

SOCIETY OF PROFESSORS OF EDUCATION

REVIEW

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From the Editors

The increasing vitality of the Society of Professors of Education appears to its officers to warrant the publication of a quarterly periodical, the first number of which is this *SPE Review* for October, 1970. The *SPE Review* replaces the *SPE Newsletter*, taking over the functions of the latter and adding to them. Present publication plans call for subsequent issues in early December, late January or early February, and in May.

SPE Review content is determined largely, but not exclusively, by the themes selected for the annual programs. This year we look forward to the complex questions implied in "responding to the power crises in teacher education." We also reflect back on the theme of "making teacher education more relevant," which is the title of the 1970 *SPE* monograph to be issued early in November. Incidentally, have you considered using *SPE* publications in any of your courses?

The Book Review section, edited by Warren Shaffer, is particularly oriented to reviews of books and other substantial publications that have bearing on the themes of prospective *SPE* programs. Those who wish to contribute reviews are requested to write Dr. Shaffer regarding publication titles and review formats. Address inquiries to 105 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455. Suggestions for reviews are welcome.

The Forum section is a center for the discussion of issues and problems relating to the preparation of men and women for the education professions, as is suggested by Richard Stephens' essay in this issue. Questions and manuscripts aimed at the Forum should be addressed to Dr. Stephens, School of Education, Indiana University, Bloomington, Indiana. Dr. Stephens is also our News editor; send him any material that may be of interest to *SPE* members.

One final note: future issues of the *SPE Review* will include space for letters to the Editors. Because space is limited, letters should be brief; but do let us hear from you.

Ayers Bagley

Warren Shaffer

Richard Stephens

A Duty of Minorities

The vote has determined who is to take responsibility for carrying out the majority decision, but it has not released the minority from obligations. It has merely shifted that responsibility to the critical sphere. In short, creative criticism . . . is the true function of minorities.

—Edward C. Lindeman

The Society of Professors of Education publishes the *SPE REVIEW*, a periodical issued four times during the academic year, and an annual monograph which consists of addresses delivered at the annual February meeting of the Society. Membership in the *SPE* includes subscriptions to *SPE* publications. Copies of the following *SPE* monographs are available at a price of \$1.50 each:

- 1967 *Impacts on Education Today*
- 1968 *Teacher Education for the Future*
- 1968 *Education for a Learning Society*
- 1970 *Making Teacher Education More Relevant*

Back issues of the *SPE Newsletter* (which is superseded by the *SPE REVIEW*) are available at a price of 25 cents each. Send all orders to: Ayers Bagley, Director of Publications, 105 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455.

From William Van Til

As the representative of Society of Professors of Education to Associated Organizations for Teacher Education, I am sharing with you the main developments from the Spring meeting, quoted and set forth below.



The Advisory Council of the Associated Organizations for Teacher Education met in Cleveland, April 15-17, 1970.

"The Task Force on Technology in Teacher Education (formerly designated as *The Task Force on Yardsticks and Standards*), conducted a two-day meeting immediately preceding the meeting of the Advisory Council of AOTE. Representatives of industry and education were in attendance. Consensus was reached regarding the basic elements to be included in a paper on industry/education cooperation. The Task Force will continue the development of this paper with the expectation of presenting it to the Advisory Council at its fall meeting with specific suggestions for implementing its content.

"*The Task Force on Preparation of Personnel for the Inner City* will continue to follow-up the activities of the various constituent organizations related to the Task Force report, which was distributed in early February of this year. Constituent member organizations were again urged to consider this report and to make recommendations for its improvement and implementation through the secretary of AOTE. The Task Force will make a report at the fall meeting of the Advisory Council regarding the use made of its February report by the constituent member organizations.

