



PREFACE TO THE ABSTRACTS

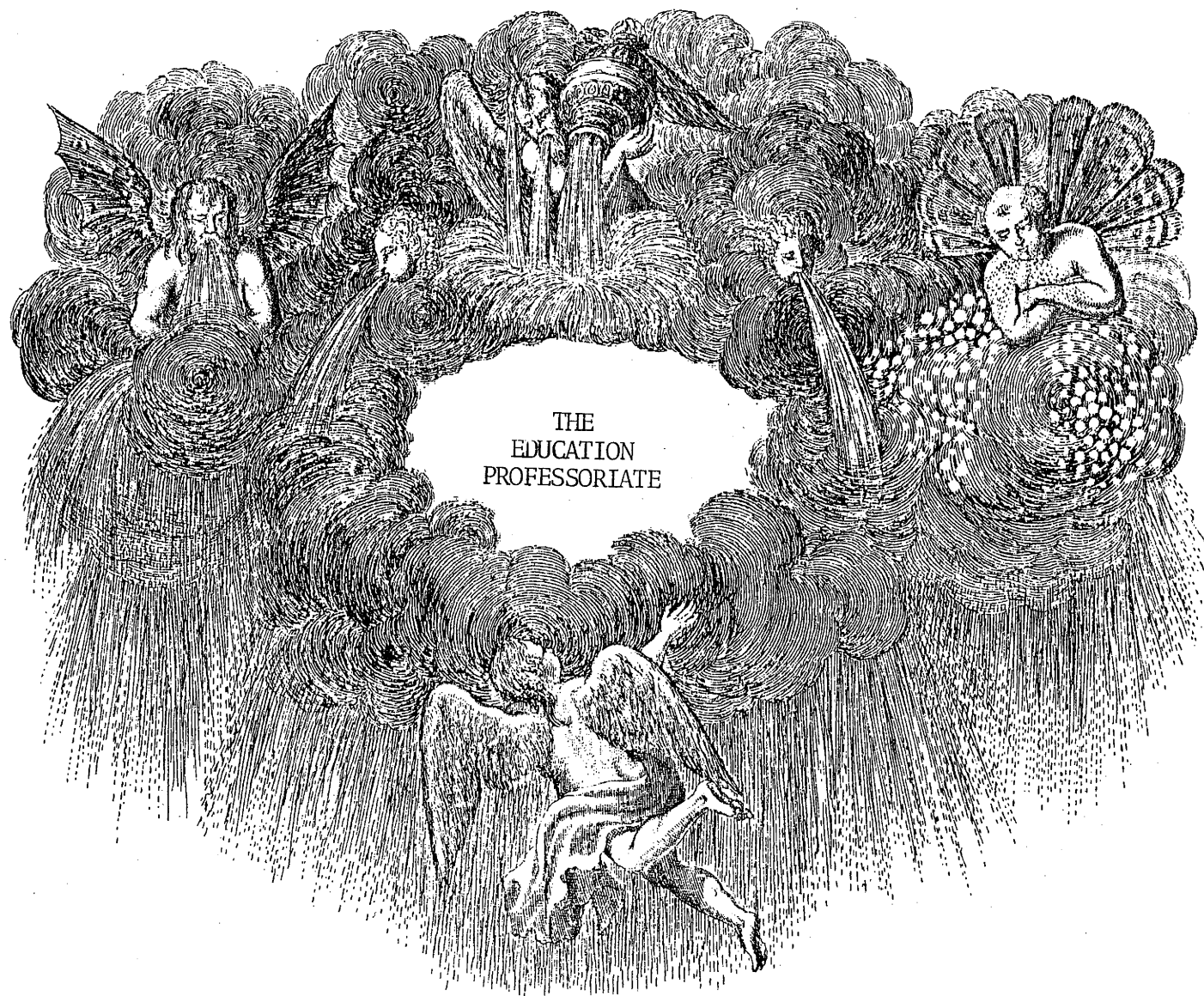
The following five abstracts were prepared from tape recordings of small group discussions on the education professoriate conducted at the February 27, 1975 meeting of the Society of Professors of Education. Five groups of professors of education and professors of sociology discussed ideas presented by speakers on the SPE program, elaborating the ideas on the basis of their experience and pre-conference readings. The program began on the morning of February 27 and continued after lunch. The group discussions began in mid-afternoon, immediately following the afternoon panel of speakers.

