TOWARD A CONCEPTUAL MODEL FOR

INTERPRETING THE VALUE

ORIENTATIONS OF TEACHER

PREPARATION PROGRAMS

By

PATRICIA LYNN MARSHALL

Bachelor of Arts
University of Illinois
at Chicago Circle
Chicago, Illinois
1977

Master of Arts
Roosevelt University
Chicago, Illinois
1981

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1986

TOWARD A CONCEPTUAL MODEL FOR

INTERPRETING THE VALUE

ORIENTATIONS OF TEACHER

PREPARATION PROGRAMS

Thesis Approved:

_____
Thesis Adviser

_____

_____

_____

_____
Dean of the Graduate College

1263473

PREFACE

A model for value analysis of literary works was developed with the purpose of arriving at a clearer understanding of the explicit themes and the underlying implicit value orientations of contemporary teacher preparation programs. Few studies in education have utilized value analysis; those that have employed this research method have stopped short of actual inferential interpretations of the data revealed by the technique.

Three predominate value orientations were found in the 11 influential literary works analyzed for this study. The conceptual framework and findings hold promise for opening dialogical discourse in the field of teacher preparation.

In acknowledgement of the many individuals who made this work a reality, I should initially like to express my gratitude to the various faculty members of the College of Education at Oklahoma State University. Specifically, appreciation is extended to my major professor and dissertation adviser, Dr. Russell Dobson, who understood and tolerated my temperament when others could not.

I am also grateful to the other members of my doctoral committee including, Dr. J. Randall Koetting, who was

particularly supportive and sensitive; Dr. Douglas Aichele for his advisement during the course of this study; and to Dr. Kenneth St. Clair for his careful editing of the rough draft copy of the manuscript.

Thanks are extended to other members of the Department of Curriculum and Instruction faculty who aided, either in the manner of suggestions for the study, or through moral support. Herein, the moral support of Dr. Sharon Muir, and Dr. David Yellin is acknowledged and appreciated. Special thanks is extended to Dr. William Segall, who supplied suggestions for influential history of education textbooks.

Sincere appreciation and thanks are extended to the Past Presidents of the American Association of Colleges for Teacher Education who responded to the solicitation for lists of influential works. Without this very basic ingredient, this study would never have been possible.

A very special heartfelt thanks is due my dearest friend and confidant, Asad Yousef Jamouse, who served as my personal support system throughout my entire doctoral program. If not for his irrespressible desire to help in obtaining literary works and various other reading materials needed; I could never have completed this work. To Asad, I am eternally indebted.

Special appreciation is extended to my friend, James L. Shenk, who assumed the role of pseudo-adviser during the more stressful final periods of this study. His assistance in locating materials was very much appreciated.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

It appears that certain issues elude most authors of current and recent past literary works related to teacher preparation. As evidenced by the continual presence of certain themes in teacher education literature, it appears that many of the writers view the basic problems of teacher preparation insitutions from similar perceptual lenses. Many note that the problems of teacher preparation are national in scope; and subsequently, proposals have surfaced suggesting major changes in the manner in which the nation's teachers are prepared.

Although historically, the staunchest critics of teacher preparation have been persons outside the field (Bestor, 1955; Conant, 1963; Koerner, 1963; Rickover, 1963), more recently, teacher educators themselves, along with a myriad of other critics, seem to be questioning their purposes and the extent to which they are successfully meeting the tasks before them (Brandt and Gunter, 1981; Brodbelt, 1984; Haigh and Katterns,1984; Hammond-Darling and Wise, 1983; Howsam, 1981; Keesbury, 1984; Long, 1984; Sizer, 1984; Watts, 1982).

Concerns relative to teacher preparation appear to portray a cyclical re-emergence of what might be termed ephemeral concerns. These concerns seem to serve the purpose of camouflaging what might be considered the more substantive questions for teacher preparation. This is to suggest that the same issues continue to emerge because teacher educators perpetually address the symptoms, as opposed to the actual problems, that face teacher preparation programs. For example, a definite parallel can be drawn between the cry three decades ago for the urgency of emphasizing a liberal arts education for teachers (Bestor, 1955; Koerner, 1963) and the current suggestions for lengthening the preparation period of preservice teachers by adding, amongst other requirements, more coursework in the liberal arts (Corbett, 1981; Howsam, 1981).

The emphasis in these examples seems to be directed towards increasing the basic content knowledge of prospective teachers, as opposed to analyzing the very values which might undergird initial interests in such emphasis. It is proposed that directing attention to the latter notion has greater potential for illuminating the underlying problems i.e., substantive issues, which appear to be a constant source of frustration for teacher educators and their critics alike.

The extent to which the concerns that dominate teacher preparation literature have been directed toward this latter

notion (i.e., analysis of values) appears to be minimal. Furthermore, the lack of attention devoted to the role that value orientations play in the teacher preparation process serves to stimulate interest and to generate inquiry.

Statement of the Problem

The major problem identified in this study is that there appears to be a tendency for teacher educators and their critics to resist engrossment with substantive issues in teacher preparation. This dilemma appears to be due primarily to the lack of attention significant questions receive in education research and literature. Instead, it seems educators have become entangled with what might be termed ephemeral concerns. These concerns absorb energies to such an extent that cyclical themes emerge offering little hope to improve significantly the overall direction of the field.

An illustration of this problem is the recurring concern over the quality of high school graduates; albeit the overall discontent with the quality of the nation's public schools. This problem has been, and still is, a major concern of many (Adler, 1982; Bestor, 1955; Boyer, 1983; Conant, 1963; Koerner, 1962; Sizer, 1984; National Commission on Excellence in Education, 1983). Frequently, the individuals identified as responsible for the condition of public schools are the nation's so-called poorly prepared teachers.

In the quest to improve the quality of public school teaching, various concerns surface, often with elaborate schemes for improvement of teacher education programs. Ideas range from increasing the amount of field experience, to totally dismantling colleges of education (Bestor, 1955; Conant, 1963; Koerner, 1963). It might be argued however, that such recycling of concerns and themes in the literature is indication that the focus of these reform suggestions is misdirected.

Smith (1983) demonstrates this point in his reactions to the barrage of research generated in response to the National Institution of Educator's Airlie House Conference on the Implications of Research on Teaching for Practice. Commenting on research conducted during this century he asserts

> There are issues about whether change should be
> initiated from the bottom or the top, from the
> outside or the inside. In other words, there is
> more concern about who should initiate, control,
> and participate in the change process than about
> the variables to be changed and the methods of
> changing them. No one seems concerned about
> whether the origin and direction of change are
> dependent on the nature of the variables to be
> changed. Yet it appears to be a fundamental
> question (p.490).

In illustration of how the various re-emerging themes appear to have had minimal potential to affect the general direction of teacher education or the operation of public schools both Cuban (1982) and Goodlad (1983) note that little has changed in the various operations of schools over the decades. A correlation that could be made here would be

that the condition of schools is a function of the manner in which teachers are trained. Tom (1980a) notes that over the decades, little has changed in the manner in which teachers are trained.

In any event, it is postulated that little has changed in public schools or teacher preparation programs because, to a great extent, substantive questions and issues have not been addressed by teacher educators. One of these substantive issues (which provides the parameters for the focus of the present study) has been identified as those underlying value orientations that give impetus to certain issues being perpetually addressed in volumes of research and literature emanating from teacher educators.

Need for Study

A perusal of recent education literature reveals a cyclical re-emergence of issues that have been the subject of interest during previous periods of educational history. Both Mertens and Yarger (1982) and Zeichner (1983) indicate that highly similar issues resurface in educational discourse primarily due to an inability or undesirability to ask the more substantive questions. The extent to which substantive questions have potential to stimulate interest in what might be considered substantial issues seems obvious. Equally, it seems apparent that issues addresssed in educational literature are related to identifiable value orientations that support interest in these areas.

The basic premise of this study is hinged on one argument. It is posited that it is possible to conjecture about potential explanations for recurring themes in education by identifying those value orientations that undergird particular literary discourse.

Few studies have addressed the notion of analyzing those value orientations that undergird educational literature in general or teacher preparation literature in particular. Of those identified, the overall application has been directed toward the implications of values as they relate to various aspects of curriculum theorizing and curriculum development; or the general relationship between values and education.

Ubbelohde's work (1972) is cited as one of the few studies concerning values and education; namely his dissertation study involved his analyzing curriculum theory from an axiological perspective. He noted that

> [t]he need for ascertaining whether or not dif-
> ferences exist among theoretical positions within
> the field of curriculum was justified on the basis
> that in order to show that values and/or values
> theories have implications for curriculum theoriz-
> ing . . . it would be necessary to show that such
> differences with regard to values and/or value
> theory are in turn related in some way to differ-
> ences with regard to conceptions or definitions of
> curriculum, . . . (pp. 245-246).

Lerner (1976) addresses this issue in a very straight forward fashion when he suggests that the question of whether a relationship exist between education and values is in fact a moot query. He indicates that the whole education/values debate

. . .is an idiot debate. . . on a hopelessly
archaic question.
. . . .
Every actor in the educational drama--teacher,
student, family, administrator, media, peer group
--is up to its neck in values. Like it or not,
education is value drenched. The real question is
how well--with what awareness, with what skill and
meaning, with what responsibility and restraint
[does education acknowledge the undergirding value
orientations to which it apparently subscribes?]
(p. 13).

Lerner (1976) elaborates further on the relationship of

education and values by suggesting that the underlying

raison d'etre of education (as education relates to life) is

that of transmitting particular value orientations. He

explains,

a life without values is an empty life, a life
with unformed or distorted values is a warped
one. Education is not meant to lead to empty
or warped lives. . . . Hence, the fiery centrality
of the values in education (p. 14).

Brameld (1963) addressed the extent to which values are

evident in the particular curriculum content in schools by

suggesting that

values, fortunately or unfortunately, not only
have a way of infiltrating every facet of the
curriculum, but teachers have the habit of
conveying value judgment to learners even when
they are unaware that this is what they are doing
(p. 164).

Straughan and Wrigley (1980), agreeing that an

inextricable relationship exists between education (i.e.

teachers and institutions) and value orientations, suggest

that

. . .individual teachers and educational institu-
tions as a matter of psychological and sociological
fact, it might be argued, do reveal their values
all the time, whether deliberately or unconsciously,

and indeed <u>cannot help doing so</u> [emphasis added]
(p. 3).

With this idea the writer suggests that the deliberate
analysis of these value orientations, explicit or otherwise,
can serve the purpose of opening the way for the emergence
of dialogical discourse amongst educators.

Hence, the present study's justification for proposing
the analysis of values orientations found in teacher
preparation literature was hinged on the fact that
educational issues are values issues. In this regard, it
was suggested that an understanding of what appears to be
recurring areas of interest in teacher preparation
literature can be arrived at by analyzing the value
orientations that undergird such interests. Further, the
paucity of studies addressing the relationship between value
orientations and teacher preparation literature stimulates
interest in this area.

Major Assumptions of Study

The following assumptions were made for the purpose of
this study:

1. Initially, it was assumed that the basic goals
(both explicit and implicit) toward which teacher
preparation institutions strive, can be traced to
identifiable value orientations.

2. The language utilized to describe an object of
interest is a reflection of the user's attitudes, i.e.,
values, toward the object. In this regard, a writer's value

orientations toward a particular phenomenon can be determined by analyzing the language she/he utilizes to describe the phenomenon.

3. In order to arrive at a better understanding of the explicit goals of an institution, one might analyze those issues that absorb the energies of its members. Furthermore, it is suggested that the implicit goals of the institution can be revealed by analyzing the value orientations that undergird those explicit goals.

4. Teacher preparation institutions having NCATE accreditation share a common value orientation; which is implicitly reflected in NCATE standards. These affiliated institutions therefore, can be value analyzed as one congruent whole.

Research Questions

The primary plan of this study was to arrive at a better understanding of contemporary teacher preparation programs. The writer chose to address this goal by analyzing the values bases that undergird those literary works having had greatest influence upon teacher preparation thought and practice. In conjunction with this overall goal, three research questions provided the specific focus of the study. These questions were:

1. Toward what goals are contemporary teacher preparation programs striving?

2. What goals might become potential aims for teacher

preparation programs?

3.   Are there specific aspects of the operations of teacher preparation programs that would provide a clearer understanding of the goals toward which a given program is striving?

Definition of Terms

The focus of the present study encouraged the adoption of certain specific terminology. In acknowledgement of the potential for varying interpretation of the data to be presented, it is noted, a priori, that the terms used, the value categories analyzed, as well as the interpretations offered, will inevitably reflect the writer's own value orientations toward the research topic. In this regard, the writer would like to discuss briefly, those value orientations that undergirded interest in the study's emphasis.

Careful reflection revealed that some of those value orientations were identified readily, as being the writer's interest in a vicarious analysis of the extent to which prospective teachers receive preparation congruent with basic democratic principles. Further, concern for the manner in which teacher preparers address the issue of facilitating the development of autonomous, free-willed individuals as prospective teachers gave impetus to the writer's pursuit of this research topic.

Other articulable value foundations that may have

affected the emphasis present in this study, may have included the writer's orientation toward experimentation in teacher preparation; in addition to the importance associated with the deliberate nurturance of cooperative spirit amongst and between prospect school teachers.

In view of these identified value orientations, the following contextual definitions for terms used in this study were established:

1. Educational literature/literary work -- those literary works specifically addressing the various aspects of teacher preparation programs. These aspects might include philosophies, purposes, goals, operations, or practices. (Influential literary works refers to that specific educational literature that was selected as the sample for this study.)

2. Ephemeral Concerns -- those areas of interest in educational literature that address the organizational operations of teacher preparation programs, as an entity of the university setting.

Mertens and Yarger (1982) note that such areas of interest can be forecasted by examining the general attitudes toward public schooling for the tenor of the time. This might suggest that such concerns are symptomatic in character.

Recurring interest in ephemeral concerns are often legitimized by the consensually accepted belief that their validity and potential to affect change are confirmable by

empirical measures (Zeichner, 1983).

3. Explicit Goals -- those issues or concerns that absorb the attention of teacher preparation institutions as evidenced by the explicitly noted topics or themes cited in educational literature.

4. Implicit Goals -- those issues or concerns that can be implied to be of major interest to the teacher preparation institutional members as a congruent whole, by analyzing the value foundations noted in educational literature.

5. Substantive Issues/Questions -- those areas of interest found in teacher preparation literature that address the underlying purposes for teacher preparation programs as an autonomous entity within the university setting. Substantive issues are perceived as emphasizing a holistic approach to teacher preparation (Beyer, 1984; Zeichner, 1983) in that attention is placed upon the development of the teacher as an individual aside from the role to be assumed (Zeichner, 1983).

6. Teacher Preparation/Education Programs -- those post secondary education programs (having affiliation with state approved, nationally accredited, higher education institutions) for which one of the major purposes is that of providing preservice coursework and field experiences toward the preparation of prospective school teachers.

For the purpose of addressing the various programs as one axiologically congruent entity, only those programs

accredited by the National Council for Accreditation of Teacher Education are being referred to by this term.

7. Values Analysis - A research method designed to aid in revealing the implicit value foundations in written discourse.

8. Values Foundations/Orientations - the axiological goal(s) (associated with specific value categories) that are identified as being the underlying motivation for actions, or beliefs of a given person, group, institution.

Statements of Professional Integrity

Initially, it might be considered presumptuous to suggest that affiliation with the National Council for Accreditation of Teacher Education is sufficient criteria upon which to base the axiological similarities of given teacher preparation programs. Equally, one might suggest, as has been noted by Tom (1980), that the vacuity and ambiguity of the NCATE standards leave one guessing about the relationship between NCATE and effective teacher preparation.

Despite the much maligned standards and procedures set forth by the NCATE, the writer banally notes that NCATE affiliation by teacher preparation institutions is optional. "Of the 1,367 institutions with teacher preparation programs , . . . only 545 were accreditated by NCATE as of March, 1980. . . " (Tom, 1980, p. 115).

This figure indicates that over half of the nation's

teacher prepartion programs have not chosen to meet NCATE approval standards. The reasons for this non-affiliation indeed, do generate interest, however, such analysis is beyond the scope of the present study.

Instead, it is suggested that those institutions accredited by the NCATE accept its organizational standards as reflective of their own program tenets, if only by default. Furthermore, it is proposed that those programs that are adjusted (to whatever degree) to meet the NCATE standards, do so under the assumption that they accept the underlying axiological tenets of the NCATE as being congruent with their own. To this extent it is proposed that any given teacher preparation program having NCATE affiliation does not operate under basic program tenets which are dissimilar to those of other similarly accreditated teacher preparation programs.

A second statement on professional integrity addressed herein involves the extent to which value orientations can be inferred from the specific language utilized by the authors of given literary works. Further, one might question the extent to which the selected literature is in fact, representative of influential works in the area of teacher preparation.

Initially, in addressing what might be perceived as a limitation of this study, the writer readily concedes that it is difficult, if not impossible to state, definitively, the undergirding value orientation of a given author based

upon his/her works. Equally, the task of identifying value orientations becomes exponentially tenuous when addressing such issues as they relate to societal institutions. However, in concurrence with Berelson (1952) and White (1951) the writer notes that basic ideas supporting the values analysis research method are foundationed on the premise that certain intentions of a writer are inextricably interwoven into the manner in which she/he presents ideas in written form. This is to say that the very words utilized to describe a given topic or phenomenon invariably carry with them certain connotations, or values as it were, which can be assumed to be congruent with the value orientations of the author.

In addressing the second part of this statement (which equally, may be viewed as a limitation of the study) it should be noted that in attempting to determine those literary works that could be said to have had particular influence upon contemporary teacher preparation programs; the writer initially set out to obtain input from present and past leaders in the field of teacher preparation.

Opinions were solicited from past presidents of the American Association of Colleges for Teacher Education (AACTE). This group was selected primarily due to the relationship between the AACTE and the NCATE.

During the inception period of this study, the writer attempted to identify the one specific commonality that could be utilized as a unifying component for a significant

number of the nation's teacher preparation institutions. It was determined that affiliation with the NCATE, i.e. NCATE accreditation, was one common factor shared by a significant percentage (over 50 percent) of teacher preparation programs. The task was to identify some commonality upon which it could be proposed that teacher preparation programs operate axiologically as one congruent entity.

One of the primary goals of this study was to identify literature that had significantly influenced contemporary teacher preparation thought and practice. And from that literature, it would be the writer's task to extract the undergirding value orientations upon which said programs operate. It should be noted that the writer elected not to utilize the NCATE standards for analysis primarily owing to the overwhelming criticisms presented concerning the shortcomings therein (Tom, 1980a; Tom, 1980).

Consequently, it was determined that persons having served as educational leaders to the parent organization of the major unifying factor of teacher preparation programs (i.e., the NCATE) would be exemplary candidates to survey. The parent organization to the NCATE is the AACTE. Thus, the 26 persons having at some period served in the capacity of president of the AACTE were chosen as the sample from which to solicit opinions concerning influential works.

Unfortunately, this attempt turned out to be futile in that only 15 of the 26 presidents surveyed responded. Of those replies that were returned, it was found that only

seven offered suggestions that proved helpful for the focus of this study. Hence, the need to adopt an alternate method was recognized.

It was determined that a similar list of influential works might be compiled by analyzing history of education textbooks that included sections devoted to teacher preparation. Textbooks written since the time the NCATE assumed responsibility for accrediting teacher preparation programs were potential candidates for the survey. This particular time period (1954) was chosen because it was assumed that influential works during the inception period of the NCATE would have had influence on the subsequent standards (i.e., axiological orientations) adopted by the NCATE, and vicariously adopted by accredited teacher preparation programs.

Several history of education professors were solicited for their opinions concerning titles of textbooks that have been prominent in the field of education. From those suggestions the writer was able to survey 16 different history of education texts for titles and authors of works listed in chapter texts and book bibliographies.

The final selection of influential works used in the study was obtained by compiling all titles obtained from the surveyed texts as well as the seven useable surveys of the AACTE past presidents.

Ninety-six titles of works were compiled. The works selected for inclusion in the study were chosen if their

titles had been noted by at least two sources. The final works utilized are listed in Appendix A.

At this point, it should be reiterated that an attempt to survey noted professionals within the field of teacher preparation was made; however, this partially successful venture was augmented with the textbook survey. It was assumed that an influential relationship was necessarily present between writers of certain works and writers of textbooks when names of the former were present in the bibliographies of the latter. The extent to which this part of the method of sample literature selection might be argued as being a limitation of the present work may inadvertently contribute to the dialogical impact this study might hope to have upon the teacher preparation field as a whole.

Summary

Chapter I has been a discussion of the basic focus of the study. Included was a presentation of those basic assumptions undergirding the study, in addition to statements of professional integrity as related to this work.

Chapter II contains a discussion of the values analysis research method. In this regard, the writer has attempted to illuminate the potential of the method as a viable research tool for the various emerging research interests, concerns, and issues in the field of teacher preparation. Further, this chapter is a presentation of a review of

literature involving the use of the content analysis research method in education related research.

Chapter III is a discussion of the relationship of value theory to teacher preparation. In addition, the writer provides a presentation of the values analysis model used in this study.

Chapter IV provides a discussion of the actual application of the values analysis model presented in the previous chapter. Further, in this chapter the writer provides a discussion of the salient value orientations found in the various selected literary works.

Finally, Chapter V is a presentation of a more in depth discussion of the findings from the previous chapter. It is in this final chapter that the major questions undergirding the study are addressed, and suggestions for further study are provided.

CHAPTER II

REVIEW OF LITERATURE

The original purpose of this chapter was to present a traditional "review of the literature" related to the research topic at hand. A perusal of the literature however, revealed that few researchers had utilized the content analysis method (or values analysis) in education studies. With this unanticipated revelation, it was determined that the purpose of this chapter would need to be two-fold.

Initially, a case would need to be made for the merits of the content analysis method as a viable research tool in education related research. Though few studies were found in which values analysis (a refined subset of content analysis) was utilized as the research method; the writer did locate education related research in which content analysis was the method employed. Consequently, the second purpose of this chapter would be that of providing a literature review of the research found.

Hence, the first sections of the chapter are devoted to illuminating the potential of the content analysis method for education related research. The final sections provide

a literature review of those education related studies in which content analysis was utilized as the primary data collection tool.

What Is Content Analysis?