"The new *Task Force on Supplemental Guidelines to the NCATE Standards* met for the first time two weeks before the Advisory Council meeting. This Task Force is continuing the work of the previous Task Force, which produced *Developing Guidelines in Teacher Education*. The Task Force is currently . . . compiling a list of knowledgeable persons, in those organizations which have recently developed guidelines, who may be of assistance to other organizations currently engaged in this process. The Task Force is also reviewing those guidelines currently filed in the AOTE Clearinghouse. An effort is being made to facilitate the use of supplemental guidelines by suggesting ways of reducing their complexity [and] diversity The Task Force is also preparing a brief section on supple-

Two Cultures

Give me a lever long enough, and a fulcrum strong enough, and single-handed I can move the world. — Archimedes

Don't talk to me of your Archimedes' lever Give me the right word and the right accent and I will move the world.

— Joseph Conrad

mental guidelines for incorporation in the NCATE manual for institutions and visiting teams.

"The Task Force is interested in the evaluation of the product of teacher education programs. It is currently exploring ways of cooperating with constituent member organizations and other agencies on this problem as well as investigating the possibility of hosting a conference related to the topic."

— William Van Til
Representative to AOTE
SPE Past President (1967)

The 1971 SPE Annual Program Previewed . . .

"RESPONDING TO POWER CRISES IN TEACHER EDUCATION"

Distinguished leaders of educational thought will address issues of power and teacher education on the SPE annual program next February 24-26 at the Conrad Hilton in Chicago. William W. Brickman, internationally known educator, editor of *School and Society*, will examine conflicts of power in teacher education from historical and international perspectives. Philosophical and civil libertarian aspects of power conflicts and teacher education will be interpreted by Joe Park, Professor of History and Philosophy of Education at Northwestern University. Don C. Charles, noted psychologist, will view power crises in teacher education from psychological perspectives. Questions of power and professionals will be probed by Van Cleve Morris, who is a past president of the Philosophy of Education Society, and is currently Dean of the College of Education, University of Illinois at Chicago Circle. A panel discussion will follow Dean Morris' address.

THE FORUM

The Forum welcomes brief essays that speak to issues and problems associated with the preparation of people for the education professions. Essays intended for the Forum may be analytical as well as suggestive of solutions. They may also report findings regarding the effectiveness of existing programs in professional education.

Of special relevance to the Forum are themes that require multi-disciplinary or trans-disciplinary inquiry. Themes of this kind are characteristically selected for discussion at the annual meetings of the Society, e.g., education for a learning society; making teacher education more relevant; responding to the power crises in teacher education. If the Forum can, in advance, promote discussion of ideas salient to program themes, and can help to sustain reflection on them, then it will at the same time be helping to realize SPE's reason for existence:

The Society of Professors of Education is unique among the organizations that compete for the time and loyalty of the faculty members of institutions engaged in teacher education. Its uniqueness lies in the fact that it provides a forum in which specialists in a variety of disciplines represented in teacher education may share ideas and discuss common problems. The problems and issues confronting education, including teacher education, are too complex and comprehensive to be solved by any one specialized discipline within the field. The SPE exists out of a conviction on the part of its members that these problems are far more likely to yield to the combined efforts of specialists in all fields when such specialists complement each other's contributions and when they help each other to focus on the larger objectives of education. In a time of unparalleled specialization in education, the need for an organization to harness the strength of the various specialties in a common effort to improve education seems particularly urgent. It is to such a need that the Society of Professors of Education addresses itself in a spirit of serious optimism.

— From the *SPE Brochure*

Who will contribute to the Forum? The editors expect some volunteered essays, some solicited. Professors of education, arts and sciences professors, and those who work in the various education professions in the schools will be called upon to share their ideas. University students who are pointing their lives toward careers in one of the education professions should also have something of worth to add to the Forum. The search for thoughtful essays will range into all sectors of the world of education.

— Richard Stephens

BOOK REVIEWS

Ronald G. Corwin. *Militant Professionalism. A Study of Organizational Conflict in High Schools.* New York: Appleton-Century-Crofts, 1970. 397 pp.

James G. Anderson. *Bureaucracy in Education.* Baltimore: The Johns Hopkins Press, 1968. 217 pp.