The discussions were exploratory. Action was not intended. Votes were not called. Neither were there efforts to arrive at consensus. As a result of the discussions, however, better informed action related to the education professoriate may occur in other forums organized for decision-making.

Because of the exploratory purpose of the SPE discussions, there is no way of knowing whether more than one person agreed with some of the ideas presented in discussion. Consequently, the abstracts should not be viewed as reliable guides to majority opinion. The abstracts rather represent ideas that obtained special attention. Cited in them are ideas that were discussed at length or recurred repeatedly. Also included are some ideas that found expression in two or more groups, whether or not these ideas received equal attention in the different groups.

Statements in the abstracts are not quotations. This point must be borne in mind. The abstracts are the abstractor's best effort to summarize the main ideas discernible in the discussions. The wording of the abstracts is the sole responsibility of the abstractor, although he does not necessarily agree with all the ideas expressed. The statements may not be validly interpreted as the opinions of any particular discussant, as a collectively held opinion, or as an expression of any official position promulgated by the Society of Professors of Education. To the extent that the ideas presented in the abstracts have importance, the importance derives from whatever power the ideas may carry, not from associations *ad hominem*.

--Ayers Bagley



DISCUSSION TABLE NUMBER ONE

<i>Convener:</i>	Erwin H. Goldenstein	University of Nebraska
<i>Participants:</i>	David L. Angus	University of Michigan
	Lewis Bayles	Atlanta University
	George Guy	Portland State University
	Donna Iven	Northeastern Illinois University
	L. Jackson Newell	University of Utah
	Daniel Selakovich	Oklahoma State University
	W. Richard Stephens	Greenville College, Illinois
	William Van Til	Indiana State University

Abstract

Professors of education may be subdivided according to three classifications, viz., pedagogist, generalist, and disciplinist (*cf.* Philip W. Jackson) or as cosmopolitan, local, and practisorial (*cf.* Roald Campbell and L. Jackson Newell). Survey research conducted by Campbell and Newell on professors of educational administration confirm Jackson's impressionistic divisioning. Some professors of educational administration are not accurately characterized by reference to any single classification in the Campbell and Newell scheme. This is true of some two-fifths of those surveyed. For this population, two additional classifications are required i.e., the indifferent professor and the transactional professor. The indifferent professors seems to have no particular orientation; the transactional professor is oriented both toward practice and disciplinary scholarship.

The classifications proposed by Jackson and those proposed by Campbell and Newell facilitate thought about the functions of the education professoriate and related policy. The classifications enable us to distinguish between the special contributions

of each class of professor of education. They may also be useful in relation to the task of reviewing and re-assessing the functions of the education professoriate during this time of significant change in educational institutions.

The central responsibilities of disciplinists and generalist professors of education are to develop academic study of education, to explain and criticize education and schooling. These functions must be performed if educational policy is to be understood and subjected to intelligent control. To insure that these functions will be performed regularly and well, it is reasonable to assign them to professors who have the necessary qualifications and who are willing to accept the responsibility. Although the education of teachers and other school personnel should include academic study of education, such study is also justly viewed as part of everyone's general education, and should be considered relevant to the education of all students whatever their major or specialization.

The division of education professors into three or more classes may be used to interpret teacher militancy, which

includes the effort by teachers to establish programs in which teachers take increasing control over their own training. These programs are focussed on the technology of teaching. Pedagogist professors of education are those most concerned with the technology of teaching; hence, they would be most immediately affected by competition to provide for the technological component of teacher education. It is difficult to estimate the severity of the effects of competition on pedagogist professors of education; it is also difficult to predict consequences for disciplinist and generalist education professors.