Various ideas have surfaced over the decades in an attempt to arrive at some concrete notion of exactly what constitutes content analysis research. Varying levels of complexity in the different definitions available deem it almost inevitable that a study labeled as content analysis by one researcher, is scathingly criticized as mere frequency item counting by another. Despite this disparity, Holsti (1969) probably best sums up the general attitudes concerning the nature of the content analysis method when he suggests that

> . . . content analysis is any technique for making
> inferences by objectively and systematically
> identifying specified characteristics of messages
> (p. 14).

In agreement with Holsti, North, et al. (1963, p. 18) note content analysis as being "the systematic use of documents for quantitative analysis." Though this latter interpretation specifies the importance of quantitative analysis (which implies the inclusion of item frequency counting and the like), Berelson (1952) makes a distinction between the application of quantitative techniques and those qualitative properties to be found in this research method. By suggesting that different terminologies be applied for the different research emphases, he attempts to illuminate

those factors that cause confusion in distinguishing between
quantitative and qualitative content analysis. In this
regard he indicates that

> [i]n view of the general confusions attached to
> the terms, it might be well to use 'content analy-
> sis' to refer to any quantitative analyses
> regardless of the rigor or the precision of the
> measurements--i.e. any analysis in which the con-
> clusions refer to differences of magnitude in the
> appearance of selected symbols (p. 128).

At this point the writer would like to offer a brief
discussion of the existing arguments over the shortcomings
of the traditional method, or quantitative content analysis.

As a research method, content analysis has been
vigorously maligned for its inability to reveal what some
researchers view as substantive information about the
literature from which figures have been obtained. Rosengren
(1981) notes that

> [d]uring. . .the late sixties and early seventies,
> Berelsonian content analysis was under heavy attack
> as an example of naive positivism, characterized
> by fetishism of quantitative techniques and lack
> of theory (p. 12).

Essentially, the criticism being lodged was that for all the
objectivity and systematization of the quantitative method,
the results yielded were negligible in terms of the
contributions they stood to make to any field or discipline
of study.

Elaborating upon problems associated with traditionally
performed quantitative analysis, he further indicates that

> such common traits in criticism are the same as
> those in the more general debates: accusations

for lack of theory (often combined with attacks on
the theoretic base of the work under criticism)
and sterile methodology (as a rule without offer-
ing concrete alternatives to the methodology used.)
(Rosengren, 1981, p. 12).

In agreement with this idea is Kerlinger's (1964, p.
526) assertion in which he suggests that a phenomenon of
quantitative content analysis is that it is taken ". . .out
of the purely analytic class and put. . .into the same class
as interviews, scales, and other methods of observation."
Further, he notes that in the act of conducting content
analysis ultimately the researcher elects to ". . . [take]
the communications that people have produced and [ask]
questions of the communications." (p. 525) Herein the
suggestion is that little analysis as it were, is made of
the content in question.

Despite the arguments over the various problems
associated with certain forms of content analysis, that is,
the determination of exactly what constitutes content
analysis research, it appears that Kassarjian (1977) sums up
the basic ideas of various researchers concerning those
essential properties of the method when he suggests that

[most] researchers seem to agree that content ana-
lysis has certain distinguishing characteristics
including objectivity, systematization, and quanti-
fication (p. 9).

Uses of Content Analysis

There are various uses which can be made of the data
yielded from content analysis research.   Lindkvist (1981)

distinguishes between two major applications of the method. These are identified as analysis and interpretation.

> The analysis consists of different forms of treat-
> ment of the manifest content in a text or an output
> of communication. Interpretation is usually seen
> as related to the latent content of a text (p.27).

The present discussion will be directed toward highlighting some of the better known uses and research disciplines that have employed various versions of the content analysis method.

In a discussion concerning the more salient uses of content analysis Kerlinger (1964) notes that

> most content analysis has not been done to varia-
> bles as such. Rather, it has been used to
> determine the relative communication phenomena:
> propaganda, trends, styles, changes in content,
> readability (p. 525).

Kerlinger seems to indicate that much data yielded from content analysis research has not been sought with the goal of revealing relationships between variables, but rather the purpose has been that of restating in simpler (i.e., quantitative) format that which another author has already conveyed. Noting the distinctions made earlier between the quantitative and qualitative properties of this technique, this writer questions the extent to which interpreting data and determining relationships between communication variables is, in fact a function or purpose of quantitative content analysis. The investigation of this question however, is beyond the scope of the present study.

Instead, the writer notes North, et al. (1963, p. 37) as indicating that "as a research technique, content

analysis has been employed for a variety of purposes."
Further, they note that

> . . .content analysis has become a major tool of
> psycholinguistics, to analyze the relationship
> between messages and the characteristics of their
> users (p. 37).

Berelson (1952) discusses his interpretation of the
various disciplines that utilize the content analysis method
by suggesting

> . . .'content analysis' would include a large part
> of the work in literary criticism and intellectual
> and cultural history generally, as well as a
> sizable amount of writings in political history,
> political social philosophy, rhetoric, and indeed
> any field in which the close reading of texts is
> followed by summary and interpretation of what
> appears therein (p. 114).

The writer notes that Berelson alludes to a reference made
earlier concerning the interpretive properties of content
analysis as a research tool.

Other writers have noted the various areas of study in
which content analysis predominates. Kassarjian (1977)
notes content analysis has been used in such fields as
political science, journalism, social psychology,
communications research, and political propaganda analysis.
Often the primary purpose in such fields of research has
been that of conducting frequency counts (i.e. the frequency
with which the particular unit of analysis occurs within the
given communication article).

> Rosengren (1981) on the other hand notes that
>
> Content analysis proper. . .has tended to concen-
> trate primarily in political science and sociology
> among the social sciences, and in history (mainly
> modern history) and the history of literature
> among the humanities (p. 12).

Thus far it is noted that content analysis has been used widely as a research method in various social science disciplines and journalism research. Equally, one notes the infrequent attempts at recognizing the merits of this research method in education related research and discourse.

Berelson (1952), one of the more prolific writers on the method, has formulated a list of the various uses for content analysis; many of which can potentially be applied to traditional problems studied in education research. He indicates that the list is compiled not as a classification system, but rather simply as a listing of the varying applications of this particular research technique. Thus, it has been recognized that content analysis can be used

1. to describe trends in communication content;
2. to trace the development of scholarship;
3. to disclose international differences in communication content;
4. to compare media or 'levels' of communication;
5. to audit communication content against objectives;
6. to construct and apply communication standards;
7. to aid in technical research operations;
8. to expose propaganda techniques;
9. to measure the 'readability' of communication materials;
10. to discover stylistic features;
11. to identify the intentions and other characteristics of the communicators;
12. to determine the psychological state of persons and groups;
13. to detect the existence of propaganda (primarily for legal puposes);
14. to secure political and military intelligence;
15. to reflect attitudes, interests, and values ('Cultural Patterns') of population groups;
16. to reveal the focus of attention;
17. to describe attitudinal and behavioral responses to communications.

It was determined that three of these uses were closely

related to the technique as it is to be applied in the present study.

The first of these is that of using content analysis to trace the development of scholarship. Content analysis studies designed with this purpose have focused upon the various scholastically oriented waves of interests into which persons within a given discipline have become involved. These studies have revealed research trends within fields such that they have shown certain research interests at various periods of development within the field (Berelson, 1952; Holsti, 1969; North, et al., 1963).

Berelson (1952) notes that content analysis directed toward this end also serves to demonstrate the development and expansions of interests in the particular discipline, and in fact, the development of the field itself.

The major implication this usage of content analysis has for the present study becomes apparent by examining one of the ancillary goals of this study. That is, the writer would hope to reveal those trends of interest in teacher preparation literature that have tended to surface in recurring fashion over a given period of time. It is hypothesized that one can determine those themes, issues, etc. that have engulfed the overall interests of teacher educators by analyzing those works that have influenced the field.

A second common application of content analysis noted by Berelson (1952) is the use of the method to identify the

intentions and other characteristics of the communicators.
He acknowledges the shortcomings of this particular use of
the method by suggesting that

> interpretations of motive are always difficult,
> and there is nothing in the procedure of content
> analysis which guarantees against mistaken in-
> terpretations (p.74).

However, despite this seemingly major obstacle to a
researcher's decision to utilize this particular form,
Berelson also notes that the proliferation of studies
employing the content analysis research method, do so with
these purposes as a goal. He indicates that

> the basic logic of this application of content
> analysis is this: the content has such-and-such
> characteristics, therefore the communicators
> have such-and-such intentions (p. 72).

Again, the writer refers to basic assumptions
undergirding the present research in drawing the parallel
between this use of content analysis and implications for
the present research effort.

A major raison d'etre for this study rests on the
assumption that an inextricable relationship exists between
explicit concerns of teacher educators (as articulated in
those works identified as having had major impact on the
field) and those implicit value orientations identified in
these works. It is assumed that one can extrapolate this
information from the language used in these works.

The implication this use of content analysis has for
the present research is noted in one of the primary purposes
of this study. That is, it is envisioned that by analyzing

written communications in teacher preparation, one might arrive at some understanding of the value orientations of the writers. Further, it is hoped that an understanding of what the issues in teacher preparation are (and have been) would be revealed by such analysis.

A third and final usage of the content analysis research method identified by Berelson, which has been determined to have definite implications for the present study, is content analysis used to reflect attitudes, interests, and values of population groups. It is noted that this particular usage best typifies the primary purpose of the present research effort. In this regard, the primary goal of the writer is to illuminate those value orientations which serve to contribute to the perpetuation, i.e. the cyclical reemergence, of certain concerns in teacher education literature.

Berelson (1952, p. 90) describes two characteristics of this particular utilization of content analysis. The first he notes as being "[the task of the content analyst to make] inferences about populations groups,. . .[based] on content produced for them (and not by them. . .)."

In addressing this first characteristic, the writer notes that the identified content to be used in this study (i.e., selected literary works) has been, in many cases produced "for" teacher educators. However, it should be noted that those works to be content analyzed also were produced "by" teacher educators in many instances, and in

some cases, they were written by persons who were at least peripherally associated with teacher education. Hence, it would appear that the results of the content analysis to be made herein, would be directed toward the appropriate population group.

The second characteristic of this usage of content analysis Berelson (1952) describes as being that

> such problems [i.e. reflection upon attitudes values, etc.] are investigated. . .indirectly . . .because it is not possible to attack them directly (p. 91).

As noted in the previous chapter, the writer acknowledges that the task of revealing implicit value orientations of the authors of specified written literature is a difficult one. In addition, the writer concurs with Berelson, in that this concern can only be pursued from an indirect route as; few, if any, authors explicitly articulate the specific value frameworks that influenced the conception and subsequent realization of their works. The writer would like to reiterate at this juncture, that the intention is to address this issue from a less than definitive stance. Further, the interpretations to be presented are offered as a contribution to the dialogical inquiry of this particular issue in the field of teacher preparation.

The discussion thus far has been directed toward illuminating the framework within which the proposed research method has been conceptualized. Content analysis has been chosen as the most promising research method because of its potential to aid in determining (however

tentatively) the value orientations present in literature representative of the field of teacher preparation.

In addition, content analysis was chosen for its potential to aid in revealing the undergirding purposes of teacher preparation programs. The writer assumed that these purposes would be revealed by noting those value orientations that are implied in the issues that receive attention in literature accepted by the field.

Review of Literature

At this point the writer would like to review literature related to the research topic. Again, the writer hastens to reveal that few general education studies have utilized the content analysis technique; nor has it been used pervasively in teacher preparation research in particular. Of those researchers that have utilized this method, it was noted that the majority have restricted their research to that of determining the readability of various educational materials.

Attention is called to Berelson's expansion of his discussion on the usage of content analysis as a tool for measuring readability. Essentially, he notes that the primary purpose of educators for using the content analysis method has been that of attempting to determine those factors that serve to contribute to the ease or difficulty of reading materials used by teachers. Berelson indicates that using content analysis to measure the readability of

communication materials is one of the main uses of the method by educators.

Tracing educators' interests in content analysis, (i.e. readability scales and formulae), Berelson (1952) notes that

> beginning with their interest in school books and
> children's literature and later stimulated by the
> growth of the adult education movement, educators
> have endeavored to determine the elements in commu-
> nication content which make it easy or hard to
> read and comprehend (p. 63).

This form of content analysis involves investigating such factors as "sentence length, simple sentences, indeterminate clauses, [and] prepositional phrases" (p. 63).

Rudolf Flesch (1951) one of the forerunners in readability measurement literature, defines readability as the measurement of two things: the ease with which a piece of material is read, and the human interest that is present within the work. Research conducted since the time Flesch introduced his readability scale indicates that educators, for the most part, still utilize these two predominant criteria to determine the readability or reading ease associated with given reading materials.

In examining the literature for content analysis research related to readability studies it was noted that such research has been conducted utilizing a diverse spectrum of items of analysis. These range from content analyzing elementary school level reading basal text series, to analyzing college level economics and psychology texts.

A perusal of the last five years of readability studies research revealed that they have tended to cluster into at

least four categories of emphasis. These areas are: 1) studies addressing readability measurement as a specific and explicit content analysis research method; 2) research emphasizing the investigation of the reading complexity of elementary and secondary texts; 3) studies involving the analysis of post secondary materials; and 4) critiques addressing the efficacy of traditional readability formulae and research proposals offering alternative strategies to traditional readability research formulae.

The greatest amount of discourse (i.e., research studies or otherwise) in readability content analysis has been related to analyzing the reading ease of elementary and secondary school textbooks. Johnson and Otto (1982) and Paige (1981) conducted readability studies in which they questioned whether alteration of prose style would significantly effect the readability of English prose writing style and technical writing, respectively.

The former hypothesized that writing style (i.e., sentence length, word difficulty, etc.) when slightly altered, would significantly effect the readability of given passages. Paige, on the other hand, sought to determine the extent to which the simplification of technical jargon (by including a glossary of technical terms) would effect the readability of a given passage.

Both studies' findings indicated that prose style had little effect on the readability of those texts used. Paige contended that altering technical language and providing a

glossary of technical language terms would help increase reading ease in certain materials. However, those materials having low readability would not be compensated for, to any significant degree, by the inclusion of a technical terms glossary.

Various studies have been conducted in which researchers attempted to determine the degree of accuracy with which readability levels of elementary textbooks are reported. Hill and Ervin (1984), McKinney (1983), and Rowls and Hess (1984) found in their research that publishers' reports of given texts' readability levels (i.e. the intended reading user level) are often far below those found as a result of independent research studies conducted using these same texts.

Specifically, Hill and Ervin (1984) found that the majority of content area texts surveyed in their research, were written at reading ease levels which were far in advance of what might be expected of the intended users' abilities. In addition, McKinney (1983) in her study of the 1975 Third Grade Macmillan Basal Readers, found significant discrepencies between publisher's claims concerning readability and those revealed by her usage of a modified Flesch readability scale. Finally, Rowls and Hess (1984) found similar results in their content analysis study of grade seven language arts texts.

Other researchers have attempted to utilize traditional readability formulae (content analysis) in a manner that

allows for an extended interpretation or utilization of the results. For example, Strahan and Herlihy (1985) designed a model for analyzing textbook content by using traditional readability measure results as a way to develop a kind of advance organizer for prospective lessons for the analyzed texts.

Wright and Spiegel (1984) sought to compare biology teachers' professional judgments (i.e., their criteria for determining given texts' readability) to those criteria employed in traditional readability formulae. Specifically, they attempted to determine the extent to which teachers, in utilizing their own professional judgment, do examine various factors in deciding upon those reading materials that are most appropriate for given learners.

It was found that teachers not only consider sentence length and interest potential of given reading materials; but that they also consider such areas as the nature of content. By this it was indicated that among other factors, those areas teachers attend to when determining the readability of given materials fall into seven categories. These categories included vocabulary, sentence and paragraph structure, succinctness versus elaboration, concept load, concept depth, concreteness versus abstractness, and the extent to which the material appeals to the affective nature of the reader.

Thus far the research cited has addressed the use of readability measures (a form of content analysis) as

reported in studies related to elementary and secondary school reading materials. However, researchers have been equally interested in the reading ease of post secondary materials.

Harari and Jacobson (1984) content analyzed leading introductory psychology textbooks for the 1980s. The basic purpose of their study was to examine psychology texts in order to determine the extent to which certain materials were being included. Herein, it was noted that this study was the first education related research report found in which the use of content analysis was similar to that employed by studies outside the area of education. That is, the researchers' goal was that of analyzing the actual content of the reading materials in question (i.e., introductory psychology texts) as opposed to determining the reading ease of the particular materials.

Harari and Jacobson noted that few college students are exposed to psychological principles beyond those encountered in introductory classes. In this regard, they suggested that psychology texts should reflect a more applied goal-oriented approach instead of the traditional academically oriented emphasis.

They analyzed texts for three areas. One area was importance associated with a particular idea or concept. Herein, the content space allowed to a given topic was calculated by counting the number of words used in its discussion. The other two areas content analyzed were

documentation, or the number of references cited for a given topic; and currency, i.e., frequency of references cited whose publication date fell within a four year range prior to the time of the study.

Findings revealed that the majority of the texts analyzed addressed the same issues in psychology. Also, it was found that emphasis was being devoted to the more applied orientation to the discipline as opposed to the traditional academically oriented emphasis.

Razek, Hosch, and Pearl (1982) utilized content analysis on post secondary school materials in their study involving the measurement of readability of accounting books. They selected six intermediate and six advanced financial accounting textbooks as the research sample. It was noted that "these texts,. . .represented the majority of the offerings available. . .in the Spring of 1980 in these areas" (Razek, Hosch, and Pearl, 1982, p. 24).

Utilizing the Flesch Reading Ease Score the researchers found that there were definite differences between intermediate and advance accounting texts based on text difficulty. Intermediate texts were slightly more difficult than what might have been expected however, the advanced texts were considerably more difficult to read than what might be expected of a college text. The researchers noted that

> the primary cause of the difference in scores be-
> tween types of books. . .was mean syllable-per-100-
> words, which averaged 188.69 with standard error of

the mean of 3.12. This was considerably higher
than the 181.25 syllables-per-100-words averaged
by the intermediate books (p. 25).

Finally, Maddux et al. (1983) used content analysis to determine readability, interest, and coverage of 24 introductory special education textbooks. Essentially, these researchers surveyed introductory special education textbooks for readability and human interest content. Texts surveyed had been published between the years 1974 and 1982.

Results of the survey revealed that the majority of special education texts fell into the fairly difficult/easy category; however they were also found to rank in the dull category when classified on the human interest scale.

Perusal of recent literature on readability studies as a content analysis technique also revealed an emergence of studies directed at offering alternative strategies for the usage of results yielded from traditional readability formulae. In addition, studies that offered critique of these same traditional formulae were noted.

Bradley and Ames (1984) discussed the shortcomings of the Fry readability formula as essentially being foundationed on the formula's selection of a limited number of sample passages upon which the readability test is performed. They suggested that the reading ease variability existing within a single text, indicates that three sample passages for conducting readability measurements is insufficient. It was proposed that an alternative to traditional readability scales be used. This alternative

would provide information on the variability of reading ease present within a given text, in addition to measuring its readability.

Duffelmeyer (1985) cautioned educators against overestimating the potential for the use of computers in determining readability of texts. In addition, he proposed two alternative methods (Duffelmeyer, 1982) to more widely known formulae for rating text reading ease.

In both discussions Duffelmeyer advocates the use of the teachers' professional wisdom in tandem with traditional and alternative readability measures. In fact, the two alternative models proposed (i.e., Rauding Scale of Prose Difficulty and the Singer Eyeball Estimate of Readability) require the passage rater to assume a far more subjective posture than is required with traditional formulae.

It was found that both alternative methods yielded results that were equivalent to those achieved using traditional formulae. However, the Rauding Scale of Prose Difficulty scores were found to be more compatible with those of the Dale-Chall and Spache formulae than the Singer Eyeball Estimate of Readability.

McConnell (1983) questioned traditional usage of readability formulae (i.e., the results yielded by such) when he examined the Flesch readability scale. He suggested that a major problem with the Flesch readability scale is that it assumes a correlation necessarily exists between sentence length and sentence comprehensibility. Further, he

noted that

> . . .the Flesch formula is devoid of qualitative
> variables. [It]. . .does not take into account
> such considerations as vocabulary level, syntax
> or the organization of material, the cohesiveness
> of the discussion, the complexity of ideas, rein-
> forcement through restatement and repetition, or
> the impact of writing style and techniques upon
> student interest and motivation (p. 66).

McConnell contends that too much emphasis is placed
upon the reliability of results revealed by the Flesch
scale.   In demonstrating the potential shortcomings i.e.,
dangers, of readability formula he notes that

> . . .as far as the Flesch index is concerned, the
> words in a given sentence could be rearranged
> at random and measured readability would be un-
> affected (p. 67).

Overall, in reviewing the literature for research and
general discourse involving the use of content analysis as a
technique   in   education,   it   was   confirmed   that   the
preponderance of these efforts were devoted to examining the
use   of   various   readability   formulae   in   content   analyzing
student reading selections at the elementary, secondary, and
post secondary levels.

Few   studies   specifically   addressed   what   might   be
considered   the   essence   of   content   analysis   as   a   research
method.   This is to suggest that few of the studies located
specifically   addressed   the   nature   of   the   content   found
within   the   reading   selections   analyzed.   Of those education
related   studies   in   which   content   analysis   was   utilized   for
something other than readability research, it was found that
many   of   these   studies   dealt   with   survey   type   data.   In this

regard the data was primarily concerned with the presence or frequency of certain predetermined themes, as opposed to possible conjectures as to why particular themes might have been present in the first place.

For example, Hill (1982) conducted a survey study on special education teacher evaluation forms in which she examined forms from two years. The researcher was concerned with the extent to which various areas, including discipline, behavior management, classroom management, and communication between special education and the local district, were present on the form. Hill avoided making suggestions as to possible implications for the presence or absence of any of the predetermined categories on the form. However, it was noted that this survey effort was labeled as content analysis.

Likewise, Reighart and Loadman (1984) titled their survey effort as content analysis when they analyzed preservice teachers' opinionnaire course evaluation forms. Specifically, they sought to determine those specific events within two preservice teacher university courses that could be classified as critical or significant to preservice preparation as perceived by the prospective teachers.

> Students were asked to submit. . .a report of the
> most significant/critical events of the quarter.
> The reports were analyzed for number of events and
> frequency of type of experience, type of event,
> category of event, and affect of event (p. 8).

Though the researchers' interests in the affect of the event would appear to have had potential to catapult this

study into a position of going beyond reporting of frequencies or occurrences of events, the researchers chose to report only survey findings.

> [E.g.] In Education 450, 84.7% of the reported critical events occurred in three types of experiences, i.e. field, microteaching, and reflective teaching. . . (p. 9).