Militant Professionalism. A Study of Organizational Conflict in High Schools rests on the author's thesis that

"... an emerging profession such as teaching must, by the very nature of professionalization, achieve more authority over the policies that govern its work. But school systems are bureaucracies designed to control and standardize work and otherwise constrain the authority of employees. Militancy is the expected outcome of this clash between what are essentially competing principles of organization integral to organizations themselves." (p. 13)

Militant Professionalism is an original study of the conflict between professional and bureaucratic roles and beyond that, an analysis of the organization of work in the schools as it acts on professional and bureaucratic orientations.

The conceptual model which Corwin chooses over several other possible models of organization behavior to guide the development of his research is focused on conflict. This perspective incorporates aspects of the others and additionally raises the more significant questions. Taking a theoretical ap-

proach to educational problems is defended on the basis of anticipating longer range theoretical contributions to sociological organization theory. As background to the study, an overview of teacher militancy emphasizing the professional-employee quandry is presented.

Teaching staffs and administrators (numbering 1,500 persons) in 28 public high schools located in Ohio and adjacent states responded to lengthy questionnaires and interviews. There was an element of self-selection, not unique, in the school administrators who chose to participate in the study, with the highest proportion of refusals in the category of large schools. Likert-type scales, included in the appendix, were constructed to measure teachers' conceptions of professional and employee roles. Behavioral measures, parallel to the role orientation scales, were devised. Demographic, relational and distributional characteristics were measured. Finally, structural properties were identified.

The author's critical hypothesis, that professionalism in a bureaucratic setting is a militant process entailing a certain degree of conflict,¹ found support in terms of both faculties and individuals. However, militancy, like professionalism, could not be considered the predominant feature of the high school teachers studied. Loyal, employee orientations were somewhat more prevalent. Men rather than women, older rather than younger teachers, administrators, counselors and teachers of social science were among the most militant people in the sample. The largest category of conflicts were classified as authority problems between teachers and administrators. The quest of militant teachers, as revealed in Corwin's study, seems to be for ultimate decision-making authority over major educational policies. Perhaps, surprisingly, there was no evidence that conflict in the organization was detrimental to the individual's personal satisfaction with work or to the organization or to school quality.

James G. Anderson would agree with Ronald Corwin that conflict in the educational organization is between two bases of authority, the profession and the bureaucracy. However, Anderson's study is less about the militancy of teachers which has resulted from attempts to create and protect autonomous areas, than about the patterns of control in formal organizations and their impact on organizational behavior and attitudes. A theoretical discussion detailing the literature in the field of sociology of formal organizations and their patterns of control precedes the presentation of the study itself. Of the several patterns: supervision, impersonal mechanisms, professional standards and bureaucratic rules, it is rules which are singled out by the author for extensive discussion of their functional

¹ A major theme in his earlier book, *A Sociology of Education, Emerging Patterns of Class, Status and Power in the Public Schools.* New York: Appleton-Century-Crofts, 1965.

and dysfunctional application in educational systems. Thus it follows that in the empirical remainder of this book, one form of control — bureaucratic rules — is investigated.

The teaching staffs of the public junior high schools in an eastern metropolitan district provided the population for the survey. Approximately 150 teachers of English, industrial arts and science in 10 schools responded to questionnaires. Scales and indexes were constructed to measure the variables: teacher commitment, authority conflict, impersonality, resistance to innovation and rules; their development, reliability and validity are presented in the text. The complete questionnaire is given in the appendix.