There is some question concerning whether or not American education has arrived at a time when the technological component of teacher education can be conducted effectively under auspices such as teacher centers outside of universities and without the service of university professors of education. Perhaps schools of education would be best advised to emphasize educational research, especially the kind produced by generalist and disciplinist professors of education. But can the pedagogist function be adequately provided by school systems or by agencies other than schools of education? Segregating the technological training of teachers from the academic study of education may result in provincial training programs; it may result in the diminution of educational vision.

Removing the pedagogist professor from the school of education may have negative consequences for the remaining contingents of the education professoriate. With the three classes of education professors within the same

institution, there is opportunity for mutual stimulation, challenge, productive conflict. Segregation may reduce this possibility. Concomitant segregation of teachers, prospective and in-service, may also reduce opportunities for generalists and disciplinists to communicate their knowledge to teachers. The professor's potential for influencing the schools might be reduced. Finally, without a substantial number of students enrolled in teacher education programs, there is no assurance that generalist or disciplinist professors of education will attract or be accorded the number of students necessary to maintain programs in the academic study of education.

There is disagreement on the question of whether or not academic study of education is properly included in undergraduate programs of teacher training. Some professors of education complain that prospective teachers are not interested in educational theory or academic perspectives on education and schooling. Prospective teachers are eager to teach and are intent on technical classroom concerns. Professors of education, especially educational psychologists, sometimes propose that courses in the academic study of education be postponed, reserving them for graduate study after students have acquired experience as teachers. Other professors affirm that *most* prospective teachers are interested in educational theory and academic perspectives on education and schooling. It is, however, recognized that these subjects are not always taught by qualified people. One or two courses in a field do not qualify one to teach it.



DISCUSSION TABLE NUMBER TWO

<i>Convener:</i>	Carl H. Gross	Michigan State University
<i>Participants:</i>	Martin L. Cushman	University of North Dakota
	D. Bob Gowin	Cornell University
	Jurgen Herbst	University of Wisconsin
	Lucile Lindberg	Queen's College
	Patricia Thrash	North Central Association
	Vincent Tinto	Columbia University
	John C. Weidman	University of Minnesota

Abstract

Conditions in the mid-1970's call for re-examination of the education professoriate's special role. Changes in demography and political economy have had major consequences for schools and institutions of higher education generally. Departments and schools of education have been buffeted by political and economic forces and racked by uncertainty of purpose.

Professors of education must clarify for themselves and others the meaning of "education" in a way that clarifies the distinctive purposes and functions of the education professoriate. Lack of clarity on this basic question may explain some of the defensiveness and anxiety detectable among professors of education. This same unclarity also leaves professors of education vulnerable to inadequately conceived legislation aimed at making them "accountable." Legislation requiring that teacher training be formulated according to doctrines of performance based teacher education or competency based teacher

education (PBTE/CBTE) is an expression of the drive for accountability.

No less than others working in public institutions, professors of education may justly be held accountable for their work. It is, however, not in the public interest to impose a system of accountability that presupposes principles and values neither understood nor shared by the public. It is not in the public interest to adopt a system that prematurely and unnecessarily forecloses options in education.

Professors of education must conceive of education in a way that enables them to prepare educators for various roles, not only teachers for elementary and secondary schools. There are many roles in complex societies which are or may become largely educative in purpose. The education professoriate may have something significant to contribute to the development of these roles and the preparation of people for them.



DISCUSSION TABLE NUMBER THREE

<i>Convener:</i>	A. L. Sebaly	Western Michigan University
<i>Participants:</i>	Satoshi Ito	College of William and Mary
	Erlinda Johnson	State University of New York--Oneonta
	Mary Ann Raywid	Hofstra University
	Jacqueline Scherer	Oakland University
	Robert Schulz	University of Louisville
	Virginia Sorenson	Western Michigan University
	Robert Travers	Western Michigan University

Abstract

High priority should be given to the continuing development of education professors. Current role definitions and role relations in schools of education do not conduce effectively to faculty development. To the contrary, the typical structure and functions of schools of education tend to alienate faculty groups, especially the practitioner or "field" professors of education from the "academic" professors of education.