It would appear that such limited utilization of results give credence to the belief that little potential exist for content analysis as a research method beyond that of frequency counting and survey data collection.

Similarly, Defino and Hoffman (1984) conducted a survey study in which they provided a status report and content analysis of teacher programs. They contended that much research was being generated concerning the various developments in beginning teaching programs. Thus, the purpose for their study was to determine if there were any common factors shared between varying programs.

This research differed from previously reported survey studies in that the researchers attempted to make an analysis (i.e., go beyond reporting the frequency with which the various themes were present) of the data collected. An analysis of the various beginning teacher orientation programs revealed that all had based their goals or program foci on what the researchers termed a deficit model.

It was noted that only one state specifically set increased student achievement as a target goal for its beginning teacher program. Hence, despite the fact that the study was designed essentially to yield survey data; the

researchers provided analysis of the information such that

(to a greater extent than research noted heretofore) the

analytic potential of the content analysis method was

demonstrated.

Parkay's study (1981) was one of the few located in

which the use of content analysis more closely paralleled

the manner in which it is proposed for use in the present

study. Parkay content analyzed those salient themes present

in inner city secondary school teachers' projective stories

based upon a pencil and ink sketch of a typical school day.

Specifically,

> the purpose of [the] study [was] to examine,
> through a content analysis of teachers' projec-
> tive stories, the patterns of observation which
> typify teachers' perceptions of classroom life in
> an all-black ghetto high school. . .(p. 3).

Three questions provided the focus of the study. These were

> 1. What deeper perhaps unacknowledged, ten-
> dencies characterize teacher's interpretations
> of classroom situations?
>
> 2. What kind of judgments and inferences do
> teachers commonly make as they respond to groups
> of students?; and
>
> 3. Do black and white, or male and female, teach-
> ers differ significantly in their perceptions of
> classroom events? (Parkay, 1981, p. 3)

Subjects' projective paragraphs were analyzed based upon a

theme approach (i.e. unit of analysis) in content analysis.

> The design. . .was based on the assumption that
> teachers would 'project'. . .their typical emo-
> tional and ideational responses to classroom
> events in the ghetto [through their paragraphs]
> (p. 7).

Among other findings, Parkay noted that black teachers

tended to perceive the drawing from a more negative perspective than white teachers. Males were less negative in their perceptions than were females; and whites tended to write longer more descriptive narratives than blacks. A point noted by Parkay (which has implications for the present research) was that conjectures concerning the value orientations of the teachers potentially could have been made based upon the information provided in the projective paragraphs that each subject wrote.

It is this particular use of content analysis i.e., conjecturing about the value orientations of the author of specific written discourse, that is the focus of the present research.

Few studies in education have dealt with value analysis as a submethod of content analysis research. In this regard, only one research study was located which concerned education and sought to implement a content analysis, i.e., value analysis research methodology.

Dhand (1967) conducted a value analysis of social studies textbooks as part of a doctoral dissertation study. Value analysis was defined as

> . . .one of the many refined kinds of content
> analysis. It makes possible the statistical
> treatment, analysis, and interpretation of
> what has been said orally or visually as regards
> to any given value catagories (p. 8).

Dhand value analyzed eight seventh and eighth grade social studies textbooks that had been adopted by the Saskatchewan school district between the years 1905 and

1965. Using Lasswell's eight social values, Dhand examined textbooks for the inclusion of content in value categories such as power, respect, wealth, affection, skill, rectitude, enlightenment, and well-being. The major area of analysis was the actual content within paragraphs. Graphics and end of chapter exercises were not included.

In collecting data from each of the textbooks, Dhand gathered quantitative data concerning

> 1) the total number of paragraphs in the textbook,
> 2) total number of paragraphs. . .pertaining to each of the eight values, and 3) percentage of paragraphs in the textbook devoted to each of the eight values (p. 39).

After collecting basic data Dhand categorized (i.e. rank ordered) the extent of coverage given the various value categories in each of the texts. General conclusions drawn from the research revealed that

> 1) None of the textbooks analyzed [showed] a balanced orientation of textual materials with regard to all of the eight social values.

> 2) . . .materials pertaining to the values of wealth and power. . .receive greater quantitative treatment than the materials pertaining to such values as respect, enlightenment, affection, skill, rectitude, and well-being.

> 3) The values of wealth and power are greatly emphasized. . .and such values as affection, skill and rectitude are relatively neglected. . . (p. 41).

As was the case with previously reviewed research employing the content analysis technique however, the Dhand study exemplified yet another example of researchers utilizing the content analysis method for the purpose of explaining quantitative data to the exclusion of any attempt

to offer explanations concerning the qualitative, that is undergirding reasons, for such data as they appear.

As has been stated, few researchers in education have addressed, even peripherally, the notion of underlying value orientations to be found in the various examples of written discourse that have been content analyzed. Of those who have addressed the possibility of value analysis, none have ventured to illuminate those possible value orientations that permeate the written discourse that could be said to have formed the idealogical foundations upon which current educational ideas in general, and preservice teacher preparation in particular, are based. It is this very task toward which the present study is directed.

Specifically, the writer proposes to employ value analysis, a subset of content analysis, as a research method in attempting to open a dialogue which may potentially result in illuminating some ideas in regard to the following questions. These questions in conjunction with the research questions noted in Chapter I will serve as the major focus of this study.

1) What are the predominant issues that have been present in those works which have had major influence upon contemporary teacher preparation thought and practice?

2) What salient value orientations appear to impact upon the emergence of the various issues addressed in these influential literary works?

Summary

This chapter has served to provide the reader with a background on the content analysis research method as used in education related studies. The writer reported on the traditional uses of the method in the field of education as being restricted to the traditional quantitative analysis.

Education content analysis, it was noted, has tended to be limited to readability studies in which the researcher has investigated reading ease and interest index of given written materials. Despite the fact that the preponderance of education research employing content analysis has been restricted to readability studies, many writers have questioned the viability, i.e., the reliability of results yielded from such formulae.

Other education researchers have employed content analysis as part of survey research. However, as was the case with readability studies, the major purpose of such research has been that of collecting and reporting quantitative data about the written materials analyzed.

Finally, the writer discussed research in which value analysis (a subcategory of content analysis) was utilized in education related studies.

The chapters to follow provide a description of the values analysis technique used in this study, application of the framework, and discussion of the results.

CHAPTER III

VALUE ANALYSIS: THE METHOD

This chapter is presented as an extension of the previous discussion. In Chapter II the writer discussed content analysis as a research method. In addition, a review of education research was provided. In general, it was found that researchers in the field of education have restricted their utilization of content analysis to analyzing textbooks for such areas as reading ease and content interest level.

The writer concluded by suggesting that the potential of the content analysis method has yet to be realized in education related research. It was proposed that value analysis, a subcategory of content analysis, holds great potential as a tool for addressing the questions presented in the present study.

The writer's goal in this chapter is to present a discussion of the value analysis method to be used in this study. As a preface to this primary focus, a discussion of the role of value theory in teacher education has been included.

Values/Value Orientations: Defined

A major concern of the present study is with the notion of value. In this regard, it would seem most appropriate to provide a brief discussion over the contextual interpretations to be applied to this central concept.

Similar components were present in different authors' discussions over the nature of value. White's (1951) idea of the concept probably resembles most closely that which is being used in this study. He provides a formal definition of value as being "any goal or standard of judgment which in a given culture is ordinarily referred to as if it were self-evidently desirable (or undesirable)" (p. 13). A closer analysis of White's interpretation reveals the understanding that values are not phenomena or actions that can be readily observed in direct fashion. Rather, one's values are inferred through observations of behaviors.

In agreement with this idea, Scheibe (1970) suggests that

> values do not reside either in external objects
> or within the person; rather, they emerge from
> the interaction between a particular person and
> a particular portion of the environment (p. 43).

Further, Scheibe indicates that values, in and of themselves can not be objectives of direct observation.

Various writers note values as having several salient characteristics which distinguish them from other concepts, such as beliefs. Ormell (1980, p. 73) suggests that ". . .a value . . . possesses considerable generality and

universality."   He notes that "values are. . .things which
one has to work at, to strive for, to expend effort in
living up to" (p. 73).   Further, Ormell defines values by
suggesting that they are

> . . .consistent, reasonably justified, effort-
> intensive motivation. . .in relation to which
> the person who holds. . .[them] is ready to
> stand up and be counted (p. 75).

This seems to indicate that values or values
orientations are heartfelt, and potentially identifiable by
way of analysis of actions or behaviors in a given context.

Scheibe (1970) discusses the nature of value judgments,
a related if not synonymous concept, by suggesting that

> value judgments refer to what is wanted, what
> is best, what is desirable or preferable, what
> ought to be done. They suggest the operation
> of wishes, desires, goals, passions, valences,
> or morals (p. 42).

It would appear that values (i.e. value judgments) serve the
purpose of providing the motivation for a particular action,
as well as providing the criteria by which the worth of the
action might be judged.

White (1951) also addresses this compounded
interpretation of the role of values when he suggests that

> it would be very artificial,. . .to assume
> that a value must be either a goal [motivation]
> or a standard [criteria of measure for goodness];
> it is often both (p. 14).

Hence, values, value judgments, or value orientations are
interpreted as being those ideas or ideals (as evidenced by
one's actions or behaviors) toward which an individual
expends considerable effort toward attainment.

Ormell (1980) indicates that

> a person's values. . .may be seen as the basic
> motivational constitutents of his intentional
> behavior and in view of which it may be ex-
> plained (p. 76).

At this juncture, the writer points out that it is this very conceptualization of the term values, toward which the primary focus of the present research effort is directed. The writer would hope to associate particular value orientations with specific intentional behaviors.

For the purpose of this study, intentional behaviors are interpreted to be those issues and/or concerns found within the literature selected for analysis. These intentional behaviors will be identified as salient themes. Thus, in establishing a contextual definition for the concept of values (i.e., value orientations) the writer has interpreted it to mean those undergirding motivations, goals, and/or standards of judgment, that serve to provide explanation for the presence of various themes within a selection of educational literary works.

Value Frameworks and Teacher Preparation

A major function of this study is that of categorizing various themes found in the selected literature into categories representative of specific values, i.e. axiological orientations. In accomplishing this primary task, the writer discovered four value frameworks from which ideas and interpretations were borrowed in the formulation of the value framework that was ultimately adopted for this

study. These frameworks, each poignantly purposeful in its uniqueness, reveal resemblances to each other in terms of the various value orientations into which various behaviors were categorized. In addition, the authors of these frameworks, (Eduard Spranger, Paul Taylor, Dwayne Huebner, and Ralph K. White) find their professional expertise in varying disciplines.

The discussion will begin with the six value attitudes of Spranger, as illuminated in his 1966 volume Types of Men; followed by an analysis of Taylor's eight value categories, as presented in his work, Normative Discourse.

Huebner, the one educator among the four theorists to be presented, has developed a value framework comprised of five categories. This framework, originally presented in the Curriculum Research Institute sponsored volume, Language and Meaning, provides much of the primary theoretical base for the value framework that was utilized in the study.

Finally, an interpretive analysis of White's value model is provided. A modified version of his work as presented in Value Analysis: The Nature and Use of the Method, was utilized with the selected literary works in this study.

Spranger's Value Attitudes

Spranger (1966) developed a framework for categorizing primary human attitudes and their relationship toward a specific worldview. These six attitudes were identified as

theoretic, economic, aesthetic, social, political, and religious. Spranger presents a discussion about each of these salient human attitudes which, upon close analysis, reveals definite implications for teaching in general as well as the specific foci of teacher preparation programs in particular. The writer will present a discussion and interpretation of each of the attitude value orientations; as well as some of the perceived implications that each of these attitudes has for contemporary teacher preparation programs.

In his discussion on the theoretic attitude Spranger describes this particular orientation as emphasizing the importance of solving problems. In tandem with this emphasis is the orientation towards objectivity and the deemphasis of individuality. Further, Spranger notes the theoretic individual as being oriented towards deemphasizing the practicality of phenomena. It is noted that the theoretic attitude does not coexist with Spranger's other identified attitudes.

On the other hand, he introduces the economic attitude individual by indicating that a major emphasis of this orientation is directed toward utility and practicality i.e. the exact opposite of the theoretic attitude orientation. For the person possessing the economic orientation the importance of knowledge is determined by the extent to which it has demonstrated practical application. Equally, a major emphasis of the economic attitude is the acquisition of

power over things and other people. The very worth of the individual is contingent upon the assessed utilitarian value associated with the person.

Aesthetic attitudes, according to Spranger, can be subdivided into three components: impressionist, idealist, and expressionist. The impressionistic individual emphasizes the importance of experiences as paramount in attaining the ultimate meaning from life. The quality of such experiences is not an issue within this value attitude.

On the other hand, the idealist component of the aesthetic attitude attempts to evaluate the quality of experience by defining right versus wrong experience. From this perspective, such individuals emphasize not only the importance of variety in the quest for attaining the ultimate meaning of life but equally, they attempt to decipher the quality of given experiences.

Finally, the expressionist perspective of the aesthetic attitude is revealed in the individual who attempts to live out experiences in life in an artistic form. Spranger describes the expressionistic aesthetic individual in the following manner:

> They make out of their lives works of art. They
> are themselves form, beauty, harmony and propor-
> tion. Even in their earliest tendencies they have
> a certain moral grace; but often enough too, they
> only complete themselves through conscious inner
> culture (p. 150).

The aesthetic attitude reveals an emphasis on individuality and the importance of humans living as one with the universe. Further, Spranger suggests that evident

in this value orientation is indifference to the idea of practicality (so prevalent in the economic attitude) and an undergirding emphasis on the importance of beauty and life as art.

Spranger's fourth value attitude category, social, is exemplified by major interests and emphases on others aside from self. The importance of developing empathy and understanding for another predominates to such an extent that according to Spranger the social attitude individual values the human soul above all other values including self. In this regard, the social being is viewed as altruistic in her/his interest in humankind. Equally congruent with this emphasis is the social attitude person's deemphasis on the acquisition or maintenance of power or influence over others. From this perspective influence has no importance for the social attitude orientation save for the extent to which one's love for another can be perceived as influencing.

In almost direct opposition to the social attitude is the political attitude. This fifth value attitude orientation Spranger describes as placing major emphasis on asserting superiority over others. Self-assertion in the political attitude usurps the predominance of interest in others as experienced in the social attitude value structure. Further, from the political attitude value orientation, all other value regions inadvertently become means to an all consuming power and control end within the

individual.

Spranger's sixth and final value structure, the religious attitude, is described as emphasizing the quality i.e. worth of humankind as a whole. Encompassing the foundations of the earlier noted aesthetic attitude, the religious attitude value orientation is viewed as embodying the ultimate axiological framework through which the essence of life can be realized. In this context Spranger describes the religious attitude as being the highest attitude (i.e., value) to be experienced.

Though Spranger's axiological attitudes framework was not chosen as the primary model in the present research, the writer does note definite implications for each of the salient attitudes identified within his framework. These implications were identified with regard to the writer's own undergirding value orientations (which were expanded upon in Chapter I).

Essentially, the writer identifies implications for the theoretic attitude and teacher preparation as being the antithesis of those philosophical orientations that are emphasized by this writer. In this regard, it is believed that the overemphasis on the theoretic has implications for making contemporary teacher preparation programs unimportant.

It would appear that current direction in the field has become far more practical; especially with the emphasis currently being devoted to increasing field experiences at

all levels of teacher preparation. At this point the writer
might like to briefly note that the concepts of theory and
practice are not viewed as parallel opposites; but rather as
ends on a continuum of experiences. From this perspective,
it is suggested that all sound practices are foundationed
upon a particular, perhaps somewhat elusive theoretical
base.

Another implication that the theoretic attitude seems
to have for teacher preparation is that its de-emphasis of
the importance of the individual appears to be antithetical
to what might be considered a basic, if not essential,
component of teaching in a democratic society. Equally, the
de-emphasis on experimentation (an articulated value
orientation identified in Chapter I) is noted as permeating
the theoretic attitude orientation. Spranger notes,

> [the] theorist does not wish to be an inconsis-
> tent entity in a world of order; he does not
> want to be the means of bringing something
> chaotic [i.e. change] into the world (p. 122).

Overall, the writer perceives the general emphasis of the
theoretic attitude as being predominated by value
orientations that would be manifested in actions that appear
to be the antithesis of the directions of contemporary
teacher preparation programs.

Likewise, the economic attitude emphasis is viewed as
being frought with orientations that can be argued as being
contrary to what might be viewed as the essence of
contemporary teacher preparation programs. As noted with
the theoretic attitude, the economic orientation emphasis

upon certain values (i.e. competitiveness, power over others, importance of the individual based upon his/her perceived worth) would appear to be the antithesis of the emphasis of educating in current American society.

In reviewing Spranger's discussion over the aesthetic attitude framework several prominent implications for teaching emerged. It would appear that the aesthetic individual's emphasis upon self-realization, self-fulfillment and the enjoyment of life would necessarily catapult the teacher into the position of facilitator of learning activities; as contrasted with the omniscent disseminator of truths role that would be assumed with individuals assuming theoretic, or even economic attitude value orientations. Further, the aesthetic individual's interest in individualism, and the search for beauty in all aspects of life would seem to indicate an approach to teaching emphasizing a less than directive stance.

Similar to the aesthetic in emphasizing the importance of the individual human being is Spranger's social attitude individual. The social attitude individual's value emphasis on empathetic identification with other human beings, in this writer's judgment, makes such individuals ideal teacher candidates. Above all other values emphasized within this orientation, the social attitude emphasizes the importance of empathetic relating, i.e. identification, to such an extent that the teacher (i.e. the empathic individual) is almost able to take the place of another.

In near total contrast to the social attitude is the fifth value orientation or the political attitude. Herein, the individual human being assumes importance only to the extent that she/he is able to aid in the attainment of power--the all encompassing end for the political individual.

In juxtaposing the political attitude individual with current teaching roles the writer perceives a person bent upon realizing his/her own aims. In this regard, a definite incongruence between the necessary altruistic orientation of teaching and this individual's overarching need for power over others is conspicuously present. Equally, Spranger suggests that the political attitude individual's emphasis upon the attainment of power over others necessarily catapults such persons into a position of perceived superiority over others. It would appear that attitudes of superiority are hardly congruent with current teaching roles in which the teacher not only recognizes his/her ability to influence others, but is equally and willingly open to being influenced by those in less authoritative positons.

Finally, the religious attitude individual, probably the most elusive value orientation for which to describe implications for teaching, is noted as being that value orientation toward which the epitome of altruism in educating is directed. Spranger describes this individual as possessing and demonstrating a love and caring for humankind to such an extent that it can be likened to the

caring God has for humankind. The writer would like to suggest that as teachers shed their ominiscient disseminator roles and assume that of facilitating the growth of individuals they move closer to the religious attitude value orientation.

In conclusion, the Spranger value framework model provides thought provoking ideas concerning differing value orientations toward the human experience. Though Spranger's work does not specifically address implications for teachers and educating, this writer has attempted to extract from his presentation possible manners in which this framework could be applied to the specifics of teaching. It is believed that a more in-depth analysis of the Spranger model would provide more revealing implications that each of his six value attitude orientations hold for teacher education, and education in general.

Taylor's Realms of Value

A slightly different approach to values classification is presented in Taylor's work Normative Discourse (1961). Therein, Taylor discusses the relationship between the two salient concepts that predominate this work, i.e. the relationship between points of view and value systems. The suggestion is that various value systems can be found within one of eight distinct points of view. In addressing this relationship Taylor suggests that

> . . .the standards and rules which constitute the
> value system are, first of all, the standards and
> rules appealed to when value judgments are veri-

fied in accordance with a certain set of rules of
relevance, and are secondly themselves validated
in accordance with the same set of rules of rele-
vance.
. . . .
It is rules of relevance (or more generally, the
cannons of reasoning) that define a point of view,
not any specific standards or rules of conduct
(p. 113).

Hence, Taylor's model is presented here not so much as

a values classification system, but rather as an explanation

of varying points of view that can be said (for the purposes

of the present study) to coincide with specific value

orientations.   In this context, Taylor suggests that values

can be classified depending upon specific "feature[s] of a

value judgment, prescription, standard, or rule. . ." (p.

299).

Taylor identifies nine features that might be used for

values classification.   The one to be addressed in this

discussion is the feature of classifying values based upon

the point of view to which the value belongs.

Expanding upon this concept of "point of view" Taylor

suggests that "[d]eciding to take a point of view is

deciding to reason in a certain way, namely according to the

cannons which define the point of view" (p. 121).   Further,

he indicates that eight basic points of view formulate the

basic realms of value across civilized human societies.

[They are considered] basic because of two factors.
First, they pervade the culture, in the sense that
the conduct of any given individual in the culture
is always subject to a value system belonging to at
least one of them and is usually subject to value
systems belonging to more than one of them.   Second,
they are the dominant points of view in a culture,
in the sense that they set the values of the major
social institutions and activities which carry on

the civilization of the culture (p. 300).

Taylor further illuminates this notion of points of view by suggesting that the dominant social institutions within a society can be said to be permeated with certain identifiable points of view.

> These major social institutions and activities
> are the moral code, the arts, the pure and applied
> sciences, the religion or religions, the economic,
> political and legal systems, the customs and tradi-
> tions, and the educational institutions (p. 300).

He identifies eight points of view (value orientations) that he suggests correspond to these social activities and institutions. These are

> the moral, the aesthetic, the intellectual, the
> religious, the economic, the political, the legal,
> and the point of view of etiquette or custom (p. 300).

Contrary to the undergirding assumptions supporting this study, Taylor suggests that

> no single point of view [corresponds] to the
> educational institutions of a society, since
> education is a process which may take place
> within any point of view (p. 300).

This writer however, would like to suggest that it is possible to analyze works that imply, and perhaps even define, specific predominant orientations or points of view in education. Taylor's work appears to offer credence to this contention in that he further indicates that

> Value systems belonging to the eight basic points
> of view are embodied in the organizations and
> institutions of a society. Thus the purpose of a
> social organization may be to fulfill standards
> which belong to one or another of them. Or else
> it may be governed by rules which belong to one or
> another of these points of view and to carry on the
> organization's activities is to follow these
> (practice defining) rules (p. 300).

Thus, Taylor seems to suggest that despite the fact of educational institutions' existing within various points of view, in the process of defining the basic purposes of the given institution, predominating value orientations (i.e. points of view) can be identified or associated with the organization.

