philosophical structure and curriculum base for teaching.

**Unit Two: Unit Three: Unit Four:**

*Spring, Summer and Fall Semester*

The second component of the project will be literature-based units. Participants will engage in systematic and reflective inquiry of ideas and texts germane to education, and deemed crucial to enhancing effective classroom performance. The suggested readings will function as the foundation for shared inquiry and dialogue.

The dialogue has been used by Plato and Socrates to Galileo and Norman O. Brown to Mortimer Adler in his Paidea Proposal (1983). Its advantage lies in its ability to consider diverse ideas yet arrive at a coherent view of reality. Rather than focusing narrowly on facts, the dialogue recognizes each student's unique experience of reality and helps each student understand the underlying structure of his or her experiences. The benefit to future students of these prospective teachers will be enormous if one recognizes that most teachers disseminate information for lower-order recall, rather than for higher-order skills of synthesis, analysis, and the like.
The suggested humanities readings will be organized thematically around three concerns: (a) Where do we come from? (b) What can we do? (c) What can we hope for?

Students who successfully complete Unit One will register for these units as directed studies. Each unit will be three semester hours.

Unit Two (Where do we come from?) will be conducted during the spring semester. The aim of these literature units will be to enable new and prospective teachers to gain the fullest understanding of the work read, rather than of men/women or periods represented.

It seems as important to a teacher called upon to deal with classroom management and group dynamics to have at least a working acquaintance with Polanyi, . . . Aquinas, Buber, Sartre, and Mead, as with the books which have been specifically written on the subject.

The procedure for each unit includes:
(a) assigned readings in selections from the reading list on that theme
(b) lectures each week, on some related current educational question
(c) group discussions each week led by the project faculty on the readings and lectures.

The discussion gives students an opportunity to compare reading selections, to place current issues in a humanities perspective, and to express and test their own views on the basis
of what they have read and heard; not only in the course, but in their total experience.

The list of reading selections includes more books than may be used in a semester. This allows flexibility in making assignments, and it provides additional material upon which students may draw for the preparation of special reports or simply to extend their readings.

Unit Three (What can we do?) will be conducted in the summer semester. The procedure will be the same as for Unit Two except the theme of readings.

Unit Four (What can we hope for?) will be conducted in the fall semester. Again the procedure will be the same as Units Two and Three except for the theme of readings.

**Unit Five: Spring Semester**

This unit will enable students to work with project faculty to develop, design and implement projects that would enhance reflective and critical thinking in their students.

Students will be required to implement these projects either in their student teaching experience or in their practica and clinical experiences. Students will meet with project faculty once a week to discuss and analyze projects implementation. Students will register for this unit as a one hour directed study.
Unit Six: Summer Semester (#2)

This will be the final unit in the six unit plan. Students will be required to attend a three semester hour seminar in the Moral Critique of Education. Participants will examine education as a moral enterprise by studying a specific facet of education. The item of study will be drawn from one of the following areas: (a) professional aspects of teaching, (b) school and society, (c) educational governance, (d) curriculum/instruction, (e) historical antecedents and (f) future trends.

The seminar will be conducted by project faculty who will each be responsible for identifying a focus of study. For example, the first focus of study will be the Florida State Code of Ethics for the Teaching Profession. Participants will make individual analyses and lead discussions on moral interpretations of the document vis-a-vis teaching as a profession. Project faculty will guide discussions and help students share their ideas effectively and make critical connections to the relevant ideas from humanities texts. Students will register for this unit as a directed study.
Reading List

Section One: Where Do We Come From?

Polanyi, Michael
Bateson, Gregory
DeChardin, Tielhard
Whitehead, Alfred North
Zukav, Gary
Maslow, Abraham
Skinner, B. F.
Anselm, Saint
Aquinas, Saint Thomas
Dostoyevsky, Fyodor
Marcel, Gabriel
Buber, Martin
DuBois, W. E. B.
Henry, Jules
Mead, George Herbert
Bronfenbrenner, Uri
Vygotsky, Lev
Darwin, Charles

The Study of Man
Mind and Nature
The Phenomenon of Man
Modes of Thought
The Dancing Wuli Masters
The Farther Reaches of Human Nature
The Behavior of Organisms
The Ontological Argument
Summa Theologica
The Brothers Karamazov
The Mystery of Being
Between Man and Man
The Souls of Black Folks
Culture Against Man
Mind, Self and Society
Two Worlds of Childhood
Thought and Language
The Origin of Species
Section Two: What Can We Do?