Administrative heads of schools of education have primary responsibility for organizing their institutions to facilitate the continuing development of faculty. This means, among other considerations, that the dean of a school should explore all appropriate means of breaking down barriers to mutual learning and cooperation across administrative units and faculty "sub-cultures." If no administrative structure is the perfect answer to the problem of estrangement between faculty groups, there are measures nonetheless worth trying, e.g., special colloquia for all faculty, faculty "retreats," administrative support for joint publications by faculty in different sub-fields, retaining departmental structures but overcoming the separations they cause by actively encouraging programs of

research and teaching along lines of educational issues or perspectives that involve faculty from several sub-fields. For some professors of education a periodic year in the schools might be fruitful, assuming complete freedom from college responsibilities, and assuming that this kind of leave would be granted on the same basis as other leaves for development purposes.

Fostering significant communication among diverse faculty members is not easily accomplished. Colloquia are not well attended in some institutions. Discussion at faculty retreats frequently reduces to trivialities unless extraordinary measures are taken to assure focus on subjects of intellectual and practical importance. Many faculty members have minimal interest in communication with colleagues outside their field of specialization. In this connection, there are numerous stories concerning highly competent professors who are invited to serve as resource persons for faculty at other institutions but not at their own.

If provisions for faculty development are to succeed, re-definitions of faculty roles may be necessary. Exhortation from a dean, however artful, may not be sufficient to

promote development. Faculty communication and development activities must be defined as essential to the professorial role, not merely as optional.

Existing patterns of communication in schools of education are not integrative. Foundations faculty communicate mainly, if not exclusively among themselves and with academicians in their parent fields outside the school of education, e.g., sociologists in the school of education with sociologists in the college of liberal arts. On the other hand, practitioner professors of education may communicate mainly with teachers and administrators in school settings. Intermural communication is certainly desirable. An increased degree of intramural communication is no less desirable; it may be crucial to achieve needed reconstructions in this difficult period of economic and political vacillation.

Status differentials correspond to the reference groups associated with the different types of roles occupied by professors of education. Disciplinist (academician) professors of education tend to have higher status in the university and tend to be more highly rewarded than practitioner professors. The latter tend to be more highly regarded by school personnel, who may see foundations professors as do-little critics of the schools. All professors of education in some colleges and universities may be assigned a status lower than that enjoyed by professors in many other fields. The depressed status may derive from a tendency to link professors of education only with a clientele of elementary and secondary school teachers, who, in turn, may be stereotyped as deficient in intellectual interest or capacity. Were prospective teachers more carefully selected, more broadly educated, more rigorously trained, a higher quality of professional teacher would result, with benefit to the schools, and, incidentally, with a possible

increment in status for professors of education.

The role of the professor of education, especially that of practitioner professors, need not be jeopardized by new movements which have teachers conducting their own in-service programs. After all, it is a delicate business when colleagues attempt to instruct colleagues; the collegial relationship tends to be sensitive and "involved." An impartial outsider, namely, the professor of education, is in a better position to conduct development programs for teachers and to undertake problem solving programs with individual teachers or with small groups. As an outsider, the professor of education has no vested interests in the politics internal to a school system, no share in the rivalries and conflicting ambitions that are so commonly a part of daily life in an institutional setting.

Teacher militancy is bringing about a shift in the structure of power governing teacher training, standards, and accreditation. There is much of the adversarious in relations between teacher organizations, professors of education, communities, and governmental agencies. More rational arrangements for sharing power must be developed in the interest of promoting healthy and cooperative educational institutions. If professors of education are to participate significantly in shaping emergent relationships between teacher education and organized interests, it will be necessary for professors of education to organize themselves more effectively for collective action. Without an increase in consciously shared values and organizational cohesiveness in relation to certain kinds of issues, the future of the education professoriate may be determined by burly powers seated in organizations indifferent or even hostile to the future of the education professoriate.