Taylor does not offer specific identifying characteristics associated with each of his points of view as was the case with Spranger's value attitudes. Actually, the explanation that is provided expands upon his concept of point of view. In this regard, Taylor suggests that an individual can be said to have an aesthetic point of view if his/her reasoning for liking or disliking a particular thing meets the rationality of reasoning generally accepted as aesthetic.

> What makes a standard or rule a moral one is
> not some distinctive moral quality which inheres
> in it and which can be identified by direct inspec-
> tion of it. Nor is there a unique aesthetic
> quality which makes a standard or rule an aesthet-
> ic one. A moral standard is any standard which is
> justified by appeal to the rules of relevance de-
> fining the moral point of view. The same standard
> may also function as an aesthetic. . .,religious
> . . ., or an intellectual standard, depending on
> whether it is justified within the framework of
> the aesthetic, the religious, or the intellectual
> point of view (Taylor, 1961, p. 306).

Hence, Taylor provides little, if any discussion over those specific rules, standards, or patterns of rationality that can be determined as specifically defining each of his eight points of view. In view of the absence of such discussion, the writer has determined that the task of

discussing possible implications for teaching based upon Taylor's categories would be shallow, if not incomplete.

Huebner's Value Categories

Huebner (1966), the one educator noted among the authors' value frameworks being presented herein, introduced his five value categories in Language and Meaning. Therein Huebner presented five value systems or frameworks that continually, albeit inconsistently, permeate curricular language.

In presenting his categories and addressing the relationship between language and relevance in educational activities, Huebner suggests that in the development of valued educational activity educators need to clearly establish the value frameworks from which their ideas are generated. In this context, Huebner implies that the very language utilized to describe a phenomenon is invariably undergirded with the value orientations that determine the educational activities curriculum developers will emphasize.

Huebner's emphasis in this work is directed toward value frameworks and their implications for curricular activity among educators. He notes a major task of curriculum workers as being that of choosing the particular language that would best serve the purpose of addressing those most urgent issues in education. Elaborating upon this note Huebner indicates that the deeper, more substantive meanings to be found in curricular (educational)

areas of interest may never be tapped. Essentially, this is

owing to the shallowness, i.e., inappropriateness, of the

language educators utilize. Herein he notes

> The educator accepts as given the language which
> has been passed down to him by his historical
> colleagues. He forgets that language was formed
> by man, for his purposes, out of his experience--
> not by God with ultimate truth value (p. 9).

Further, Huebner suggests that

> . . .curricular language seems filled with danger-
> ous non-recognized myths; dangerous. . .,because
> they remain non-recognized and unchallenged.
> . . . .
> curricular language must be continually questioned,
> its effectiveness challenged, it inconsistencies
> pointed out, its flaws exposed, and its presumed
> beauty denied (p. 9).

Thus, it would appear that Huebner senses an urgency

for educators, i.e. curricularists, in the area of analyzing

the very value orientations which undergird the language

traditionally used.   In this context, he presents a

discussion over five value systems or frameworks having

potential implications for curricular theorists.   These

include technical, political, scientific, aesthetic, and

ethical value frameworks.

Similar to Taylor's discussion on points of view, (i.e.

value categories), Huebner notes "[the] five value

categories. . .carry with them forms of rationality which

may be used to talk about classroom activity" (p. 20).   He

addresses each of these five catetories from this

perspective.

In his discussion concerning the technical values

orientation it was noted that similar to Spranger's economic

attitude, the technical value emphasizes a means-ends ideology. Emphasis on objectives and how they might be obtained characterize this particular value framework. Cost efficiency and control are a concern within the technical framework.

Huebner suggests that within the technical rationality psychological and sociological languages prevail.

> Ends or objectives are identified by a sociological analysis of the individual. . .and these ends or objectives are then translated into psychological language--usually in terms of concepts, skills, attitudes or other behavioral terms (p. 14).

It is noted that the technical value orientation is viewed as having distinct position within the task of curriculum development. That is, Huebner indicates one of the primary purposes of schooling as being that of serving "a technical function. . .by serving, developing and increasing human resources. . .essential for the maintenance and improvement of the society" (p. 15).

The political value framework is noted by Huebner as existing implicitly rather than explicitly in educational discourse. This orientation predominates when the teacher acts in such a manner as to receive (warrant) prestige, merit, recognition, or even favors from various significant others. Similar to Spranger's attitude category of the same name, Huebner notes that the political value orientation emphasizes power. In this regard, the political value framework exist within the educational setting by nature of the teacher, as a person in authority, being in a position

of influence.

Though the emphasis on power and influence are associated with the political value orientation by both Huebner and Spranger, the former suggests that the political value framework in and of itself is not evil. Rather, it is when the power and influence to be found in such orientations becomes an obsession, that is an end in itself, that the political value orientation becomes evil and immoral. Further, it is suggested that the educator whose political values do not predominate can be said to be in political equilibrium with his/her educational community.

The scientific value orientation Huebner defines as "valuing [which] seeks to maximize the attainment of information or knowledge. . . " (p. 17). Further, he indicates that "scientific activity may be broadly designated as the activity which produces new knowledge with an empirical base" (p. 16). Spranger's theoretic attitude suggests a similar orientation toward objectivity and "right answers" which, from the Huebner perspective might be said to be based on empirical evidence and knowledge.

Almost contrary to the scientific, empirical knowledge emphasis is the aesthetic value framework. Herein, Huebner notes that aesthetic valuing suggests that education is symbolic of the beauty to be found in life itself. The aesthetic value framework de-emphasizes the utilitarian purposes of education as a predominant goal. Equally, education as a whole experience is perceived as greater than

the sum total of its component parts.

Aesthetic valuing emphasizes the personal meaning to be found in the educational experience of the individual. This writer perceives Huebner's aesthetic category as being akin to the combined emphasis found in Spranger's social and aesthetic value attitudes.

As noted earlier, Spranger notes each of these attitudes as emphasizing overriding interests in others as well as self. This is to say that the aesthetic value attitude would be undergirded with altruistic emphases. Huebner notes that aesthetic values are not emphasized in education essentially because they are not prized in the society. In this context he suggests that the technical and scientific values are openly emphasized while political values are implicitly sought after. This conclusion he arrives at as a result of analyzing curricular materials.

Huebner's fifth and final category is the ethical value framework. The rationality for the ethical valuing framework is that the educator views him/herself simply as one human being possessing potential to influence others and to be influenced by others. With this emphasis,

> . . .the educator meets the student, not as an
> embodied role, as a lesser category, but as a
> fellow human being who demands to be accepted
> on the basis of fraternity not simply on the
> basis of equality (p. 19).

Huebner summarizes his discussion of these five value categories by suggesting that educational activity can not be said to be valued from any one of the categories.

Today, classroom activity is viewed primarily

> from the technological value category, but
> political considerations are also brought
> to bear;. . . (p. 19).

Further, he indicates that

> . . .the insignificance and inferior quality of
> much teaching today may be a result of attempts
> to maximize only technical and political and
> perhaps scientific values without adequate atten-
> tion to the aesthetic and ethical values (p. 19).

In view of this discussion implications for teaching
i.e. teacher preparation, it is believed, would closely
resemble those emphasis noted in the discussion on
Spranger's value attitudes, and alluded to in Chapter I.
These emphases include, amongst other considerations,
tending to the the development of the individual as a human
being aside from the teaching/teacher role to be assumed,
and facilitating the development of cooperative spirit
amongst prospective teachers.

Thus far the writer has discussed value frameworks that
have influenced the value orientation framework used in
categorizing themes noted in the selected literary works
utilized in this study. The final value categorization
framework to be discussed is that presented by White (1951)
in his work on values analysis. It was this final
categorization scheme that provided the framework that was
utilized in this study.

White's Value Analysis Categories

This fourth and final value classification system
formed the primary basis for the value categories utilized

in this study. White (1951) wrote what appears to be one of
the few existing works describing the value analysis
technique. Included in this work is a description of value
orientations which White suggests fall into either of two
basic categories. The basic value categories are goals
(i.e. motivations of behaviors or actions) and standards of
judgment. Between these two major categories he has
identified 50 different value orientations said to be
clearly identifiable within the complexity of human
personality characteristics.

For the purposes of the present study it was determined
that an in-depth discussion of all 50 categories would be
inappropriate. This decision was based upon the discussion
provided by White concerning the uses of value analysis.
Therein, he notes that specific subcategories within the
major values classification schemes are useful (among other
purposes) in the analysis of propaganda and public opinion
materials.

In reviewing the purposes of the present study, it was
determined that the literature analyzed was probably best
classified along the same line as propaganda and public
opinion materials, as opposed to data suited to personality
and clinical psychology (a second purpose noted by White).
The writer justifies the discussion of a specific selection
of White's categories as being hinged upon the assumption
that these particular values categories might offer insight
into the value orientations of the institutional members as

a whole as oppposed to individual value orientations. The categories utilized in this study were an adaptation of White's categories.

Value Framework Categories

A modified version of White's (1951) value analysis categories and symbols presented in Value Analysis: The Nature and Use of the Method was utilized in this study.

White provides a description of value categories suitable for either of two primary types of document analysis. These two include values interpretations and illustrations "adapted to the data of personality-study and clinical psychology. . ., while [the second area] is adapted to propaganda and public opinion materials. . ." (p. 21).

In studying the various categories included within the two major rubrics, it was decided that a combination of values selected from these major areas would be most useful in the present study. As alluded to in Chapter I, the writer's own value orientations toward teaching, teacher preparation, and various other related constructs undoubtedly influenced the final selection of categories utilized in the study.

Additionally, it should be noted that the writer chose to select those value orientation categories that were most closely congruent to value descriptions noted in the frameworks developed by both Spranger and Huebner.   Hence the five value categories chosen to aid in the analysis of

the selected literary works are listed and contextually defined as follows:

Practicality- Akin to Huebner's notion of the technical value framework this particular orientation was interpreted as emphasizing a means-ends orientation to various aspects of teacher preparation. The practical oriented author was perceived as necessarily attending to the attainment of specific objectives in teacher preparation programs.

Spranger's economic attitude is also likened to the interpretation of the Practicality value emphasis to be found in teacher preparation literature. Spranger notes emphasis given to the utility of things, people, and circumstances as a distinct condition, i.e. measure of worth.

The modified interpretation of White's practicality category, as it was to be utilized for the present study was that the practical value orientation would be ascertained by the extent to which the unit item of analysis directly stated, or indirectly inferred the importance of teacher education programs, or those associated with such programs, as placing their emphases on adapting specific means that would result in specific quantifiable ends. Included here might be the extent to which teachers, professors, etc. can potentially utilize knowledge, or techniques that they have acquired.

In this context, means were defined as manners, or techniques, of implementing particular strategies with the

purpose of attaining specific pre-established goals.

Additionally, the practical value orientation could indicate a distinct emphasis on eliminating those practices, strategies, goals, etc., that are not realistically attainable as determined by some quantifiable measure. Examples of analysis units interpreted as suggesting the Practicality orientation are presented in Appendix B.

<u>Knowledge-</u> Spranger's theoretic attitude as well as Huebner's scientific category are illustrations of the emphasis implied by the Knowledge value orientation as utilized in the present work. Spranger notes an emphasis being placed on cognition, objectivity, and empiricism. Huebner, in addition to noting these areas, introduces the notion of "right knowledge", i.e. the attainment or development of knowledge, again, empirically based.

Knowledge as a value orientation in this study was inferred to be present in a literary work when the author specifically referred to those ends (i.e. educational or research oriented) toward which teacher preparation is or should be directed. Ends were defined in terms of specific course work, specific competencies to be developed, or specific research interests to be pursued by teacher educators, prospective teachers, or others. Examples of analysis units interpreted as suggesting the Knowledge value orientation are presented in Appendix B.

<u>Dominance-</u> The Dominance value framework can be identified in literary works as emphasizing either directly

or implicitly, the degree (desired or actual) of power, authority, or influence to be associated with a given position, institution, ideological stance, etc. to be found in teacher preparation. Included are references toward political, economic, and or social influence or capability.

Both Huebner and Spranger address this value orientation in what each terms the political orientation or attitude. Within both of these authors' discussions is noted the emphasis toward superiority over others, and the attainment of power as indicated by the ultimate ability to determine one's own destiny.

Hence, a Dominance value orientation was inferred to be present when the author of a particular work inferred or directly stated a goal or desired aim of teacher preparation (or persons associated with such programs) as being that of attaining or exercising ultimate will and/or ability to determine its own destiny. Also included was the extent to which emphasis was placed upon the amount or extent of influence (political, economic or otherwise) to be found or realized in teacher preparation programs.

Again, influence would be directed toward the goal or aim of self determination, in addition to influencing the ultimate destiny of related organizations and institutions. These related entities might include state boards of education, and elementary and secondary school systems throughout the nation. Examples of analysis units interpreted as suggesting the Dominance value orientation

are presented in Appendix B.

Group Unity- White defines this category as identification or cooperation with a group. This is interpreted to suggest the extent to which one perceives oneself as being "one" with a particular reference group. The writer has expanded the interpretation of White's original category to include the presence of themes suggesting (through direct or implied reference) identification, from the perspective of similar goal directions, with others. "Others" would be defined as publics to be served as well as the peer group involved. In the context of the present study this would include students being taught, university members, and other actors in the educational arena.

Huebner addresses this value orientation in the interpretation of his aesthetic category. He notes that the aesthetic individual would perceive education as symbolic of life. The writer draws a parallel between Huebner's interpretation and that being presented by suggesting that the Group Unity value orientation includes those references concerning the purposes of teacher education that specifically note or infer the inextricable relationship i.e., interdependence between the various actors within the educational arena.

Spranger's social and aesthetic attitudes are also viewed as suggesting a similar emphasis as the Group Unity category in that Spranger infers a group unification as

realized throught the process of self-realization. Examples of analysis units interpreted as suggesting the Group Unity value orientation are presented in Appendix B.

Morality- White's suggestion in this cateogry includes reference made to right versus wrong attitudes, actions, or beliefs in regard a given phenomenon. The writer interpreted such themes as stating or inferring a direct relationship between teacher preparation and the society-at-large.

This is to suggest that literary themes having a moral value orientation infer a relationship between the task of teacher preparation institutions (or related members of the educational arena) and some notion of ultimate humanity. In this context, good education has global implications encompassing all spectrums of society.

Huebner addresses this value interpretation in his ethical category when he notes the ethical orientation as emphasizing the relationship between student and teacher. This relationship transcends the subordinate-superordinate stance and instead, it progresses toward being one based on "fraternity" in addition to the basic foundation of equality of persons.

Huebner notes that ethical individuals open themselves to the possibility of being influenced by their contacts as freely as they assume the role of influencing others through their lifework. Likewise, Spranger's religious attitude is also akin to the interpretation being implied in this

category.

Spranger notes religious attitude individuals as being those who emphasize the quality and worth of one or another's humaneness based upon some ultimate, i.e. devine, notion of goodness. In this regard, Spranger notes that religious value attitudes are the ultimate, i.e. highest hierarchically arranged of all value attitude orientations. Examples of analysis units suggesting the Morality value orientation are presented in Appendix B.

Thus, the selected literary works to be utilized in this study will be value analyzed for the presence of five value orientation categories. These have been identified as Practicality, Knowledge, Dominance, Group Unity, and Morality.

Influential Literary Works: The Sample

A survey of Past Presidents of the American Association of Colleges for Teacher Education (AACTE), augmented by an analysis of history of education textbooks resulted in the final compilation of books included in the sample of literary works used for this study.

The names and addresses of all presidents of the AACTE were obtained from the main office in Washington, D.C. in May of 1985. A letter was sent to each president (see Appendix C) requesting that he/she provide a list of literary works personally believed to have influenced present day teacher preparation thought and practice.

Twenty-six letters were sent; in that all persons having held the office of president of the AACTE were included as part of the original population of solicited experts within the field of teacher preparation.

Over a period of four months 15 of the presidents responded to the letter. Of those 15 responses, one, which was received from an administrator of the institution where one of the past presidents had once served as professor, informed the writer that that particular past president had been deceased since early during the year.

Hence, of the 14 remaining responses, it was found that only seven of the originally solicited presidents had provided information that could be utilized in the study.

As discussed in Chapter I, an alternate strategy was developed in which the writer surveyed history of education textbooks for titles and names of authors noted in chapters or sections devoted to teacher preparation.

Ninety-six titles were collected. The final literature selection was based upon the frequency with which titles were noted. Specifically, a title of a work cited two or more times amongst the 96 titles was selected to be part of the final list of influential literary works for this study.

The complete list of Past Presidents of the AACTE is noted in Appendix D. The list of history of education textbooks surveyed is presented in Appendix E. The list of literary works selected from the survey are provided below.

1. American Council on Education. The Improvement of
        Teacher Education. Washington, D.C.: The Council,
        1946.

2. Borrowman, Merle L. The Liberal and Technical in
        Teacher Education. New York: Bureau of
        Publications Columbia University, 1956.

3. Conant, James B. The Education of American Teachers.
        New York: McGraw-Hill Book Co., Inc., 1963.

4. Cottrell, Donald P. (ed.). Teacher Education for a
        Free People. Oneonta, NY: American Association of
        Colleges for Teacher Education, 1956.

5. Dewey, John. Democracy and Education. New York: The
        Macmillan Co., 1923.

6. Elsbree, Willard S. The American Teacher. New York:
        American Book Co., 1939.

7. Evenden, E. S. National Survey on Teacher Education.
        Washington, D.C.: Government Printing Office,
        1935.

8. Gage, Ned L. The Scientific Basis of the Art of
        Teaching. New York: Teachers College Press, 1977.

9. Howsam, Robert B. Dean C. Corrigan, George W. Denemark,
        Robert J. Nash. Educating A Profession.
        Washington, D.C.: American Association of Colleges
        for Teacher Education, 1976.

10. Koerner, James D. The Miseducation of American
        Teachers. Boston: Houghton Mifflin, 1963.

11. Lortie, Dan C. Schoolteacher. Chicago: Univeristy of
        Chicago Press, 1975.

12. Ryan, Kevin (ed.). Teacher Education: 74th NSSE
        Yearbook Part II. Chicago: University of
        Chicago Press, 1975.

13. Smith, B. Othanel, Stuart H. Silverman, Jean M. Borg,
        Betty V. Fry. A Design for a School of Pedagogy.
        Washington, D.C.: U.S. Department of Education,
        1981.

14. Smith, B. Othanel, Saul B. Cohen, Arthur Pearl.
        Teachers for the Real World. Washington, D.C.:
        American Association of Colleges for Teacher
        Education, 1969.

Although 14 titles surfaced from the survey conducted,

an analysis and review of those works revealed the need to eliminate three of the books from the final value analysis.

The books eliminated were The American Teacher, National Survey on Teacher Education, and The Improvement of Teacher Education. Essentially, the major reason for this decision was based on the fact that the information presented within these volumes predated the final time period emphasis of the study.

This final time period decision was based on the response from the initial survey attempt. This is to say that though the AACTE Past Presidents were asked to identify works which had been written during this century; it was decided that this time period would need to be readjusted.

The justification for this decision was based on the limited response from the surveyed population, in addition to the fact that the alternative sample literature strategy involved the analysis of textbooks written since 1954 (the inception of NCATE). As noted earlier, it was assumed that authors and titles noted in textbooks may have influenced the formulation of the NCATE; which in turn is was assumed, would allow the writer to judge programs as one congruent group.

One exception was made however, for the work Democracy and Education. Because of the frequency with which this work was noted in the survey (of both Past Presidents and textbooks) it was decided that to eliminate this volume would have been a major limitation of the study. Thus, the

final sample of influential literary works listed in
Appendix A equalled 11.

In deciding whether entire books needed to be analyzed
reference was made to White's (1951) work on the value
analysis technique. Advocating the use of analyzing sample
selections, White notes

> it [is] quite unnecessary,. . .to analyze every
> sentence of a book. . . .An analysis of every
> other page, or of every fourth page [depending
> upon the topic of analysis and the cohesiveness
> of thought presented in the writing, can yield]
> the same results (p. 68).

Hence, the various literary works texts were surveyed
to determine the extent of analysis that would need to be
completed. It was found that many of the texts, though
included on the list, were not entirely devoted to teacher
preparation i.e. the subject of the present study. In such
cases the writer selected those sections from the text that
specifically addressed the preparation, training, and or
education of prosective teachers. This is to say that an
analysis of the entire text was,in some cases,
inappropriate.

Equally, in regard to those works (e.g. Smith, et al.,
Ryan, and Howsam, et al.) devoted, in their entirety, to
teacher preparation it was acknowledged that the entire work
would need to be value analyzed.

Thus, it was decided that every fourth page would be
value analyzed for the collection of data. This figure
however, was found to be contingent upon the similarity of
ideas and/or the volume of material presented. In most

cases where chapters of sections from books were selected for analysis, the writer opted to code each page presented therein.

Coding Procedure

The coding procedure utilized as well as the literary unit analyzed, was determined by studying and adapting to the present research, those ideas noted in discussions presented by Berelson (1952) and White (1951) on the nature and use of content analysis and value analysis, respectively.

Berelson distinguishes between two types of units of analysis in content analysis research, i.e. the recording unit and the context unit.

> The recording unit is 'the smallest body of
> content in which the appearance of reference
> is counted' (a reference is a single occurence
> of a content element) (p. 135).

The context unit, on the other hand, is noted as being the content analyzed in identifying a recording unit.

In the context of the present study, the context unit of analysis is the paragraph; while the recording unit, or identifying themes, will be specific word/themes found or implied within the paragraph units. In this regard, isolated word/themes (e.g. "peer review", "field experiences", "master teacher programs") have no meaning and offer limited analytic content. Hence, the major unit of analysis, i.e. the content from which value orientation analysis was drawn, was the individual paragraph within text

chapters.

Reading the entire chapters of books selected the writer noted passages (i.e. paragraph units) on specifically designated pages and identified the salient value orientation(s) as suggested by various word/themes included by the authors. Analysis units were categorized according to the five value orientations adapted for this study and recorded with the appropriate coding on individual index cards.

Categorization symbols were taken from White's work and adapted for use in this study. These include:

P — Practicality

K — Knowledge

D — Dominance

G — Group Unity

M — Morality

' — absence, or non presence of a value as specifically noted by the author. (e.g. " 'D "— would indicate that the author of a particular work perceives an absence or lack of desire for the Dominance value orientation in the various facets of teacher preparation programs).

Subscript codings included:

c — reference being made specifically to colleges of education (i.e. teacher training, preparation, education institutions)

t - reference being made toward teachers, as individual

members of the educational arena (included herein

were preservice teachers)

i - reference being made toward college/university

personnel in teaching capacity in departments

(colleges or schools) of education

a - references made toward college/university personnel

in an administrative capacity in departments

(colleges or schools) of education, or public

education administrative staff.