The influence of the environment of the school on the school's control structure was found to be more pervasive than is generally recognized: the school's control structure changed with its constituency. When students came primarily from lower-class homes, their teachers were subject to more instructional rules and demonstrated more conflict with administrative authorities than colleagues in schools serving middle-class families. Experience in teaching was associated with impersonal treatment of students and rigid adherence to traditional instructional practices; the socialization, imposition of rules, in-service training and supervision of new teachers functioned undesirably from the standpoint of concern for the student clientele. The kind and degree of control over teachers appeared to be a function of size of the department, the aggregate characteristics of the teachers and the department's goals. Thus, as size of department increased, self-enforcing rules replaced close supervision. As the proportion of female teachers increased, instructional rules increased. This is particularly interesting in terms of the significant proportion of women on school faculties and the fact that, on the average, women teachers are more likely to be experienced and/or tenured than men. Yet, as Anderson and Corwin discovered, women teachers are significantly lower than males on authority conflict measures. A final selected finding which should interest us as we observe the trends toward centralization, complexity and hugeness in educational institutions: as the size of the school increased, so did the impersonal treatment of students and, in general, resistance to innovation.

Sociologists of education and organization, educational administrators, and teacher educators will increase their understanding of the issue, "the teacher — professional or bureaucrat?" by reading these two books. Educational researchers should be encouraged to replicate these studies using elementary teachers and administrators.

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C. A. Bowers, Ian Housego, and Doris Dyke (Eds). *Education and Social Policy: Local Control of Education*. New York: Random House, 1970. 209 pp.

This 209 page paperback book raises a most vital question facing society in general and educators in particular. At question is the wisdom of locating the source of educational control in the people rather than the institution that is responsible for carrying on a viable educational program. While each of the papers presented in this book of readings deals with different aspects of local control of education, they are ultimately concerned with this fundamental question.

The editors of this book have utilized a unique quasi-debate format for their work. Each of the four major sections of the book is headlined by a widely-known writer: The Ideology of Local Control of Education, Seymour Martin Lipset; Local Education Authorities — Controversy and Control, James S. Coleman; Freedom of Inquiry — the Problem of Control, Jules Henry; and Status and Role Identity in Education, Edgar Z. Friedenberg.

Following each of those lead papers various other educators examine and reply to the major papers, responding in particular to points of agreement and disagreement with each major thesis. Inherent in this approach is the lack of a specific answer; a fact which may disturb some readers. In this reviewer's opinion, however, this accomplishes what the authors have really intended: the reader goes away pondering the major issues and makes his own conclusions.

One of the most important contributions which this book makes to the field of education is its cross cultural approach. It is apparently aimed at both United States and Canadian readers in particular. Each of the sections has separate chapters of reply by leading educators from both nations. Most of these writers make very free use of illustrations and examples not only from the United States and Canada but from many other nations of the world.

The editors have done an excellent job of selecting their writers. The book reads well and only rarely lapses into dull "jargonish-type" prose. In fact to this reader the book seemed to invite continued attention. Perhaps the position-reply-reply format assisted in developing this attitude.

Myron Lieberman has stated in his book, *The Future of Public Education*, "People look at this situation and say 'Our schools have kept us free.' They should say 'Our freedoms have survived our schools.'" Lieberman was discussing local control of education. He saw local control of education as a limiting factor in the development of freedom. So does this new book, and the following is just one example.

Much as Charles Beard interpreted the United States constitution in an economic way, so James Coleman interprets local control of education. Unlike Beard's thesis which went

unchallenged for many years, Coleman's contention that economics (job market, etc.) is a prime cause of local control's dominance is challenged very adequately by two separate replies. Both present their own distinct interpretations of this issue.

Except in two instances where the book makes reference to "the great shortage of teachers," it is very current and uses recent events as examples. It would serve very well on a bibliography of required or recommended readings for any of several courses in the foundations area including comparative education.

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Marc Belth. *The New World of Education: A Philosophical Analysis of Concepts of Teaching*. Boston: Allyn and Bacon, 1970. xviii + 217 pp.

Neil Postman and Charles Weingartner. *Teaching as a Subversive Activity*. New York: Delacorte Press, 1969. xv + 219 pp.

The responses to the power crises in teacher education have taken varied forms. These two works recommend different responses but both demand our attention and both fall into roughly the same type of response.