DISCUSSION TABLE NUMBER FOUR

Convener: Roberta Bayles

Atlanta University

Participants: Duane D. Anderson
 Jim Bowman
 Paul Emoungu
 Donald Gerdy
 James Merritt
 Gerald Reagan
 Janice Weaver
 Thomas Wiggins

University of Iowa
 University of Houston
 Howard University
 University of Colorado
 Northern Illinois University
 Ohio State University
 Glassboro State College
 University of Oklahoma

Abstract

The education professoriate is in turmoil, its future in doubt. The causes of this situation are multiple. Causal factors are to be found in American society at large, among educators generally, and within the education professoriate. First, there is confusion about the very meaning of "education" and disagreement about its purposes. There is insufficient commitment in the society to education *per se*, as distinguished from the many concomitant functions of schools and colleges, e.g., recreation, amusement, training, ideological indoctrination, uncritical induction into conventional social patterns. For many Americans, perhaps most, schooling and higher education are associated mainly with the production of job holders, tax payers, people who can sustain themselves in the market place and avoid recourse to state welfare assistance.

Confusion and conflict about education also pervade universities and schools of education. Many professors are unclear about the purposes of education. Many professors of education are unclear about the larger purposes of the several sub-fields of education including their own. For some, this is because they have not before had to

reflect on their role; they have been preoccupied with performing it. Some have not learned to distinguish technical questions about education, i.e., questions capable of yielding conclusive answers, from philosophical questions which may never be conclusively answered. "What is education?" "What is the purpose or what are the purposes of education?" Such questions will be unsettled as long as a society is vital, yet the questions demand and warrant continuing attention so that provisional answers are before us, and so that we can be conscious of the conceptions of education we are giving priority.

Another reason for doubt among some professors of education traces to a recognition of the weak status of educational theory and research. Lacking powerful theories and reliable technologies, professors of education who are conscious of the situation have to support themselves by means of faith that their efforts to develop a field of knowledge will be fruitful eventually. This faith is difficult to sustain in the face of conflicting expectations in the society, the colleges and universities, and doubting or indifferent colleagues.

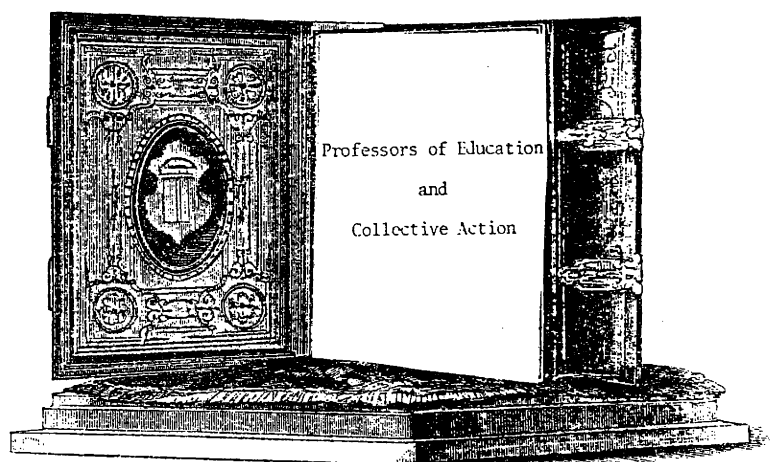
A tendency for professors of education to withdraw their attention from the schools and the immediate concerns of school personnel has been occasioned by (1) doubt concerning the scientific worth of what they have to offer teachers, and (2) identification with college colleagues and the institutional values of higher education. Most professors of education spend most of their time on the college campus; they belong to professor associations; they attend meetings of professors; they read journals read by other professors rather than those read by teachers. All this combines to alienate professors of education from school personnel.

While professors of education withdraw into academia, teachers grow more militant. They demand more control over their training and other occupational conditions. What they perceive as a lack of professional interest in their problems, and the considerable proportion of advanced degree holders among themselves, encourage them to seek a major reduction in the influence exercised on teachers by professors of education and other groups.

Professors of education may or may not organize themselves more effectively for purposes of maintaining influence and power in the face of efforts to

by-pass them. Whether professors of education will organize successfully depends upon several considerations. They will have to become conscious of changed conditions in the larger society and in professional education. They will need to study, for example, teacher militancy, drives for accountability, PBTE/CBTE, and the role of non school "education industries." They will need to study themselves objectively as an occupational aggregate and identify their legitimate interests. Past divisions separating practitioner professors of education from theoretician professors of education will have to be overcome to a point that permits significant cooperation.