Thus,

'D_i - would indicate that the author of a particular

work perceives a lack of desire or absence of

the Dominance value orientation amongst

instructors in teacher preparation institutions.

In conclusion, the data collection for the various analyzed works resulted in a series of "frequency of occurrence" tables for each of the value orientations adapted for this study. The extended analyses of these data, are reported in a discussion/interpretation of the findings. Implications for the results of the analysis and teacher preparation are offered.

Ancillary Statement of
Professional Integrity

The establishment of the previous section of the study concerning coding of analysis findings forced the writer to

address the notions of validity and reliability as they relate to content analysis research. Addressing the former of these two White (1951, p. 82) notes "the concept of validity as applied to content analysis is peculiarly difficult to define." In his comparison of this construct in a traditional psychologically applied testing sense, White questions whether content analysis should be viewed from a similar prospective.

In questioning the appropriateness of the traditional quantitative research paradigm for which such constructs are recognized as being imperative; White asks whether any one specific purpose can be established toward which all or even a significant percentage of content analysis research is directed. Further, he indicates that the various researchers utilizing the method, do so with widely varying purposes. In this regard, the writer compares the use of the value analysis method (as proposed in the present work) to the purposes presented in Dhand's value analysis of social studies texts.

As noted previously, Dhand's (1967) purpose was that of determining those salient value themes that occurred throughout elementary social studies textbooks. Perhaps a parallel can be drawn between the present work and Dhand's research in that the task of both was that of analyzing written materials in an attempt to reveal undergirding value themes. However, it is believed that the extent of similarity between these two studies ends there.

A major difference between these two examples of value analysis is revealed when one examines the extent to which the present study extends beyond locating salient axiological themes, to conjecturing as to possible reasons why such themes appear as they do. Further, it is posited that these two studies exemplify the extent to which one could hardly hope to establish validity or reliability measures which can be applied even remotely, in any consistent fashion, to value analysis research as a method.

The writer is compelled to acknowledge the fact that White does offer suggestions on the establishment of reliability coefficients for value analysis research. However, attention should be focused upon the intent of this study in addressing the absence of reliability measures as related to this research effort.

The present statement of professional integrity is a reiteration of a position, i.e. purpose of this study noted in a previous chapter. To the extent that this work is offered as a contribution to the opening of dialogical inquiry in the field of teacher preparation, the writer would like to suggest that the concerns emanating from quantitative epistemological research paradigms, to this end, are dysfunctional.

This position is taken not to de-emphasize the importance of such questions; but rather, it is to redirect the attention of the potential critic to the substantiality of the questions being posed as contrasted with the manner

in which the writer has made the presentation.

Summary

This chapter has been a presentation of the relationship of value theory to the field of education in general and teacher preparation in specific. The writer drew upon various value frameworks in establishing the value framework utilized in this study. The chapter was concluded with an ancillary statement concerning the professional integrity of the writer as related to the emphasis of the present study.

The remaining chapters are a presentation of the findings resulting from the value analysis. In addition, the writer has addressed those questions posed in Chapter I in regard to the focus of the entire work.

CHAPTER IV

VALUE ANALYSIS OF SELECTED LITERARY WORKS

The purpose of this chapter is to present the data collected from the value analysis of the selected literary works listed in the previous chapter. In presenting the data the writer has provided an introductory overview of each of the works analyzed. This introductory overview is followed by data category tables, and finally, a brief summary statement is provided for each set of data.

The Liberal and Technical in

Teacher Education

Historically, it appears teacher education programs have been plagued with the debate as to whether their offerings should emphasize an academic as opposed to a professional focus for the education of prospective teachers. Borrowman (1956) adroitly addressed this dilemma in this volume by suggesting that

> [t]here are three areas in planning the collegiate
> program of prospective teachers where crucial deci-
> sions respecting [this relationship]. . .are made:
> (1) the concept of general education; (2) the re-
> lationship of the general education sequence to
> the professional education sequence; and (3) the
> relationship of the liberal and technical func-
> tions within the professional sequence (p. 7).

This volume is a compilation of data collected in relation to the above noted concerns. Borrowman's data for this study was collected largely

> . . .[from] the published opinions of individuals
> who. . .[had] been actively concerned with some
> phase of collegiate education (pp. vii-viii).

In addition, it is noted that the book's focus was

> . . .problem oriented. It. . . focused on the
> search for balance between two educational func-
> tions, both of which are essential in a technolog-
> ically advanced society. . . (p. vii).

Thus, this writer discovered that the essence of this work was that of focusing concerned educators' attentions on four predominant terms and the relationship held historically by each in regard to teacher preparation. These terms were identified as liberal education, technical education, general education and, professional education. According to Borrowman a recurring confusion over these terms contributed, at that time, to the confusion of focus experienced by those persons and institutional bodies responsible for the preparation of school teachers.

Though the entire volume was devoted to these concepts and the workings of teacher education programs in relation to them; it was determined that two sections specifically addressed the time period focus of the present study. In this regard, this volume actually constituted an historical survey of ideas and thoughts concerning this debate from American teacher education programs predating 1865 to the

time the volume was published.

The two sections value analyzed for data collection were one and five. In the former the author provided a general overview, intermittently dispersed with value reflections, of the state of teacher education during the period in which this volume was written. Section five was a presentation of an historical overview of those forces related to the focus of the study up to and including the period just preceding the time of its publication.

The data collection is presented within the five value categories established for this study. In addition, a sixth category (Non-Codeable Description) has been included for those units of analysis that did not fit into any of the pre-established value categories.

The tables provided indicate the specific pages number of analysis and the specific paragraphs from each page that were designated as implying, in this writer's judgment, a specific value orientation. Thus, the listing "3 [1]" noted under the heading "Non-Codeable Description", means that on page three of this work, the first paragraph unit was analyzed as being non-codeable description within the text.

Likewise, the listing "5 [1-5] under the column heading "Knowledge" suggests that on page five, the first through fifth full paragraph units were analyzed as fitting within the value category of Knowledge as defined in this study.

A paragraph (i.e. unit of analysis) was considered for coding when the preponderance of its text began and or

concluded on the specific page being analyzed.

Every fourth page from The Liberal and Technical in Teacher Education was coded to reveal the data listed in Table I of Appendix F.

Twenty-one pages of text were coded constituting approximately nine percent of the volume. While the potential critic may argue the substantiality of the amount of content analyzed from this particular volume, the writer would like to reiterate that the preponderance of this volume (i.e., approximately 66 percent) provided description of teacher education programs prior to 1930.

The author's historical analysis involved programs as far back as 1865. Thus, it is suggested that those sections analyzed do provide sufficient data as this particular work related to the focus of the present study. In this regard, 74 paragraphs were content analyzed revealing two, i.e. approximately three percent, as being non-codeable description within the text. The predominating value category (knowledge) registered 57 (77%) of all codings; whereas Practicality, Dominance, Group Unity, and Morality revealed codings of 22 (30%), 11 (15%), 6 (8%), and 9 (12%) respectively.

The summation of the percentages of paragraphs fitting under the various categorizations exceeded one hundred percent due to multiple value orientations noted within the individual contextual units of analysis.

The Education of American Teachers

Teacher education programs housed in teachers colleges, liberal arts institutions, as well as all around general purpose universities were the subject of widespread inspection and extensive analysis during the decade of 1954-1964. Among the more noteable works that emerged during that period was Conant's (1963) The Education of American Teachers. Therein, Conant spoke to teachers, professors of education, professors of arts and sciences, and all others involved in and concerned with the education of school teachers.

His message, simple yet direct, was that the educational preparation of America's teachers, regardless of whether it occurred in teachers colleges, or liberal arts institutions, was in dire need of reform. In some instances, suggestions for reform might border on the revolutionary however, if the American public was to benefit from the offerings of its educational institutions, various demands concerning the preparation of teachers would need to be addressed.

Amongst various revisions, Conant suggested that professors in arts and sciences colleges would have to recognize and to accept, responsibly, their prominent role in the preparation of teachers. In addition, wide reaching reforms were suggested in such areas as teacher education curricula; the role of certification organizations in conjunction with state departments of education; as well as

the functionings and overall purposes of the education professoriate.

In collecting data from this volume, it was determined that those sections specifically related to the preparation of preservice teachers would be closest in conjunction to the focus of the present study. Hence, these sections included, "The Academic Preparation of Teacher"; "The Theory and Practice of Teaching"; "The Education of Elementary School Teachers"; and "The Education of Secondary School Teachers". The data for this work are listed in Table II of Appendix F.

A total of 29 pages were value analyzed for data collection from this volume. Among this text it was discovered that two complete pages (i.e., pages 149 and 165) were Non-Codeable Description. In each case this content was calculated as one analysis unit. Hence, a total of 75 analysis units were coded from this work.

It was noted that 43 (57%) of the units analyzed fit into the Knowledge category. Included were such themes as specific course work to be completed by prospective teachers, the amount of time to be devoted to various aspects of the prospective teachers' preparation, and the intellectual content (i.e., its substantiality) present in education courses.

Fifteen (20%) of the analyzed units revealed Practicality themes of emphasis. Amongst these concerns were the utility to be found in education courses, and the

extent to which prospective teachers can incorporate theory of teaching into actual practice in teaching settings.

The value categories Dominance and Group Unity received a considerably smaller percentage of the coding in that the former was recorded as having only two (.026%) units devoted to this area; while the latter was recorded three (4%) of the paragraphs analyzed. Specific themes addressed in these two categories included the extent to which there appears to be an absence of autonomy within colleges of education.

In this context, Conant addressed the presence and influence of various idealogical, economic, political, and other social groups, which serve to impact upon the operations of the nation's educational institutions. Herein, the writer perceived an absence of Dominance, i.e., autonomy in the ability of educators to determine their destiny, or experience some true semblance of independence from clients being served.

Finally, it was noted that 16 (21%) of the units analyzed were coded as being Non-Codeable Description. The suggestion herein is that the author of the work was providing descriptive analysis of specific institutions that had been included as part of the investigative study report.

Teacher Education For A Free People

The years 1952, 1953, and 1954 proved to be especially productive for the American Association of Colleges for Teacher Education. Borne out of an institutional self-study

program was the Association's "Committee on Studies and Standards". It was through the reflective labor of this subcommittee that Teacher Education For A Free People was developed. This volume constitutes a compilation of papers written by a committee of outstanding educators of the period.

In reviewing this work, it was decided that a value analysis of those sections in which the authors addressed the overall purposes or functionings of teacher education would be most clearly relevant to the focus of the present study. Thus, those sections dealing with specific aspects of teacher education programs appeared to suggest, a priori, a far too narrow focus for inclusion herein. The sections chosen for value analysis were "Issues and Problems In Teacher Education", and "Facing The Future: Central Ideas for Teacher Education."

In addition to noting the specific relevance these two sections had for the particular focus of the present study, the justification for selecting these sections was based on the overall general nature of the content. In this regard, it was posited that despite the fact that the various sections in this volume were the contributions of individuals; those particular sections chosen for value analysis implied, by the generality of their content, a sense of value homogeneity for the group as a whole. With this prevailing thought, all pages within each of these selected sections were value analyzed. The data appeared as

noted in Table III of Appendix F.

An analysis of the data from this volume revealed that 22 (19%) of the paragraphs coded were noted as being Non-Codeable Description. As was the case in the previous work, and subsequent analyses, these non-codeable units were generally descriptions of various teacher education programs. It was determined in the case of this volume, in addition to others analyzed, that such description did not reveal a true indication of the authors' value orientations.

Forty-seven pages were selected for analysis from this work. Within these pages a total of 113 paragraph units were coded. Forty-seven paragraphs (41.5%) were coded as fitting into the Knowledge category, while 26 (23%) of coded units were noted as corresponding to the Practicality category as defined for this study.

In coding the Knowledge and Practicality categories it was found that many of the units analyzed (20%) were actually a combination of these two categories. Themes addressed in these units included such areas as the relevance to be found in out-of-class activities as they relate to in class studies; the specific selection of out-out-class activities; and the design of the student teaching experience.

The Group Unity value orientation was found to be present in 23 (20%) of the paragraphs, while Morality was noted in 20 (18%) and Dominance (the least frequently cited value orientation) was noted in only eight (7%) of the

paragraphs.

Salient themes within these categories were the inclusion of student input in the teacher education curriculum; the importance of similarities amongst the various teacher education program curricula; and the extent to which teaching is a profession in which its members are dedicated to serving others.

As noted in other literary works, multiple value orientations found within the various contextual units of analysis resulted in the summation of unit percentages exceeding one-hundred percent.

Democracy and Education

Probably one of the most frequently cited volumes on educational issues, this 1923 work by John Dewey, Democracy and Education, was the one literary work value analyzed whose publication predated the focus period of the present study.

Interestingly enough, it was determined that there were no specific sections or chapters from this classic volume specifically addressing the focus of the present study i.e., teacher preparation programs. However, the frequency with which this work was noted by the surveyed population, in addition to its everpresent reference in contemporary literature, suggested that to exclude it from the literary works would have been a major limitation of the study. Thus, it was determined that the entire work would be value

analyzed for the presence of the value orientations designated in this study.

It should be noted, a priori, that the analysis of this work proved particularly difficult owing to the fact that the actual preparation of preservice teachers was not a salient undergirding theme. Equally, in this regard, the writer found it necessary to modify the value orientation categories to the extent that unit analysis categorizations were based on a more tenuously implied interpretation of the author's work. This is to suggest that the writer was forced to interpret the various philosophical ideas presented as they were assumed to be applicable to the preparation of preservice teachers. Data from this work appear in Table IV of Appendix F.

Probably the most obvious finding from the data collected from this volume was the total absence, i.e. zero percentage, of analysis units falling within the Dominance category. The writer speculates as to the reason for the total absence of this category as being hinged on the nature of this particular work. The philosophical nature of this material does not address either specifically, or apparently, through implication, such areas as teacher autonomy, prestige or rewards gained by teaching, etc. as this category is defined in the present research.

Actually, as alluded to earlier, few of the themes noted in this work specifically addressed teacher preparation, and the various value orientations as defined

in this study. Hence, it was noted that of the 104 pages (every fourth page) coded and 173 units recorded, 47 (27%) of those units were recorded as Non-Codeable Description. The implications for this large percentage of non-codeable units suggests that the philosophical nature (i.e., implied value orientations) of this work and the indirect references to teacher preparation were in many instances impossible for the writer to infer.

It was noted however, that 57 (33%) of the analyzed units were recorded as fitting into the Practicality category. Inferred themes within the text included the suggestion that the ultimate purpose or essence of education is directed toward conformity, as opposed to transformation of the present society. This theme was inferred to suggest that part of the practical nature of teacher education rests in the extent to which prospective teachers are prepared to apply what they acquire in colleges of education to situations encountered in actual teaching positions. Herein, is the suggestion of the theoretical nature of teacher education courses somehow being restructured to aid in prospective teachers' conformity to "real life" teaching situations.

Another theme addressed in this work to which the writer inferred congruence with the Practicality value orientation as defined for this study, was in teaching methodology. Specifically, Dewey addresses the theme of utilizing past experiences as resources for developing

readiness for future experiences. Again, the writer inferred congruency in the implied value orientation of this theme (i.e., utilitarianism of learnings, methodologies, etc.) and the interpretation provided in this study for the Practicality value orientation.

The data collection for the Knowledge, Morality and Group Unit categories were recorded as having smaller percentages than the Practicality category. They were noted as having 32 (18%), 30 (17%), and 12 (7%), respectively.

Some of the themes noted within the Knowledge value orientation which suggested congruence with the pre-established interpretations included defining the essence of knowing or knowledge. According to Dewey, the process of knowledge acquisition occurs when the individual extracts or derives meaning from a given stimulus. This theme appeared to suggest congruence with the Knowledge value orientation in that definite indications or attempts to define knowledge (not so much what should be learned or acquired; but what, it means to acquire knowledge) was extensively developed.

Other discussions included in this work which inferred the Knowledge theme included the author's specific definition/interpretations of various areas of the school curriculum. These included such areas as history and geography. In addition, discussions concerning the knowledge which is of most worth were addressed.

Themes in the Morality category included such areas as

the overall purposes of education as it relates to the coexistence of human beings in a democratic society. Also, discussions concerning the social purpose of education, i.e. the overall influential aspects of education as it relates to the society-at-large were interpreted as corresponding to the Morality category as defined in this study.

Finally, those themes inferred as corresponding to the Group Unity category included inferences to the idea of developing educational activities from the perspective that the teacher perceives the learner not only as a student who is provided information; but the implication was that teachers should attempt to understand and perceive students as fellow human beings through whom the teacher him/herself more fully develops his/her own humanity.

The Scientific Basis of the
Art of Teaching

The perennial debate over the more accurate description of the teaching process is addressed by Gage in this 1977 volume. Essentially, Gage contends that teaching is an art by which its practices, techniques and strategies are foundeda in scientific, theoretical, and empirical under-standings.

A comparison of the predicament of teaching is made to that of medicine. The latter is noted as being artistic to the extent that its perfecting and overall implementary strategies are unique to the individual practitioner.

However, it is equally noted that the artistic aspects of medicine are foundationed in the sciences of biology and chemistry.

Teaching, on the other hand, is noted as being artistic to the extent "that [it] calls for intuition, creativity, improvisation, and expressiveness" (Gage, 1977, p. 15). The scientific aspects of teaching, like medicine, are foundationed in empirical ideas.

Gage does not subscribe to a science of teaching idea; but rather he suggests that the artistic aspects of teaching are foundationed in scientific principles. In the case of the teacher, the science from which most of his/her decisions and practices are foundationed is psychology.

This volume is a review of various research studies in the field of teaching, which eventually, leads to a substantiation of the predominant title theme, the scientific basis of the art of teaching. In view of this fact it was found that the preponderance of the work was devoted to reviewing the research conducted by others. Thus, it was decided that only one section of the text addressed the topic of teacher education. Other areas included as noted earlier reviewing "what we know" in educational research and improving upon those research findings in studies related to teaching. Every fourth page of this section was coded. A total of 44 analyzed units revealed the data listed in Table V of Appendix F.

Initially, the writer notes that the percentages

yielded in each of the various value categories for this volume when compiled did equal one hundred percent. This is owing to the fact that none of the units in this volume were interpreted as having multiple value orientations.

It was noted that the Knowledge category was coded with 50% of the units analyzed. This finding was anticipated in that this section, in conjunction with the entire volume, was primarily devoted to reporting research findings on teaching. Themes addressed and indentified within the Knowledge category included defining the different variables analyzed in teaching research; and explanations of various methodologies employed by educational researchers.

The Practicality category was coded with 11 (25%) of the analyzed units. Themes interpreted as inferring the Practicality orientation included research findings which emphasize the extent to which prospective teachers apply skills acquired in teacher education courses, the relevance of activities in teacher education coursework, and specific "how-tos" for teaching.

The Dominance, Group Unity, and Morality categories were tabulated as having one (2%), two (5%) and one (2%), respectively. It should be reiterated at this juncture, that the overall emphasis of this work was that of reporting research findings of studies related to teaching.

The implication this fact has for the interpretations of these units and their inferred congruence with the noted categories as defined in this study is that the writer

attempted to infer a value orientation from Gage's interpretation of the research studies included in this volume. Hence, the themes having inferred congruence with the Dominance, Group Unity, and Morality categories, respectively included the establishment of teacher governed teacher centers; intercommunication amongst teachers and teacher educators; teacher influence on the methods and organization of education; and finally, the responsibility and influence teachers have on future citizens (i.e., society as a whole).

Educating A Profession

Educating A Profession is the culmination of activities undertaken by the Commission on Education for the Profession of Teaching.

> [The Commission]. . .was charged with a comprehensive effort to examine all aspects of American education and the teaching profession which have relevance for teacher education institutions and the Association, to draft recommendations, and to report in time for the AACTE Annual Meeting of the Bicentennial year (Howsam, et al., 1976, p. 1).

This brief volume includes discussions covering such areas as the nature and characteristics of a profession versus the semiprofession; governance in teacher education, and recruitment and certification of teachers. It was determined that this entire volume (i.e. every fourth page) would be value analyzed. Table VI of Appendix F represents this data collection.

Every fourth page was value analyzed in this volume.

This resulted in a final data collection of 34 pages and 180 analysis units. From this latter total the predominant value orientation was the Dominance category.

Various themes were found to be present throughout this work which either directly or indirectly inferred emphasis on the Dominance value orientation as interpreted in this study. Some of these themes included, the importance of the autonomy of the teacher in the classroom, control over the funding base of teacher education programs, and the ubiquitous presence of professionalism equalling that in the recognized professions of law and medicine.

In addition to these direct suggestions of themes inferring the Dominance value orientation, other themes throughout this work implied an emphasis on the Dominance orientation in discussions concerning the lack of various characteristics in teaching and teacher preparation programs. These themes included the overreliance on governmental funding which inadvertently results in diminishing the autonomy and professionalism of teachers and teacher education programs. The inference therein, was that these particular characteristics are desireable traits to be sought after by teachers and teacher preparation institutions.

Twelve percent of the coded analysis units were identified as fitting under the Group Unity value orientation. Themes' throughout the work included the idea of active, cooperative efforts between and among the various

professional organizations, including those representing teachers (i.e., NEA) and those more affiliated with teacher prepartion institutions (e.g. AACTE). Equally emphasized was the importance of collaboration, involving the certification process, amongst teacher preparation institutions, the organized profession, state education agencies, and local school systems.

Nine percent of the coded units were congruent with the Practicality value orientation; while the Knowledge and Morality orientations each rated eight percent of the coded units. Themes noted in each of these three categories included discussions concerning various teching strategies and techniques, the nature and structure of field experiences for preservice teachers, and eclecticism in professional preparation programs. In regard to this final Practicality theme the authors note

> [t]he ultimate objective of a revised teacher pre-
> paration system is to produce educators who can
> move easily and horizontally within many human
> service careers--from classroms, to counseling
> sites, to storefront social action agencies, to
> senior citizens homes (Howsam, et al., 1976, p. 137).

Themes noted in the Knowledge orientation included discussions over the importance of developing a recognized and accepted body of knowledge amongst educators; and expansion of the teacher preparation programs to include elective options in the study of various local, regional, or national subcultures.

Finally, themes inferred to suggest a Morality value orientation included discussions concerning the inextricable

relationship between teaching and teacher education and the shaping of future American society. In addition, the authors included discussion on the importance of teacher education programs fostering humanistic educational values and attitudes in prospective teachers and educators.