However much they differ on substantive questions, these two works are in agreement in recommending that teachers improve education by means of their own instrumentality of teaching. Both reject the usual professional response to a power struggle, an inept grasping at political or economic weapons which are designed for the traditional labor arena and which the authors see as cumulatively destructive of the educational enterprise. The Postman and Weingartner book proposes, metaphorically rather than literally, that the teacher become a subversive force for good within the existing system. The Belth book recommends a longer term restructuring of the system.

This review will recommend both despite their substantive differences since reform cannot, on the one hand, wait for a restructured system, nor, on the other be initiated for the whole system without forethought.

Postman and Weingartner's case for individual subversion is compelling. They make the alternatives they pose of flight or acquiescence unthinkable. Their recommendations for action within the system, therefore, demand immediate and serious consideration. They recommend, to do them an injustice by summarizing, the inquiry method, relevance, examination of meaning, and a focus on language in every class. Their specific recommendations are much more engaging, for instance, furnishing each student with a "crap detector," and a list of "strategies for survival" like "selective forgetting." Their criticism of the familiar alternative approaches is particularly brilliant

and convincing. This reviewer's students have responded enthusiastically.

Dealing with the immediate problems in a decaying institution must not blind us to the need for a more systematic effort to remake the situation. Belth's *The New World of Education* fulfills that need, picking up and elaborating a logically consistent theory of education proposed earlier in *Education as a Discipline*.

Having proposed in the earlier work that education is concerned with the nurture and improvement of thinking, Belth argues here that there are five ways to think and five models of teaching which correspond to the five modes of thought. To summarize, again unjustly but this time in the author's words:

These models make it possible to teach students to think together in an effort to reach clarity and definition where none would otherwise exist, to think as another has thought; to think introspectively; to think in and of the terms of what is already known; to think of what has not been thought before. These are, respectively, the models of Dialectic, Didactic, Monologue, Paradigm, and Projective education. (p. xv)

The clearest advantage the theory affords is as a basis for the systematic and autonomous development of a profession of teaching based upon a discipline. The theory makes a substantial contribution toward the "reformulation of the process of education into something more estimable than a struggle for power among politically-oriented groups." (p. xiii) Inherent in Belth's taxonomy is a basis for setting priorities in teaching which will allow teachers to educate before they administer, a reversal of the teacher's present role prescription.

The two books do fit together. Postman and Weingartner, looking at the present condition of the profession and its institutions, advocate a teacher subversion of the establishment. Belth outlines a new world of education in which the institutional conditions of weakness and ineffectuality will be eliminated. Paradoxically, if Belth's recommendations are somehow put into practice, there will be a reduction of the individuality, or perhaps the idiosyncrasy, of teaching so persuasively recommended by Postman and Weingartner. This reduction in individuality will be requested in the name of the autonomy and effectiveness in the profession which the individual teacher will gain.

It would be an error, however, to interpret this as too great a point of disagreement between the authors. There are disagreements but both are revolutionary books which demand change. Postman and Weingartner have taken the classroom as the system and Belth's system is the educational enterprise. The books complement each other; they are revolutionary handbooks for specific application and for general theory.

Joseph C. Bromars
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EVERYONE A MEMBERSHIP CHAIRMAN

While each of our states has a designated membership chairman they, too, are very busy professionals. If our Society is to reach its potential of service to the education task of our nation, each one of us must serve as a MEMBERSHIP CHAIRMAN.

Anyone desiring copies of the informational pamphlet, which so clearly describes SPE, and the membership blanks is requested to contact me or Bob Reilly. We can all use these materials to inform our fellow faculty members as well as friends at other colleges/universities in our state.

Whenever any of us writes to a colleague who is not a member, the SPE pamphlet and blank could be sent along. When attending various state and national meetings of other organizations such as ASCD, SPE data could be placed in appropriate locations.

These are just a few suggestions. I'm certain each of you has many more to help build our SPE. Please consider yourself an Official SPE Membership Chairman.

James K. Uphoff
Professional & Public Relations
Chairman