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Foreword

This volume records individual and group inquiry into problem areas currently perplexing professors of education. A variety of questions lead the exploration: Where do we stand in relation to where we stood at the time the education professoriate emerged in the United States? What are some of the main markers indicating the pathways that professors of education have taken into the 1970's? If our clientele has been predominantly elementary and secondary school teachers, how important for education professors are recent changes in teacher attitudes, status and power? Are there special meanings for professors of education in the present situation of American higher education? In a time of seemingly grey prospects for many practicing and aspirant professors of education, what can be done to promote equitable policies and decisions on employment? What are the impediments to community within the education professoriate? How can we organize ourselves in colleges and universities to foster faculty development?

No single volume should be expected to encompass all significant questions concerning the condition of the education professoriate. To survey the whole, if it were possible, would be the achievement of a continuing program of research. Such an enterprise is of obvious interest to the Society of Professors of Education. The present volume is one outcome of our efforts to focus scholarly inquiry on the education professoriate. The studies presented here are, mainly, expanded versions of papers prepared for the annual conference of the Society in February, 1975.

It is hoped that this volume will stimulate additional studies of the education professoriate. More needs to be known about it. Understanding this sector of academia and its conditions is important, perhaps essential, to its further development.

* * *

Every general editor knows that many hands are required to transform a group of manuscripts into a book. To Kathryn Borman, Scott Erickson, Raymond Swanson, Nancy Tellett and James Young, thanks are due for various forms of editorial labor. There is also the pleasure of acknowledging impeccable secretarial assistance rendered with unflagging good humor: our gratitude here to Josephine Zimmar, to Joan DeCoursin, who had major responsibility for the typescript, and to Irene Benson, Kay Patten, Anne Thelander and Ruth Weiler. And I am deeply grateful to my faculty colleagues for counsel related to the planning that culminated in this volume and to the College of Education for allowing the time, services and facilities necessary to conclude it.

- - Ayers Bagley University of Minnesota



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Presume not that I am the thing I was.

Henry IV, act V, scene v --Shakespeare