The Miseducation of American Teachers

A barrage of reports and investigative examinations emerged during the 1950s and 1960s concerning teachers, teacher education programs, and American public education systems. Probably none presented was as negative, (i.e., a scathing condemnation) regarding the various components of the nation's educational systems, as Koerner's (1963) The Miseducation of American Teachers.

Therein, Koerner addressed various aspects of education including accreditation systems, the teacher education professoriate, public school administrations, and preservice teacher candidates. Throughout this noteworthy volume, the salient theme appeared to be the absence of competence and efficiency that, Koerner suggests, permeates all components of the educational arena.

Despite the fact that this entire volume was devoted to the education systems in general, it was determined that specific sections more closely related to the research issues and questions posed. Hence, the writer determined that those segments related to this study were, "Findings and Prejudices"; "Professional Education As An Academic

Enterprise"; "The Conduct of Education Courses"; "The Exercise of Power in Teacher Education"; and the culminating chapter, "The Future--Past or Prologue?".

More than any other volume analyzed for this study, it was found that the similarity of the prevailing themes throughout this volume (i.e., absence of competence throughout all areas of the educational arena) was overwhelmingly conspicuous. With this observation, the writer determined that an analysis of every fourth page within the designated sections would yield sufficient data from this work. A total of 44 pages and 76 paragraph units were value analyzed revealing the data in Table VII of Appendix F.

In analyzing the data it was noted that of the 76 paragraph units analyzed, there were none recorded as implying the Morality value orientation as defined for this study. Equally conspicuous was the infrequency of units coded as corresponding to the Group Unity and Dominance categories. It was noted that these latter two categories coded one and two units respectively.

Themes addressed in those two categories included the need for raising standards by way of collaborative efforts between school boards, colleges of education, and arts and science departments. A second theme was the conspicuous absence, as noted by Koerner, of any semblances of professionalism and esteem amongst educators. The author seemed to substantiate this observaton by noting the absence

of an agreed upon technical (i.e., professional) vernacular or jargon amongst educators.

The Practicality and Non-Codeable Description categories tied, both with nine (12%) of the total units analyzed. The latter category, as was noted in previously analyzed works included descriptions of specific college of education teacher preparation programs. In such discussions the author reported specific findings from his investigative research for this volume.

Themes noted in the Practicality category included discussions concerning the extent of relevance in colleges of education coursework, and experimentation in preparation of prospective teachers.

One of the more interesting findings in this particular collection of data was that the overwhelming preponderance, i.e., 57 (75%) of the coded analysis units, were found to correspond to the Knowledge value orientation. The conspicuous observation in the various themes fitting within this orientation was that the authors' discussions were noted as having an emphasis on the importance of this category. However, Koerner also noted that according to his research findings, this knowledge emphasis was absent or shamefully negligible in various components of teacher education programs.

Themes noted in these discussions included the absence of academic content in college of education courses. Koerner suggested that this dismal finding was owing to the

lack of intellectual prowess amongst college of education faculty. Equally, the intellectual capacity of preservice teachers, public school administrators, and local, state, and national level accreditation and certification officials, were all scrutinized and questioned.

Overall, Koerner questioned the intellectual capabilities of those persons responsible for the preparation of teachers. He concluded by suggesting that the bureaucracy encasing the various components of teacher education is so intricately involved that it would be virtually impossible for significant reform to occur with the education of America's teachers.

Schoolteacher

The role of the schoolteacher in past and contemporary American society appears to be recognized, consensually, as an important one. Various authors have analyzed the role of the schoolteacher however, it appears that few have delved into this area with an extensiveness equalled that of Lortie in his 1975 sociological study, Schoolteacher.

It is in this volume that Lortie reports and analyzes the results of his survey study conducted with teachers from five school districts surrounding the Boston Metropolitan Area, as well as teachers surveyed in Dade County Florida school district. In addition, data taken from a national survey conducted by the National Education Association was included along with results of intensive interview sessions.

In description of the sample populations Lortie notes

> . . .all cities and towns (except Boston) in the
> Boston Metropolitan Area were arrayed in terms of
> household income (1960) from high to low, and the
> resulting list was divided into three equal parts.
> Two systems were chosen from the upper third, one
> from the middle. . . ,and two from the lower part
> of the list (Lortie, 1975, p. 245).

Addressing the randomness in the sample selection he in-

dicates,

> A strictly random procedure was used in selecting
> teachers within the schools. In the upper-income
> high school cell, twenty names were randomly se-
> lected from a container containing all the names
> of all teachers. In the other cells, all teachers
> were listed alphabeticaly and selected on the
> bases of the interval which would produce twenty
> teachers from the system. The sample which was
> drawn included one hundred names; the final
> interviewing sample fell short by six persons
> (p. 246).

Areas   addressed   in   this   study   included   recruitment,

retention, and rewards involved in the teaching profession.

It was found in reviewing this study, that the specific

area of preservice teacher education programs was given

peripheral,   indirect   attention.   As   a   result   it   was

virtually impossible to extract those sections from the

study which specifically dealt with the focus of this

research. Thus, the writer decided that a value analysis of

the entire volume would be necessary.

In addition, as with the Dewey (1923) volume, the

writer had to make greater, more tenuously based inferences

concerning the value orientations noted within the volume.

This was because of its focus being on inservice teachers'

attitudes and perceptions about their work, and the teaching

profession in general, as opposed to the opinions of preservice teacher candidates. Table VIII of Appendix F reveals data collected from every fourth page of this volume.

Owing to the nature of this work (i.e., its being a report of the results of a study conducted with multiple individuals) it was initially noted that the greatest percentage of the 61 pages and 190 paragraphs coded (i.e., 67 or 35% of the totals) was noted as being Non-Codeable Description within the text. Primarily included were verbatim recordings of the sample population respondents' responses to the various survey questions.

The Dominance and Group Unity categories were noted as having the second and third greatest number of categories inferred as being congruent with the interpretations established for this study. The former recorded 59 (31%) of the 190 analyzed units; while the later was noted as having 47 (25%) of the analyzed units.

Themes observed in these categories included professionalism as determined by the various rewards found in teaching. Other themes included in the Dominance category were teachers' responses concerning the extent of commitment they show to the teaching profesion; the extent of active involvement concerning professionally related activities; and autonomy from client as recognized in traditional professions.

The Group Unity category included such themes as

collaborative support system type efforts amongst teachers; and the importance of making what the teacher does have meaning for the student by way of empathic identification with the learner.

The Practicality and Knowledge categories each received six percent of the total units coded; the former having 12 and the latter having 11. Themes noted in each of these categories included allusions to the absence of concrete, consensually accepted models for teaching. This suggested a similarity to the interpretation of the Practicality orientation.

One interesting theme noted in the Knowledge category was the idea of extending teachers' knowledge base such that they become consumers and potential producers of creative and relevant research to classroom teaching situations.

Teacher Education

Ryan writes in the preface of this 74th yearbook of the National Society for the Study of Education,

> The problems of teacher education are among those
> nagging realities which simply will not go away.
> How to prepare large numbers of young people to be
> effective teachers of our children and, then, how to
> keep those teachers performing at a high level are
> perennials in education (Ryan, 1975, p. ix).

His first sentence seems to exemplify the attitudes of the various contributors to this volume in that all areas of the teacher education process seem to be addressed by at least one of the contributors. In addition, a final chapter which represents the collaborative work of four authors, is

an attempt to address the future prospects of the teacher education enterprise.

Specific themes in teacher education which are addressed by the various authors include a review of research in teacher education, performance based teacher education programs, and preparing teachers for affective roles associated with the teaching profession.

The entire volume was coded, despite the fact that so many different writers contributed individual and joint works. This decision was based on the fact that the entire book was devoted to the topic of the research questions posited herein. Every fourth page was coded to reveal the data presented in Table IX of Appendix F.

A total of 81 pages including 226 paragraph units were coded for data. From this figure a total of 59 (26%) were coded as fitting into the Non-Codeable Description category. This was found to be particularly prevalent in the sections devoted to the development of teacher education and the overview of research in teacher education.

Sixty-one (27%) of the units were interpreted as fitting within the Practicality orientation; while 55 (24%) were categorized under the Dominance value orientation.

Themes discussed within the units coded Practicality included the socialization aspects of neophyte teacher induction. The discussions suggested a need for relevance in teacher education coursework and field experiences. Also included in these units were discussions of specific

techniques and teaching strategies for reducing the discrepencies and differences between the various realms of the teacher's life space.

Themes noted in the Dominance analysis units included the absence of status in the college of education professoriate, absence of identification with the teaching profession by teachers, and the absence of autonomy in the workings of the college of education. This final theme suggests that the diversity to be found amongst various programs accounts for an absence of strength and autonomy in colleges of education as independent university entities.

The Knowledge category was calculated as having 28 (12%) of the analyzed units. Themes in this category were somewhat tenuously coded in that the majority emerged from the discussions over research generated in the field of teacher education. Thus, the extent to which themes included therein can be implied as being reflective of the author's value orientation is questioned and acknowledged by this writer.

Studies reviewed included those related to selection and training of teachers, academic aptitude of preservice teachers, and suggestions for future research which might emanate from colleges of education faculty. These suggestions included research on retention versus elimination of preservice teaching candidates and teacher training in general.

Group Unity was noted as having 15 (7%); while 13 (6%)

of the analyzed units corresponded to the Morality value
orientation. Themes from these categories included
discussions concerning collaborative research and teaching
efforts between colleges of education faculty and public
school personnel; and alternative schooling settings and
methods including sensitivity training for teachers such
that the teacher is more aware of different learner frames
of reference.

Themes in the Morality category included affective
education for teachers. The emphasis herein was placed on
teachers assuming a more facilitative teaching role, as
opposed to the traditional roles associated with classroom
teachers.

Finally, the discussions concerning future outlooks for
teacher education programs were inundated with themes
concerning the relevance of the role of the teacher to
improving the society-at-large. Issues noted as potentially
effecting the role of the teacher included political and
economic themes such as the increasing awareness of
interdependence among the world's populations; and the
influences of cultural pluralism on future and present
school popultions.

A Design For A School Of Pedagogy

The title of this work exemplifies the central theme of
the entire volume. Published by the United States Office of
Education, this 1981 work (the collaborative effort of a

corps of educators) was formulated on the belief that in order for colleges, schools, and university departments, assuming the responsibility of educating teachers to fulfill their responsibilities and duties; they would need to be given an amount of autonomy likened to that experienced by other university affiliated professional schools.

A priori, the authors distinguish between the use of the term college, school, department of "education" and college, school, or department of "pedagogy". In their discussion concerning the inadequacy of utilizing the former, they indicate

> [a]ll university faculty members consider them-
> selves as being in education regardless of their
> field. For a pedagogical institution within a
> university to designate itself as a college of
> education is to court criticism and ill will of
> other faculties within the university (Smith, et al.,
> 1981, p. 6).

Further, in justification of the preferences given to the term pedagogy, they note "we feel impelled to use 'pedagogy' to designate the art and science of education" (p. 6).

Discussions concerning the specific make-up of a school of pedagogy, with emphasis toward the professionalization of teaching predominates this volume. For the purposes of this research it was determined that every fourth page would be analyzed. A total of 24 pages or 139 paragraph analysis units were coded to reveal the data noted in Table X of Appendix F.

A major theme undergirding the work of this group of authors in preparing this volume was a question noted at the

1977 meeting of the Task Force on Demonstration for the National Teacher Corps.

> [I]t was asked whether the knowledge base of pedagogy was sufficient to underwrite any significant demonstration. Some members of the Task Force were of the opinion that our knowledge, especially that related to instruction, was not only fragile but inadequate. [The authors of this work]. . . did not share this view then, nor do [they]. . . share it today (Smith, et al., 1981, p. 6).

The data collected from the analysis appears to suggest the knowledge base in teacher education as a major emphasis of this work. Sixty (43%) of the analyzed units were noted as falling within this value category. Themes included in these units emphasized providing adequate general education for prospective teachers with separate academic programs for early childhood teachers and junior/senior high school teachers. Also noted were discussions concerning the importance of increased proliferation of research related to teaching from teacher preparers.

The Practicality orientation was coded as having 23 (17%) of the analyzed units. Themes discussed included making teacher training more relevant to the experiences of classroom teachers and the inclusion of clinical facilities known as training cites as part of preservice teachers' field experiences.

Dominance was calculated as having 19 (14%) of the coded units. Themes inferred as suggesting the Dominance value orientation included the importance of selection criteria in teacher training institutions which would be likened to professionalization standards in other

professional schools associated with the university. In addition, the authors call for the development of a common professional jargon amongst educators.

The final two value orientation categories, Group Unity and Morality were calculated as having seven (5%) and two (1%) of the coded paragraph units, respectively. Themes included in the Group Unity category emphasized collaborative preservice teacher training sites staffed by clinical college of pedagogy faculty. Also noted was the importance of developing clinical complex councils with representatives from local boards, colleges of education members, and teachers. Demonstrated commitment to teacher preparation was inferred as being most evident by the presence of collaborative efforts of the various arms of the educational arena. The theme noted in the discussions coded as being congruent with the Morality value orientation were succinctly inferred in the idea that good schools and teachers are a direct reflection of a good society.

Finally, it was noted that 33 (24%) of the analysis units fit into the Non-Codeable Description category. Generallly, these units provided descriptions of the background efforts of this work, background historical information on teacher education, and the like.

Teachers For The Real World

Ten years prior to the appearance of A Design for A School of Pedagogy, Smith, in collaboration with Cohen and

Pearl, formulated the 1969 AACTE volume, <u>Teachers For The</u>
<u>Real World</u>. Its themes reflect a sensitivity to the various
social concerns and issues of the sixties decade.
Discussions include emphasis on recognition and appreciation
for the cultural pluralism of the American society.

One particularly noteworthy quotation exemplifies a
definitive statement concerning the training and preparation
of prospective teachers ready and willing to meet the needs
of children and youth of the real world.

> No more intolerable condition can be imposed on
> a human being than to render him useless. Yet
> one of the most devastating conditions of modern
> man, uselessness, is the overwhelming plight of
> the disadvantaged (Smith, et al., 1969, p. 1).

The turbulence reflected in the issues of sixties, and the
needs and concerns of the various American subgroups of that
same period permeate the value themes throughout this work.

Every fourth page was value analyzed. The data
presented in Table XI of Appendix F are the result of
analyses of 44 pages of text comprised of 152 paragraph
units.

The data collection revealed that 32 (21%) of the units
analyzed were noted as being Non-Codeable Description.
These units were usually devoted to examples of dialogue
between teachers and students utilized by the authors to
make a point about other codeable ideas in the work.

The greatest percentage of analyzed units, 35 (23%)
were coded within the Knowledge category. Themes within
these units included providing prospective teachers

well rounded general education, including coursework in various social science areas. Discussions alluded to the idea that coursework in non-methods courses should be specifically geared towards the special needs of classroom teachers.

Twenty percent (31 of the coded categories) were coded within the Practicality value orientation. A central theme within these discussions was the urgency of relevance and practical utility in the experiences of prospective teachers. In addition, the idea of expanding teachers' preparation to include training in related education areas was noted.

The Dominance category was coded as having 30 (20%) of the coded units. Autonomy, control over educational programs, and career ladders were some of the noted themes in these discussions.

Group Unity and Morality categories were noted as scoring 18 (12%) and eight (5%) of the coded analysis units, respectively. Themes within the former category included the recognized and necessary interdependence of all entities of the educational arena. This included communities, schools, and universities working collaboratively to prepare teachers for the real world.

Discussions concerning the importance of teachers developing empathic identification with culturally different student populations was also a predominant theme throughout this volume.

Finally, themes noted within the Morality value orientation addressed the teachers' (i.e., educational institutions') responsibilities and commitments to basic tenets of democracy within our society. In the process of preparing teacher for the pluralistic realities of the society the authors suggest

> [b]oth the advantaged and disadvantaged need to be educated to appreciate the importance of democratic institutions. If the advantaged had been properly educated in the essence of democracy, perhaps there would be no disadvantaged. Under-pinning all democratic institutions are guaranteed individual rights (Smith, et al., 1969, p. 5).

The volume concludes with suggestions for making teacher for the real world a reality. Included in the final note is the everpresent theme that teacher education is the perennial concern of the society at large, and thus should be treated as a national issue.

Summary

This chapter was devoted to presentation of the data collected from the selected literary works used in this study. A brief introductory statement concerning the scope of each work was provided, followed by a brief discussion of the predominant themes noted within the value categories for each literary work. Data analysis tables have been provided in Appendix F for each of the literary works discussed.

The final chapter of this study is devoted to a discussion of the three questions posited in Chapter I. The writer also has included suggestions for further research in this area.

CHAPTER V

DIALOGUE, DISCUSSION, RECOMMENDATIONS

The previous chapters of this study have provided an introduction to the research questions that have undergirded this work and a review of literature in which the content analysis and value analysis data collection techniques were utilized. A discussion and description of the research technique and value categories utilized in this study was provided. Application of the data collection strategy utilizing the 11 literary works selected for this study was provided.

This final chapter is devoted to a discussion of the opening dialogical inquiry questions posed in Chapter II; and a discussion of the questions which undergirded the entire study, as presented in the introductory chapter.

The writer has concluded the discussion with recommendations for further research in the area of teacher preparation.

Opening Dialogical Inquiry

In Chapter II of this study a case was made for the potential of value analysis, as a research method in

education related research. At the conclusion of that discussion, the writer presented two questions that would serve the purpose of opening dialogue in the field of teacher preparation. The purpose of such dialogue was envisioned as resulting in an illumination of ideas concerning the field as a whole. The following discussion will serve as this writer's initial contribution to this dialogue.

The initial question posed was,

What are the predominant issues that have been present in those works which have had major influence upon contemporary teacher preparation thought and practice?

Analysis of the data collected from the 11 literary works identified for this study revealed three predominant, perennial "issue/themes" in teacher preparation programs. Initially, it appears that these issue/themes include emphasis on the academic preparation of preservice teachers. This is to suggest that throughout the decades persons concerned with the preparation of teachers (critics and proponents of education alike) have emphasized the adequacy with which teachers possess the needed knowledge base to prepare the nation's children and youth.

Equally important though more salient in the works of critics; it appears that the knowledge base of all persons concerned with the preparation and training of teachers has perpetually been under close and direct scrutiny. Included in this latter issue has been the preparation and overall intellectual prowess of college of education faculty, state

departments of education personnel, national education organization members and leaders, as well as local school board members.

Over the decades the issue of adequate academic preparation of preservice teachers has been foundationed on concerns for strengthening and, in some instances, total reformation of all aspects of education. Analysts of teacher preparation programs have equated the quality of teachers with the strength of the nation as a whole. In this context, it has been inferred that the quality and overall purposes of life can somehow be determined by the manner in which teachers are prepared to assume their subsequent roles in society.

A second predominant issue/theme extracted from the selected literature was the urgency of relevancy and realism in the perspectives developed by prospective teachers. Again, this emphasis has been associated with proper preparation for teachers as they prepare to assume their roles as preparers of future citizens of this democratic society.

A ubiquitous sub-theme throughout the works was the importance of practical techniques and strategies being included in the preparation program of teachers. It was noted often that themes of relevance were perceived as being equally as important as the well-rounded grounding in a sound knowledge base. Frequently, authors suggested that a somewhat inextricable relationship should exist, and in fact

be nurtured, between the realistic (i.e., practical) aspects of teaching and the academic (i.e., theoretic) knowledge to be acquired by the prospective teacher. In addition, influential literary works included themes suggesting that prospective teachers need to be provided general, liberal, and professional educational experiences.

The third predominant issue/theme appeared to emphasize the extent to which autonomy and prestige have historically eluded the education field as a whole. A perpetual dilemma of all persons involved in teaching as a vocational field, it would appear, has been (and continues to be) the absence of "true professionalism". This unique status, as experienced by the traditional fields of law and medicine, and the more recently acknowledged professional fields of pharmacy, engineering, and architecture has yet to become associated with teaching.

The data collected for this study seems to suggest that no entity within the education arena is protected from the stigma of nonprofessionalism. Discussions concerning the absence of respect for the education professoriate suggests that those having reached the more prestigious pinnacles of pedagogical vocationalism are, in fact, denied the honor of its implied recognition and prestige among their collegues in adjacent university colleges and departments. This is to say that the question of legitimacy which has loomed over colleges of education, since the merging of normal schools with the traditional university setting, has yet to assume

the air of paltriness and triviality that some would argue
it rightfully deserves.

In view of the preceding discussion the writer would
like to address the second query posited as stimulus for
dialogical inquiry.

> What salient value orientations appear to impact
> upon the emergence of the various issues addressed
> in these influential works?

As alluded to earlier, the following discussion serves
as an initial contribution to the anticipated dialogue
resulting from these inquiries. This is to suggest that a
definitive stance on these issues has yet to be developed.
Thus, it is from this tentative perspective that the writer
offers a contribution to the dialogue.

The value orientation categories developed for this
study suggest that predominant issue/themes that have
emerged perennially in teacher education literature fall
into three value orientations. These orientations, in order
of saliency are Knowledge, Practicality, and Dominance.

Arithemetical calculations revealed that 28% of the
total number of codeable analysis units corresponded to the
Knowledge value orientation as interpreted for this study.
The Practicality value orientation was noted in 20% of the
codeable analysis units, while the Dominance value
orientation was determined to correspond with 16% of
codeable analysis units.

At this juncture it should be reiterated that the
nature of value analysis as a research method does not

suggest a definitiveness in its conclusions and findings. It is acknowledged that the extent to which a reader can identify salient value orientations in an author's work is at best, a tentative gesture. Further, it is noted that the intention of the present research has been that of opening dialogue amongst educators in an attempt to illuminate those themes and issues which have appeared in various influential literary works. In addition, it was postulated that a better understanding of why certain issues fail to appear, or at best, appear with less frequency and with less consistency, could be attained. It is with this tentativeness that the writer presents the following discussion.

The value analysis of literary works for this study resulted in the identification of three salient issue/theme value orientations. It was determined that these values (in their combined emphasis) do infer a congruence with a specific philosophy/ideology defining the role of teacher and the nature of the teaching act.

The most frequently noted value orientation was the Knowledge category. As noted earlier, the predominant themes throughout the 11 works analyzed included emphasis upon the academic preparation, i.e. intellectual capabilities of prospective teachers and those associated with the educational systems (including higher education) in this country.