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Arendt, Hannah</td>
<td>The Moral Foundations of Democracy</td>
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<tr>
<td>Collins, Randall</td>
<td>The Credential Society: An Historical Sociology of Education and Stratification</td>
</tr>
<tr>
<td>Gans, Herbert J.</td>
<td>The Urban Villagers</td>
</tr>
<tr>
<td>Graff, Harvey J.</td>
<td>Literacy and Social Development in the West: A Reader</td>
</tr>
<tr>
<td>Sennett, Richard &amp; Cobb, Jonathan</td>
<td>The Hidden Injuries of Class</td>
</tr>
<tr>
<td>Gray, J. Glenn</td>
<td>The Promise of Wisdom</td>
</tr>
<tr>
<td>Agee, James</td>
<td>Let Us Now Praise Famous Men</td>
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<tr>
<td>Herzberg, Frederick</td>
<td>Work and the Nature of Man</td>
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<tr>
<td>Freire, Paulo</td>
<td>Pedagogy of the Oppressed</td>
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<tr>
<td>Washington, Booker T.</td>
<td>Future of the American Negro: Character Building</td>
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<tr>
<td>Bergman, Peter &amp; Luckman, Thomas</td>
<td>The Social Construction of Reality</td>
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<tr>
<td>Tillich, Paul</td>
<td>The Courage to Be</td>
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<tr>
<td>Harrington, Michael</td>
<td>The Other America: Poverty in the U.S.</td>
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<tr>
<td>James, William</td>
<td>The Moral Equivalent of War</td>
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<tr>
<td>Taylor, Fredrick</td>
<td>The Principles of Scientific Management</td>
</tr>
<tr>
<td>Waddington, Conred</td>
<td>The Ethical Animal</td>
</tr>
<tr>
<td>Aristotle</td>
<td>Nichomachean Ethics</td>
</tr>
<tr>
<td>Piaget, Jean</td>
<td>The Moral Juggement of the Child</td>
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</tbody>
</table>
Section Three: What Can We Hope For?

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<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Malraux, Andre</td>
<td>Man's Fate</td>
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<tr>
<td>Durkheim, Emile</td>
<td>Moral Education</td>
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<tr>
<td>Dewey, John</td>
<td>The Theory of the Moral Life</td>
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<tr>
<td>Sartre, Jean Paul</td>
<td>Existentialism is a Humanism</td>
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<tr>
<td>Mill, John Stuart</td>
<td>On Liberty</td>
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<tr>
<td>Jarrell, Randall</td>
<td>Pictures from an Institution: A Comedy</td>
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<tr>
<td>Joyce, James</td>
<td>A Portrait of the Artist as a Young Man</td>
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<td>McCullers, Carson</td>
<td>The Heart is a Lonely Hunter</td>
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<td>Malamud, Bernard</td>
<td>A New Life</td>
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<td>Oates, Joyce Carol</td>
<td>Them</td>
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<td>Salingar, J. D.</td>
<td>Catcher in the Rye</td>
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<td>Sarton, May</td>
<td>A Small Room</td>
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<tr>
<td>Spark, Muriel</td>
<td>The Prime of Miss Jean Brodie</td>
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<tr>
<td>King, Martin Luther</td>
<td>Where Do We Go From Here?</td>
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<tr>
<td>Counts, George</td>
<td>Dare the School Build a New Social Order?</td>
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<tr>
<td>Fromm, Erich</td>
<td>The Anatomy of Human Destruction</td>
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<tr>
<td>Hall, G. Stanley</td>
<td>Educational Problems</td>
</tr>
<tr>
<td>Torrance, E. Paul</td>
<td>Creativity in the Classroom</td>
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<tr>
<td>Camus, Albert</td>
<td>The Plague</td>
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<tr>
<td>de Tocqueville, Alexes</td>
<td>Democracy in America</td>
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<tr>
<td>Douglass, Fredrick</td>
<td>An American Slave</td>
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<tr>
<td>Ellul, Jacques</td>
<td>The Technological Order</td>
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</tbody>
</table>
References