To have any share in political power, professors of education must organize, to share *justly* in power, professors of education must subordinate power aspirations to intellectual purposes. The *raison d'être* for professors of education is intellectual. If professors of education cannot continue to exist without improved organization for political action, the education professoriate will be worth saving only if it continues striving to develop the scientific, artistic, and philosophical dimensions of education.



DISCUSSION TABLE NUMBER FIVE

<i>Convener:</i>	Billy E. Ross	University of Delaware
<i>Participants:</i>	Rolf Meuss	University of Delaware
	Joe Park	Northwestern University
	Robert Uffelman	University of Delaware
	Mitchell Vogel	Northeastern Illinois University
	Elmer Winters	University of Wisconsin, Eau Claire
	Roger Woock	University of Buffalo

Abstract

Divisions within the education professoriate derive from a combination of differences in training, institutional role and, possibly, personal disposition. Whether two groups (practitioner vs. theorist) or three (Philip W. Jackson's pedagogist, generalist, and disciplinist), the divisioning tends to be reflected in the organization of schools of education. Two prevailing negative conditions related to this divisioning are observable:

- (1) Teacher education programs tend to be inadequately integrated because of insufficient communication and planful accommodation within the divided education professoriate. Students are caught in the middle, unable to resolve apparent gaps between practice and theory.
- (2) The comparatively high status and other rewards enjoyed by theoreticians (disciplinists), especially in universities, appear disproportionate to practitioners (pedagogists). This perception produces a sense of inequity and resentment.

Efforts to mitigate the division between practitioners and theoreticians

by re-organizing role responsibilities frequently fail. The joint-appointment, for example, does not necessarily improve conditions. It may create an impossible situation for individuals. By making the individual professor responsible to two departments, the professor may be perceived as an "outsider" by both departments and may not have sufficient time or energy to achieve distinction in either of the fields administered by the two departments. Consequently, promotion and salary increments may be withheld.

While internal conflicts may have limited the success of the education professoriate in self-development and teacher education, changed conditions external to colleges and universities have exacerbated the difficulties. The education professoriate feels threatened and is threatened; it may be a vanishing species. Budget crises together with insufficient understanding or appreciation of contributions by educational theorists and scientists may result in the dissolution of this sector of the education professoriate.

Teacher militancy may take a toll on the education professoriate. Demanding a major share in the power to determine certification and accreditation of preparatory and in-service

or continuing education programs, teachers may act to bring about a significant reduction in the services performed by professors of education, practitioner professors no less than scientists and theoreticians. Or professors of education may be forced to accept dictates pronounced in concert by teacher organizations and the state agencies they may come to dominate. In some states, it is possible for counties and cities to create in-service teacher training programs yielding credit toward pay increments. Some colleges may accept these programs as credit toward a masters degree, even though the colleges have no role in teaching the courses or controlling what is taught or setting the standards that should govern the quality of instruction.

It is difficult to predict the education professoriate's response to political-economic pressures and teacher militancy. A few possibilities have been observed. Some proportion of practitioner professors of education (pedagogists and generalists) will return to school systems. Some may be employed in teacher training programs operated by school systems.

Some theoreticians and scientists (disciplinists) may shift from departments of education to other departments in a college or university, e.g., some educational psychologists possibly finding welcome in departments of psychology. Some professors of education will seek to abandon undergraduate teacher education and emphasize instead research, and, possibly, non-certificate programs in education. Some may concentrate on programs of continuing education. Some professors of education may seek to rally their colleagues, to locate their strengths--intellectual and political--and perform leadership roles in various organizational and institutional settings, taking an active part in the struggle to develop intelligent educational policy and programs.

Education professors must give more careful attention to PBTE/CBTE. Rather than viewing it merely as a messy idea, not worth serious consideration, it should be understood as a *movement* and assessed as such. It warrants the closest scrutiny; it should be subjected to continuous analysis and evaluation. It must not be ignored.