As interpreted for this study the implications of the Knowledge value orientation would suggest one primary

emphasis. Traditionally, this emphasis has been that authors of various literary works have devoted their efforts primarily towards examining the extent to which prospective teachers possess what some consider to be the necessary academic foundations for teaching.

It could be inferred that the prevailing philosophy/ideology in this emphasis suggests that teaching is primarily the dissemination of information. Additionally, it could be proposed that to fulfill the disseminator role it would seem natural, and in fact logical, that emphasis in training be placed on academic development i.e., storage of knowledge. The Practicality orientation suggests a congruence with this teacher as disseminator perception.

As developed for this study, Practicality infers an emphasis on what both Spranger (1966) and Huebner (1966) equate with the means-ends mentality. Salient issue/themes identified in the literary works infer an emphasis on the importance of relevance in teacher preparation. In conjunction with the teaching as dissemination of information ideology, emphasis directed toward practicality would somehow infer that tantamount to adequate preparation for the role of teachers must be the provision for specific "how-tos". In this context, one could infer that the development of proper technique necessarily would result in the efficient and effective dissemination of information.

Finally, it appears that the Dominance value orientation implies congruence with the teacher as

disseminator philosophy/ideology. Further, the writer would like to suggest that the Dominance orientation complements the presence of the combined emphases of the Knowledge and Practicality orientations; and is necessarily the final component in this framework. To the extent that effective teaching strategy (i.e., proper teaching technique) is definable, the possibility of acknowledging such practice through recognition and reward seems plausible, if not desirable.

In conclusion, an analysis of the prevailing issue/ themes seems to suggest, contrary to the writer's initial hypothesis, that the various axiological orientations do not exist independently within any given philosophy of teaching or the role of teacher. Rather the combined emphasis of the Knowledge, Practicality, and Dominance values seems to suggest that an implied philosophy/ideology of teaching and the teaching role exists. This philosophy/ideology is identified as "teacher as disseminator" or "teaching as disseminating". This implicit philosophy/ideology is believed to infer a specific goal or purpose, as it were, for teacher preparation programs. The implicit goal as identified from this analysis and extrapolated from these value orientations appears to be the of production of teachers whose primary function is that of disseminating information.

If it can be accepted that the implicit goal of teacher preparation programs is the production of teacher/

disseminators, then the logic of emphasizing issue/themes implying the Knowledge, Practicality, and Dominance emphasis seems justified, if not proper. However, the writer questions whether teacher as disseminator is the ultimate goal toward which contemporary teacher education programs should be striving. Ideas on this question have been articulated in response to the research questions presented in Chapter I of this study.

The Research Questions

The initial question posed in support of a need for the present study asked, toward what goals are contemporary teacher preparation programs striving?

The previous discussion revealed contemporary teacher preparation programs to be striving toward, apparently congruent explicit and implicit goals. The former were identified as being the production of persons to fulfill the teaching role who possess certain, specific knowledges and skills which suggest clear relevance to their functions within the educational setting. In conjunction with this explicit goal is the idea that ultimately, teachers and others within the educational arena should be prepared so that they can control and direct the rewards, prestige, etc. associated with various teaching tasks.

In tandem with this explicit goal is an implied goal which in this writer's judgment suggests a congruence between the two. This implied goal appears to be

exemplified in the idea of teacher as disseminator. In this regard, an effective disseminator would necessarily require training that emphasized a strong knowledge base augmented by valuation of such areas as production and control. Information, production, and control are, in this writer's judgment, congruent if not synonymous with the Knowledge, Practicality, and Dominance value orientations as defined in this study.

If these are the explicit and implicit goals toward which contemporary teacher preparation programs are striving (as identified in influential literary works) then, the writer directs attention to the second research question undergirding this study. It asks, what goals might become potential aims for teacher preparation programs? In addressing this second question the writer would like to address the implicit potential aim first, and then from that, extract those specific issue/themes that might emerge from such an implied emphasis.

It is suggested that a redirected value foundation emphasis toward the Group Unity and Morality value orientations might suggest a novel perception of the teacher's role and, directly related, towards the purpose and function of teacher preparation programs. This redirected emphasis would necessarily imply certain assumptions concerning the goals of education; the nature of human beings; assumptions about knowledge; and ultimately, the role of the teacher within this perceptual scheme.

Just as the Knowledge, Practicality, and Dominance categories appear to suggest a complementary interrelationship in the formulation of a philosophy/ideology of the role of teacher and teaching, it is suggested that a similar inextricable relationship exists between the Group Unity and Morality value orientations. Hence, the implicit goals to be found in teacher preparation would reflect, simultanely, both orientations.

In describing these implicit goals, the assumptions concerning the goals of education would suggest its ultimate purpose to be that of acting as a catalytic liberating force. In this regard its influence serves the ultimate purpose of aiding in the emergence of an improved society by way of educational emphases geared towards cooperative ventures. It might be noted that this assumption is congruent with ideas undergirding the basic tenets of democracy.

In congruence with the redirected emphasis on the Group Unity and Morality value orientations would be the belief that the natural human tendency leans toward cooperation as opposed to competitiveness, and appreciation of individualism instead of emphasis on conformity. These differences might be manifested in the de-emphasis of certain prevailing practices in contemporary teacher preparation. For example, there might be a redirected emphasis on the development of research studies produced by and with teachers, professors of pedagogy, and teacher

candidates, as opposed to research produced _for_ these populations. Currently, it appears that professors of pedagogy produce research for themselves, while the other members of the educational arena (neither producing nor consuming these works) are for the most part oblivious to the "developments" in the field.

Similar to the previously discussed value orientations, assumptions about the learner and knowledge would be exhibited in acquisition of specific competencies; however the extent to which these learnings are accepted as relevant and practical to the lifework of the learner would be acknowledged as being ultimately evaluated by the learner him/herself. Thus the role of the teacher would become one of facilitator of a kind of "personal process of becoming" between and amongst students. This role would augment the traditional role of disseminator. It is this former extention of roles that suggests the difference between the current goals of teacher preparation programs and those aims toward which these programs might aspire.

Specific issue/themes which could emerge from these implicit aims might include emphasis on the role of the teacher in community functioning. Also addressed might be the impact of the curriculum on various social, economic and political forces in contemporary society. In this context educators might elect to analyze those political, economic, and social forces that undergird the perpetuation of various ephemeral concerns in the field.

Other developing issues might emphasize the personal development of the teacher. In this instance, a new orientation toward the emotional stability and overall stamina of individuals entering the teaching profession might be taken. Prospective teachers might be selected for a career in teaching based not only on their academic intellectual prowess, but equally for their emotional coping capacity.

Teachers for the real world would need to be flexible as well as intellectual. For too long the consensually accepted correlation between these two (interpersonal flexibility and intellect) has been foundationed on a fallacious assumption in the selection and preparation of teacher candidates. In the interim, generations of American teachers have been ill-equipped to interact adequately and meaningfully (that is to any appreciable degree) with real American children and youth.

The final issue toward which contemporary programs might give more attention was alluded to by some authors of the literary works. However, it was noted that far too many of them passed over this issue in pursuit of other concerns. This is the issue of experimentation in teacher preparation.

Agreed, there has been much knowledge generated about the scientific basis for the art of teaching; but, it is being proposed herein that educators for once, address this idea from a truly scientific perspective. This is to say

that we take on this notion with the comfortable acceptance and realization that the very nature of experimentation suggests that the end results may not be forecastable. Teacher educators need to develop an unshakeable faith in the potential rewards of experimentation. This faith would imply that we are open to trying that which has not been attempted and in the process, learning from our efforts.

Experimentation in teacher preparation might suggest that teacher preparers themselves implement diverse teaching techniques at the university and college levels. Equally implied herein might be the notion of experimenting with some of the very practices in teacher preparation that seem to have been consensually accepted as sacrosanct. For example, the very organizational structure of the practicum experience of the preservice teacher might be altered.

Professors of pedagogy might work exclusively and intensively with a select group of prospective teachers (e.g., a maximum of ten students for an entire academic year). During this intense period the professor would work at facilitating the prospective teachers' development of a well-grounded teaching practice. These practices, it is perceived, would be foundationed on trial and error experiences in which the prospective teachers (with the careful guidance of the university professor) would develop sound practices and beliefs about the realities of their chosen lifework. As it stands now, teacher preparation programs seem to operate as factories in which the rapid

production of "knowledge disseminators" is the ultimate goal. The limited contact between university personnel and the teacher candidate contributes to this unfortunate reality.

These renewed emphases in teacher preparation can only be advanced in an atmosphere where there is a perceived safe environment for risk taking and a desire among all persons involved to trust. Equally important, the potential to share knowledges and attitudes must be present. Heretofore, the literature that has influenced the field of teacher preparation has suggested that these most pertinent of conditions have not prevailed.

In the absence of such conditions in the educational arena as a whole, one is compelled to ask, if any chance exists for teacher preparers to move towards these new directions in their own sphere of influence. It is this very idea that the third and final question of this study addresses. Specifically, the writer asks, are there specific aspects of the operations of teacher preparation programs that would provide a clearer understanding of the goals toward which a given program is striving?

Initially, in addressing this question, it would seem important to address the reason why one would even want to know those goals toward which a given program is striving. Simply put, the basic reasons for interest in this area would be to move closer toward congruence between that which the institution purports to do and that which is actually

done in its operational functions. In this context, the efforts of the institution, and the benefits to its constituents are better met as congruency between these two poles is increased.

The degree of congruence between a given teacher preparation program's implicit and explicit goals can be assessed by analysis of various aspects of its operations. These analyses might include course syllabi; reading lists; research and published writings undertaken by its faculty members; specific focus of the school, college, or department as a whole. Results of such analysis might be contrasted with those goals noted in college or department statements of philosophy. A similarity of axiological orientation between the various analyses could be determined.

Again, as noted earlier in this research, the writer acknowledges that the extent to which an entire group can be considered as one axiologically homogeneous whole is, at best tenuous. However, it is posited that the very lack of definitiveness in this stance, suggests congruence with the idea of experimentation posited earlier. To the extent that the notion of axiological analysis of the operations of contemporary teacher preparation programs is accepted as an experimental epistemological inquiry method, it is viewed as a viable area of interest worthy of pursuit.

Recommendations For Further Research

The idea for this study grew out of the writer's frustration with the observance of seemingly cyclical emergences of issues in literature related to teaching, schools, academic achievement test scores, and the like. It was with this inquiry motif that the writer set out to attempt to arrive at a better understanding as to how, if not why, it was (and continues to be) that inadvertently, the culprit blamed for the state of affairs of public education traditionally, has been schoolteachers. The search for answers to this query led to an interest in teacher preparation programs; and ultimately, to the thinking, as it were, behind the operations involved in the making of a schoolteacher.

The answers found have been, in some instances expected and predictable. In other cases, answers have been at best, upsetting and discouraging. However, despite these revelations, inquisitiveness over these questions persists. Specifically, the writer would like to offer the following three recommendations for further research in the utilization of value analysis in educational studies.

1. Value analysis of influential reports developed in the past ten years specifically written by educators might offer insight into the latest orientations predominating the field. Included might be Boyer's High School, and Goodlad's A Place Called School.

2. Interview survey analysis of prominent, recognized

educators might provide a different perspective on teacher preparation. Such a study might involve soliciting from interviewees, those ten to fifteen most salient, prominent issues that should be addressed by teacher education. An analysis of the implied value orientations of the noted suggestions might provide stimulating results.

3. Value analysis of given teacher preparation programs with emphasis directed toward those forces which contribute to the absence or presence of congruence between explicit and implicit traditional goals. As noted earlier items such as course syllabi and institutional literature might provide insight into the explicit goals put forth by the program.

It is hoped that studies emanating from education researchers in this area will increase. In this regard, the writer notes that the ideas expressed herein concerning the expansion of the role of teacher and the concept of teaching are not novel.

Combs (1982) developed a personal approach to teaching in which he emphasized the importance of the facilitative role. Dobson and Dobson (1976) adroitly discussed the importance of the risk, trust, and share trilogy noted by this writer as being a most essential ingredient in the emergence of an extended notion of the role of the teacher, and the concept of teaching. Equally, the idea of analyzing and developing dialogue amongst educators concerning the various external forces at work upon schools is not new.

Determining the implications of the various social, political, and economic forces upon schools has been an undergirding theme of the work undertaken by various reconceptual curriculum theorists (Apple, 1981; Giroux, 1981; Huebner, 1981).

Thus, it appears that the present work stands to contribute to the field of teacher preparation from the perspective that a nontraditional approach to the analysis of works was employed. The value analysis technique helped to reveal that the major emphasis in influential teacher preparation literature has been predominated by three value orientations. It is suggested that this single finding indicates an urgent need to reconceptualize that which is done in teacher preparation programs.

Finally, it seems the questions posed and some of the findings noted indeed, have been addressed by various concerned educators. However, it appears strangely conspicuous that the works of those authors who have addressed these more substantive issues in education did not emerge as influential literature for this study. Perhaps the failure of these works to appear is a topic worthy of analysis.

A SELECTED BIBLIOGRAPHY

Adler, Mortimer J. The Paideia Proposal. New York: Mac-
    millan Publishing Co., 1982.

Allport, G.E. and P.E. Vernon. A Study of Values: A Scale
    for Measuring the Dominant Interest in Personality.
    Boston: Houghton Mifflin, 1951.

Alpert, Judith L. and David M. Yammer. Research In School
    Consultation: A Content Analysis of Selected Journals.
    ERIC Reproduction Services, ED 233 247, (Aug., 1982).

American Council on Education. The Improvement of Teacher
    Education. Washington, D.C.: The Council, 1946.

Anderson, Richard C., Ralph E. Reynolds, Diane L. Schallert,
    Ernest T. Goetz. "Frameworks For Comprehending
    Discourse". American Educational Research Journal.
    14 (Fall, 1977), 367-381.

Apple, Michael W. "On Analyzing Hegemony." Curriculum
    and Instruction: Alternatives in Education. Eds.
    Henry A. Giroux, Anthony N. Penna, and William F.
    Pinar. Berkeley: McCutchan, 1981, 109-123.

Behling, Herman E. Jr. Quality Conrol of Teacher Prepara-
    tion Programs Through the Program Approval Process.
    ERIC Reproduction Services, ED 250 300 (Oct., 1984).

Berelson, Bernard. Content Analysis in Communication
    Research. Glencoe, IL.: Free Press, 1952.

Bestor, Arthur. The Restoration of Learning: A Process
    of Redeeming the Unfulfilled Promise of American
    Education. New York: Alfred A. Knopf, 1955.

Beyer, Landon E. "Field Experience, Ideology, and the
    Development of Critical Reflectivity." Journal
    of Teacher Education, 34, 3 (May-June, 1984), 36-41.

Borrowman, Merle L. The Liberal and Technical in Teacher
    Education. New York: Bureau of Publications Columbia
    University, 1956.

Boyer, Ernest L. High School: A Report on Secondary Education in America. New York: Harper & Row Publishers, 1983.

Bradley, John M. and Wilbur S. Ames. "Using the LAB Method To Estimate A Book's Readability Variation." Journal of Reading. 28, (Oct., 1984), 28-32.

Brameld, Theodore. "Values: Education's Most Neglected Problem." Values in American Education. Boston: Phi Delta Kappa Symposium Report, 1963, 151-169.

Brandt, Richard and Mary Alice Gunter. "Teachers Are Made, Not Born." Educational Leadership, (Nov., 1981), 149-151.

Bridges, David and Peter Scrimshaw. eds. Values and Authority in Schools. London: Hodder and Stoughton, 1975.

Brodbelt, Samuel. "Considerations for Redesigning Teacher Education." Clearinghouse, 58,3 (Nov., 1984), 122-126.

Brown, Bob Burton. "Dangers in the Misuse of NCATE Accreditation." Journal of Teacher Education, (Sep., 1963), 326-332.

Combs, Arthur W. A Personal Approach to Teaching: Beliefs that Make a Difference. Boston: Allyn and Bacon, 1982.

Conant, James Bryant. The Education of American Teachers. New York: McGraw-Hill Book Co. Inc., 1963.

Corbett, William D. "Teacher Education: A Response." Educational Leadership, (Nov., 1981), 148.

Cottrell, Donald P. ed. Teacher Education For A Free People. Oneonta, NY: AACTE, 1956.

Cuban, Larry. "Persistent Instruction: The High School Classroom, 1900-1980." Phi Delta Kappan, (Oct., 1982), 113-118.

Dale, Edgar and Jeanne S. Chall. "A Formula For Predicting Readability." Educational Research Bulletin. Ohio State University, 27 (Jan.- Feb., 1948) 11-20 and 37-54.

Davis, John William. ed. Value and Valuation: Axiological Studies in Honor of Robert S. Hartman. Knoxville: The University of Tennesses Press, 1972.

Defino Maria, E. and James E. Hoffman. A Status Report and Content Analysis of State Mandated Teacher Induction Programs. ERIC Reproduction Services, ED 251 438 (Apr., 1984).

Dewey, John. Democracy and Education. New York: The Macmillan Co., 1923.

_____. John Dewey On Education. Ed. Reginald A. Archambault. New York: Random House, Inc., 1964.

Dhand, Hargopal. "A Value Analysis of Saskatchewan Social Studies Textbooks". (Unpub. Ed.D. dissertation, University of Montana, 1967).

_____. "A Value Analysis of Saskatchewan Social Studies Textbooks." Sasketchewan Journal of Educational Research and Development. 8 (Fall, 1977), 36-41.

Dobson, Russell and Judith Dobson. The Language of Schooling. Washington, D.C.: University Press of America, 1981.

_____. "Procedure for Staff/Curriculum Development: A Developmental Approach." (Unpublished manuscript.) Stillwater, Oklahoma: Oklahoma State University, 1980.

_____. Humaness in School: A Neglected Force. Dubuque, IA: Kendall Hunt Publisher, 1976.

Duffelmeyer, Frederick A. "Estimating Readability With A Computer: Beware the Aura of Precision." Reading Teacher. 38 (Jan., 1985), 392-394.

_____. "A Comparison of Two Noncomputational Readability Techniques." Reading Teacher. 36, (Oct., 1982), 4-7.

Elsbree, Willard S. The American Teacher. New York: American Book Co., 1939.

Emans, Robert. "A Proposed Conceptual Framework for Curriculum Development." The Journal of Educational Research, 58, 7 (Mar., 1966), 327-332.

Engstrom, Dorothy A. and Karl E. Schwaab. "Preservice Teachers' Views of the Importance and Learnability of Selected Teacher Competencies." The Teacher Educator, 20,2 (Fall, 1984), 19-25.

Evenden, E. S. National Survey of the Education of Teachers. Washington, D.C.: Government Printing Office, 1935.

Findlay, John Niemayer. Value and Intentions: A Study in Value Theory and Philosophy of Mind. New York: Macmillan, 1961.

Flesch, Rudolf. How to Test Readability. New York: Harper and Brothers, 1951.

Gage, Ned L. The Scientific Basis of the Art of Teaching. New York: Teachers College Press, 1977.

Gardner, William E. "A Nation At Risk: Some Critical Comments." Journal of Teacher Education, 34, 1 (Jan.- Feb., 1984), 13-15.

George, A. L. Propaganda Analysis. Evanston, IL: Row Peterson, 1959.

Gilman, Peter J. Texas Deans Look At NCATE. ERIC Reproduction Services, ED 241 457, (1983).

Giroux, Henry A. "Toward a New Sociology of Curriculum." Curriculum and Instruction: Alternatives in Education. Eds. Henry A. Giroux, Anthony N. Penna, and William F. Pinar. Berkely: McCutchan, 1981, 98-108.

Goodlad, John I. "What Some Schools and Classrooms Teach." Educational Leadership, (Apr., 1983), 8-9.

Gray, W.B. Jr. How To Measure Readability. Philadelphia: Dorrance and Co., 1975.

Haigh, Neil and Bob Katterns. "Teacher Effectiveness: Problem or Goal for Education." Journal of Teacher Education, 35,5 (Sep.- Oct., 1984) 23-27.

Hammond-Darling, Linda and Arthur E. Wise. "Teaching Standards, or Standardized Teaching?" Educational Leadership, (Oct., 1983), 66-69.

Harari, Herbert and Adela Jacobson. "Teaching Psychology in the 1980s: A Content Analysis of Leading Introductory Psychology Textbooks." Teaching of Psychology. 11, (Dec., 1984) 236-237.

Hill, Deborah. A Content Analysis of Special Education Teacher Evaluation Forms. ERIC Reproduction Services, ED 223 697, (Aug., 1982).

Hill, Walter R. and Robert W. Erwin. "The Readability of Content Textbooks Used in Middle and Junior High Schools." Reading Psychology. 5,1-2 (1984), 105-117.

Holsti, Ole R. Content Analysis for the Social Sciences and Humanities. Reading, MA: Addison-Wesley, 1969.

Howsam, Robert B. "The Trouble With Teacher Preparation." Education Leadership, (Nov., 1981), 144-147.

_____. "The Workplace: Does It Hamper Professionalization of Pedagogy?" Phi Delta Kappan, (Oct., 1980), 93-96.

Howsam, Robert B., Dean C. corrigan, George W. Denemark, Robert J. Nash. Educating A Profession. Washington, D.C.: AACTE, 1976.

Huebner, Dwayne. "Toward a Political Economy of Curriculum and Human Development." Curriculum and Instruction: Alternatives in Education. Eds. Henry A. Giroux, Anthony N. Penna, and William F. Pinar. Berkeley: McCutchan, 1981, 124-138.

_____. "Curricular Language and Classroom Meanings." Language and Meaning. Washington, D.C.: ASCD, 1966, 8-26.

Jochums, Brenda L. Using Content Analysis As A Formative Technique In A Self-Correcting Production Process. ERIC Reproduction Services, ED 206 274, (Apr., 1981).

Johnson, Linda L. and Wayne Otto. "Effect of Alterations in Prose Style on the Readability of College Texts." Journal of Educational Research. 75, 4 (Mar.- Apr., 1982) 222-229.

Kassarjian, Harold H. "Content Analysis in Consumer Research." Journal of Consumer Research. (June, 1977), 8-18.

Keesbury, Forrest E. "Revisionism and Teacher Education." The Educational Forum, 48,3, (Spr., 1984), 353-363.

_____. "Radical Education: What Went Wrong?" Peabody Journal of Education, 58 (July, 1981) 213-217.

Kerlinger, F.N. Foundations of Behavioral Research: Educational and Psychological Inquiry. New York: Holt, Rinehart, and Winston, 1964.

King, Jean, Robert K. Wimpelberg and Nancy J. Nystrom. "Teacher Education in Private Colleges and Universities: Past and Present." Journal of Teacher Education, 35,2 (Mar.- Apr., 1984), 27-30.

Kluender, Mary M. "Teacher Education Programs in the 1980s: Some Selected Characteristics." Journal of Teacher Education,35,4 (July - Aug., 1984), 33-35.

Koerner, James D. The Miseducation of American Teachers. Boston: Houghton Mifflin, 1963.

_____. "Teacher Education: Who Makes the Rules?" Saturday Review, (Oct. 20, 1962), 78-79, 92-94.

Krathwohl, David R. "The NTE and Professional Standards." Educational Leadership, (Oct., 1983), 74-77.

Kunkel, Richard C. Regional and National Voluntary Accreditation: The Place and Appropriate Future of National Accreditation. ERIC Reproductions Services, ED 250 309 (Oct., 1984).

Lanier, Judith E. "The Preservice Teacher Education Improvement Project: A Critical Review." Journal of Teacher Education, 34,4 (July - Aug., 1984), 24-27.

Larson, Rolf W. "Examining Standards: An Important Task for Those Involved in Accreditation." Action in Teacher Education, (Spr./Sum., 1979), 11-20.

Lerner, Max. Values in Education. Bloomington, IN: Phi Delta Kappa, 1976.

Lindkvist, Kent. "Approaches to Textual Analysis." Advances in Content Analysis. Ed. Karl Erik Rosengren. Beverly Hills: Saga Publications Inc., 1981, 23-41.

Loban, Walter. "What Language Reveals." Language and Meaning. Washington, D.C.: ASCD, 1966, 63-73.

Long, Delbert H. "Arthur Bestor on Education of Teachers." The Educational Forum, 48,4 (Summ., 1984), 423-448.

Lortie, Dan C. Schoolteacher. Chicago: University of Chicago Press, 1975.

Macdonald, James B. "Language, Meaning and Motivation: An Introduction." Language and Meaning. Washington, D.C.: ASCD, 1966, 1-7.

Maddux, Cleborne D., Tom Irons, Ann Candler, Donna Irons. "Readability, Interest, and Coverage of 24 Introductory Special Education Textbooks." Journal of Special Education. 17,3 (Fall, 1983), 333-339.

Martin, David S. "Infusing Cognitive Strategies Into Teacher Preparation Programs." Educational Leadership, (Nov., 1984), 68-72.

McConnell, Campbell. "Readability: Blind Faith in Numbers?" Journal of Economic Education. 14, 1 (Wint., 1983), 65-71.

McKinney, Ernestine Williams. "Readability Levels of the
    1975 Third Grade Macmillan Basal Readers." Reading
    Improvement. 20,1 (Spr., 1983), 37-40.

Mercer, Walter. "The Gathering Storm: Teacher Testing
    and Black Teachers." Educational Leadership,
    (Oct., 1983), 70-71.

Mertens, Sally K. and Sam J. Yarger. "Escape from Deja
    Vu: On Strengthening Teacher Education." Journal
    of Teacher Education, 33,4 (July - Aug., 1982), 8-12.

Miller, James R. and Jon I. Young. "Professional Education:
    Beginning of the End, or End of the Beginning?" The
    Educational Forum, 45 (Jan., 1981), 145-151.

Moore, Colleen A. Accreditation of Higher Education: The
    Case of NCATE. ERIC Reproduction Services, ED 226 684
    (Jan., 1982).

Najder, Z. Values and Evaluation. Oxford: Clarendon
    Press, 1975.

National Commission on Excellence in Education. A Nation
    at Risk: The Imperative for Educational Reform.
    Apr., 1983.

National Commission on Excellence in Education. "A Call for
    Change In Teacher Education". The Chronicle of
    Higher Education, 30,1 (Mar. 6, 1985), 13-14, 16-21.

North, R.C., Ole R. Holsti, M. George Zaninovich, Dina A.
    Zinnes. Content Analysis: A Handbook With
    Applications for the Study of International Crisis.
    Evanston, IL.: Northwestern University Press, 1963.

Opler, Morris E. "Values and Education in Cultural
    Perspective." Values in American Education.
    Eds. Theodore Brameld and Stanley Elam. Boston:
    Phi Delta Kappa Symposium Report, 1963, 115-137.

Ormell, Christopher. "Values in Education." Values and
    Evaluation in Education. Eds. Roger Straughan and Jack
    Wrigley. London: Harper and Row Publishers, 1980,
    71-95.

Paige, William D. "The Effects of the Level of Readability
    and Use of a Glossary on the Comprehension of Techni-
    cal Material." Journal of Industrial Teacher
    Education. 18,3 (Spr., 1981), 43-51.

Parkay, Forrest W. Inner-City High School Teachers: Their Perceptions of Classroom Life As Revealed Through A Content Analysis of Projective Stories. ERIC Reproduction Services, ED 206 772, (1981).

Parker, Dewitt H. Human Values. New York: Harper and Brothers, 1931.

_____. The Philosophy of Value. Ann Arbor: University of Michigan Press, 1957.

Perry, Ralph Barton. Realms of Value. Cambridge: Harvard University Press, 1954.

Peseau, Bruce and Paul Orr. "The Outrageous Underfunding of Teacher Education." Phi Delta Kappan, (Oct., 1980) 100-102.

Peters, R.S. "What Is An Educational Process?" The Concept of Education. London: Routledge and Kegan Paul, 1967.

Phenix, Philip H. "Curriculum and the Analysis of Language." Language and Meaning. Washington, D.C.: ASCD, 1966, 27-44.

Pietig, Jeanne. "Is Education a Discipline?" The Educational Forum, 48,3 (Spr., 1984), 365-372.

Pool, Ithiel de Sola. Trends In Content Analysis. Urbana: University of Illinois Press, 1959.

Pulliam, A. Lloyd. "Form and Substance in the Accreditation of Teacher Education." Liberal Education, (Dec., 1962), 496-504.

Razek, Joseph R., Gordon A. Hosch, Daniel Pearl. "Readability of Accounting Books." Journal of Business Education. 58, 1 (Oct., 1982), 23-26.

Reighart, Penelope A. and William E. Loadman. Content Analysis of Student Critical Events Report In the Professional Introduction Courses. ERIC Reproduction Services, ED 248 202, (May, 1984).

Rickover, Hyman G. American Education: A National Failure The Problem of Our Schools and What We Can Learn from England. New York: E.P. Dutton & Co., Inc., 1963.

Rosengren, Karl Erik. ed. Advances In Content Analysis. Beverly Hills: Sage Publications Inc., 1981.

Rowls, Michael D. and Robert K. Hess. "A Comparative Study of the Readability of Grade Seven Through Twelve Language Arts Textbooks." Clearing House. 57,5 (Jan., 1984), 201-204.

Ryan, Kevin. ed. Teacher Education: 74th NSSE Yearbook Part II. Chicago: University of Chicago Press, 1975.

Sanchez-Massis, Sheryl J. "Some Reflections on American Education: The Present Mirrors Our Past." Kappa Delta Pi Record, (Wint., 1985), 43-47.

Sanoff-Kaplan, Margot. "In Search of Self: Teaching and Practice." Educational Forum, 44, 3 (Mar., 1980), 339-347.

Scheibe, Karl E. Beliefs and Values. New York: Holt, Rineholt and Winston, Inc., 1970.

Sizer, Theodore. Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin Co., 1984.

Smith, B. Othanel. "Some Comments on Educational Research in the Twentieth Century." The Elementary School Journal, 83,4 (Mar., 1983) 488-492.

_____. "Pedagogical Education: How About Reform?" Phi Delta Kappan,62 (Oct., 1980) 87-91.

Smith, B. Othanel, Stuart H. Silverman, Jean M. Borg, Betty V. Fry. A Design For A School of Pedagogy. Washington, D.C.: U.S. Dept. of Education, 1981.

_____, Saul B. Cohen Arthur Pearl. Teachers For The Real World. Washington, D.C.: AACTE, 1969.

Smith, David C. and Sue Street. "The Professional Component In Selected Professions." Phi Delta Kappan, (Oct., 1980), 103-107.

Smith, Phillip G. ed. Theories of Value and Problems of Education. Urbana: University of Illinois Press, 1970, 93-98.

Spady, William G. "The Illusion of Reform." Educational Leadership, (Oct., 1983), 31-32.

Spranger, Eduard. Types of Men. Paul J.W. Pigors, trans. New York: Johnson Reprint Corp., 1966.

Strahan, David B. and John C. Herlihy. "A Model for Analyzing Textbook Content." Journal of Reading. 28, 5 (Feb., 1985) 438-443.

Straughan, Roger and Jack Wrigley. eds. Values and Evaluation in Education. London: Harper and Row Publishers, 1980.

Taylor, Paul. "Realms of Value." Normative Discourse. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1961, 297-333.

_____. "Value Systems and Points of View." Normative Discourse. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1961, 107-124.

Tom, Alan R. "Chopping NCATE Standards Down to Size." Journal of Teacher Education. 31:6 (1980), 25-30 (a)

_____. "NCATE Standards and Program Quality: You Can't Get There From Here." Phi Delta Kappan, (Oct., 1980), 113-117.

Ubbelohde Robert A. "Axiological Analysis and Curriculum Theorizing." (Unpub. Ph.D. dissertation, University of Wisconsin, 1972).

Watts, Doyle. "Teacher Educators Should Be Certified." Journal of Teacher Education, 35,1 (Jan.- Feb., 1984), 30-33.

_____. "Can Campus-Based Preservice Teacher Education Survive?" Journal of Teacher Education, 33,1 (Jan.- Feb., 1982), 50-53.

_____. "Can Campus-Based Preservice Teacher Education Survive? Part II: Professional Knowledge and Professional Studies." Journal of Teacher Education, 33,2 (Mar.- Apr., 1982), 37-41. (a)

_____. "Can Campus-Based Preservice Teacher Education Survive? Part III." Journal of Teacher Education, 33,3 (May-June, 1982), 48-52. (b)

_____. "Can Campus-Based Preservice Teacher Education Survive?: Part IV Accreditation and Certification." Journal of Teacher Education, 33,4 (July-Aug., 1982), 35-39. (c)

_____. "Admissions Standards for Teacher Preparatory Programs: Time for a Change." Phi Delta Kappan, (Oct., 1980), 120-122.

Webb, E.J., Donald T. Campbell, Richard D. Schwartz, Lee
    Sechrest. Unobtrusive Measures: Nonreactive Re-
    search in the Social Sciences. Chicago: Rand-McNally,
    1966.

Wesker, Arnold. Words As Definitions of Experience.
    London: Writers and Readers Publishing Cooperative,
    1976.

White, Ralph K. Value-Analysis: The Nature and Use of
    The Method. Glen Gardner, NJ: Libertarian Press,
    1951.

Wimpelberg, Robert K., Nancy J. Nystrom, and Jean A. King.
    "Teacher Education in Private Colleges and Universi-
    ties: Uniformity and Diversity." Journal of Teacher
    Education, 35,2 (May-June, 1984), 31-35.

Wright, Jill D. and Dixie Lee Spiegel. "Teacher-to-Teacher:
    How Important Is Textbook Readability to Biology
    Teachers?" American Biology Teacher. 46,4 (Apr.,
    1984), 221-225.

Zeichner, Kenneth M. "Alternative Paradigms of Teacher
    Education." Journal of Teacher Education, 34,3
    (May-June, 1983), 3-9.

APPENDIX A

LIST OF INFLUENTIAL WORKS

1. Borrowman, Merle E. The Liberal and Technical in
        Teacher Education. New York: Bureau of
        Publications Columbia University, 1956.

2. Conant, James Bryant. The Education of American
        Teachers. New York: McGraw-Hill Book Co.,
        Inc., 1963.

3. Cottrell, Donald P. ed. Teacher Education for a Free
        People. Oneonta, NY: American Association of
        Colleges for Teacher Education, 1956.

4. Dewey, John. Democracy and Education. New York:
        The Macmillan Co., 1923.

5. Gage, Ned L. The Scientific Basis of the Art of
        Teaching. New York: Teachers College Press,
        1977.

6. Howsam, Robert B. et al. Educating A Profession.
        Washington, D.C.: American Association of
        Colleges for Teacher Education, 1976.

7. Koerner, James D. The Miseducation of American
        Teachers. Boston: Houghton Mifflin, 1963.

8. Lortie, Dan D. Schoolteacher. Chicago, University
        of Chicago Press. 1975.

9. Ryan, Kevin ed. Teacher Education: 74th NSSE
        Yearbook Part II. Chicago: University of
        Chicago Press, 1975.

10. Smith, B. Othanel. et al. A Design For A School of
        Pedagogy. Washington, D.C.: U.S. Department
        of Education, 1981.

11. Smith, B. Othanel. et al. Teachers For The Real World.
        Washington, D.C.: American Association of
        Colleges for Teacher Education, 1969.

APPENDIX B

EXAMPLES OF VALUE ORIENTATION CATEGORIES

PRACTICALITY

"The dicotomy that 'know-what' learnings should be campus based, while 'know-how' learnings should be field based, is a false one. Effective teacher education incorporates both field and campus experiences in applied and foundational learning. The potential is great for protocol materials and microteaching procedures to bring reality to the campus environment in a context which allows for deliberate analysis, deletion of redundancies and irrelevancies, related situations drawn from different locations and time periods, and closer linkages between theory and practice." (Howsam, p. 93)

"Professional education suffers very greatly from a lack of congruence between the actual performance of its graduates and the training programs through which they are put. There is what can only be called an appalling lack of evidence to support the wisdom of this or that kind of professional training for teachers. This does not mean that professional training has no value. It means that, until a reliable method is developed for connecting the training programs with the on-the-job performance of teachers, there should be less rigidity in these programs and much more modest claims made for them. It also means that there should be many routes, not just one, to the teaching license." (Koerner, p. 17)

"There are many crucial attributes of the emerging world which must be reflected in the preparation of teachers. The key word in education must be relevance. Is the school and its programs and teachers, resonating with the critical issues of out time? This question must be answered by teacher training institutions." (Smith-I,p. 2)

KNOWLEDGE

"Anti-intellectualism of teachers can no longer be condoned. The reform of teacher education must be to further scholarship. Teachers must become avid readers consumed by history and language, conversant with scientific principles, and at home with mathematical manipulations." (Smith-I, p. 9)

"Although one hesitates to propose creating another speciality, there are strong arguments for developing a cadre of teacher-researchers committed to working on classroom problems. Universitites today draw off a considerable proporation of the research talent within teaching; graduate schools often serve to route able persons away from schools and into central officers of school districts and university posts. The doctorate usually signals the end of a teacher's involvement with classroom issues; it is as if the day-to-day problems of pedagogy were somehow less important than school operations or university interests. I suspect that much of what we hear from teachers about research being 'impractical' and 'irrelevant' is true; little educational inquiry is rooted in a concern for the actual difficulties facing classroom teachers." (Lortie, p. 242)

"Modern man needs to be intellectually voracious to survive. He must learn the lessons of history. The nature of his complex interrelationships requires more proficiency in communication and technological skills than was demanded in the past. He must to maintain his sanity, be able to enjoy art, music, and literature. These culture carrying activities would appear to be emphasized in the curriculum; yet even superficial examination shows this not to be true. There is very little excitement in the school for anyone: the poorer one is, the drearier his school experience." (Smith-II, p. 5)

"At the outset, I think we can identify four components of the intellectual equipment that would be a prerequisite to the development of teaching skill. The first I shall call the 'democratic social component.' The second is an interest in the way behavior develops in groups of children and some experience of this development. A third is a sympathetic knowledge of the growth of children, by which I mean far more than physical growth, of course. A fourth might be called the principles of teaching. This last is almost equally applicable to the teacher with only one pupil (the tutor of a rich family in former times) as to a person attempting to develop an intellectual skill in a group of children." (Conant, p. 113)

DOMINANCE

"The very controversial character of civic education is a sign of its great importance. If teacher education is to be viewed as a means of developing the most fundamental potentialities of community life, the issues in this connection must be thought through by teachers and teachers must be free to think them through, without interference from any source. The program of teacher education must be designed accordingly." (Cottrell, p. 385)

"American institutions, like individual Americans, have always enjoyed greater opportunity for upward mobility than their counterparts in Europe. Where such opportunity exists, both institutions and individuals become concerned about status. And normal schools, even at their best, lacked status. A speaker before an academic group (or a radio announcer of football scores) could always get a laugh merely by mentioning 'Slippery Rock State Normal School'. Students and faculty members in such institutions were sensitive to their lack of status and hence eager to transform the normal schools into colleges." (Ryan, p.5)

"College and high school teachers should be especially encouraged to accept definite responsibility for helping to recruit the ablest young persons available for enlistment, at some appropriate level, in their own profession." (ACE, p. 75)

GROUP UNITY

"Suppose that conditions were so arranged that one person automatically caught a ball and threw it to another person who caught and automatically returned it; and that each so acted without knowing where the ball came from or went to. Clearly, such action would be without point or meaning. It might be physically controlled, but it would be socially directed. But suppose that each becomes aware of what the other is doing, and becomes interested in the other's action and thereby interested in what he is doing himself as connected with the action of the other. The behavior of each would then be intelligent; and socially intelligent and guided. Take one more example of a less imaginary kind. An infant is hungry, and cries while food is prepared in his presence. If he does not connect his own state with what others are doing, nor what they are doing with his own satisfaction, he simply reacts with increasing impatience to his own increasing discomfort. He is physically controlled by his own organic state. But when he makes a back and forth reference, his whole attitude changes. He takes an interest, as we say; he takes note and watches what others are doing. He no longer reacts just to his own hunger, but behaves in the light of what others are doing for its prospective satisfaction. In that way, he also no longer just gives way to hunger without knowing it, but he notes or recognizes, or identifies his own state. It becomes an object for him. His attitude toward it becomes in some degree intelligent. And in such noting of the meaning of the actions of others and of his own state, he is socially directed." (Dewey, p. 37)

"Each board of directors would operate within the policies laid down by the contractual arrangements between the school of pedagogy and the respective board of education. It would have direct responsibility for the formulation of policies about the number of trainees the laboratory would accomodate, the assignment of trainees to schools, the responsibility of the clinical staff, the extraclassroom activities in which the trainees would engage, and such other policy questions and problems as may arise from time to time. The director of the clinical complex would be an ex officio member of the board." (Smith-I, p. 26)

"One of the casualties of recent NEA developments has been the lack of involvement of professors of education. It is necessary for those in the preparation arm of the profession to be fullfleged members of the NEA. Professors of education should seek to bridge the gap which exists between them and the NEA." (Howsam, p. 69)

MORALITY

"The importance of teacher education is commensurate with the importance of teaching itself. We do not want our children to be influenced by persons to whom we have failed to give the best possible preparation for their task. Nor do we want our enormous investment in teaching to yield anything but the best possible returns for our society." (Gage, p.42)

"Armstrong was implicitly supported by Goodwin Watson who also clearly shifted the focus from technique. Watson defined the objectives of teacher education, including practice teaching, in terms of such factors as (1) improved capacity for effective living, (2) more adequately developed personality, (3) skill in democratic leadership, (4) ability to contribute to the social, economic, and political life of the nation, and (5) capacity to grow toward broader outlook and richer interests." (Borrowman, p. 225)

"The personalists have emphasized the organic nature of the human being, both as a teacher and as a learner. Both children and teachers are real people. Their emotions and their intellect are part and parcel of the same creature and the distinction between our domains of functioning is partly one of convenience. Any education of a teacher which does not take into account this humaness and the organic nature of his being ignores the truth about the human condition that is underlined by the personalist stance." (Ryan, p. 145)

APPENDIX C

LETTER TO PRESIDENTS OF AACTE

Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74078
GUNDERSEN HALL
(405) 624-7125

June 4, 1985

Professor Frederick R. Cyphert
The Ohio State University
Columbus, Ohio   43210

Dear Professor Cyphert,

I am a doctoral student at Oklahoma State University engaged in compiling a data source for my dissertation project. After having discussed my project interests with members of my doctoral committee, it was suggested that the past presidents of the American Association of Colleges for Teacher Education be utilized as a group of scholars from which to solicit opinions as to which literary works have had the greatest influence on shaping contemporary teacher education thought and practice.

The primary purpose of my research activity is to attempt to develop a theoretical model for axiological analysis of teacher education programs. One aspect of this undertaking will be to identify the values base underpinning teacher preparation from a historical perspective. This is where I need your help, as well as that of other scholars. Would you please identify, what you consider, the five to ten most influential works on teacher preparation written during this century?

I should like to note that any works suggested by you and other members of the selected group of scholars will be acknowledged in my work, unless otherwise suggested. Equally, any information extrapolated or interpretations gleaned from the suggested readings will be acknowledged as emanating from the authors or supporting organizations having initiated the original works.

Professor Cyphert, may I say at this juncture that your suggestions would be most graciously appreciated; and that I shall be patiently awaiting your response.

Very truly yours,

Patricia Marshall

P.S. I have enclosed a stamped, self-addressed envelope for
      your convenience.

**CENTENNIAL
DECADE**
1980-1990

APPENDIX D

LIST OF PAST PRESIDENTS OF THE AMERICAN

ASSOCIATION OF COLLEGES FOR

TEACHER EDUCATION

PRESIDENT'S NAME	TERM
1. Dr. Dean C. Corrigan	1981-1982
2. Dr. Donald P. Cottrell	1957-1958
3. Dr. Evan R. Collins	1964-1965
4. Dr. Frederick R. Cyphert	1976-1977
5. Dr. George Denemark	1972-1973
6. Dr. John Dunworth	1975-1976
7. Dr. Robert Egbert	1980-1981
8. Dr. William E. Engbretson	1968-1969
9. Dr. Anne Flowers	1983-1984
10. Dr. Jack Gant	1982-1983
11. Dr. Walter E. Hager	1948-1949
12. Dr. L. D. Haskew	1955-1956
13. Dr. Henry J. Hermanowicz	1977-1978
14. Dr. Dr. Henry H. Hill	1960-1961
15. Dr. William A. Hunter	1973-1974
16. Dr. John E. King	1966-1967
17. Dr. Warren C. Lovinger	1963-1964

PRESIDENT'S NAME   TERM

18.	Dr. Dr. Paul H. Masoner	1970-1971
19.	Dr. J. W. Maucker	1962-1963
20.	Dr. Harvey M. Rice	1958-1959
21.	Dr. J. T. Sandefur	1978-1979
22.	Dr. Bert L. Sharp	1979-1980
23.	Dr. David Smith	1984-1985
24.	Dr. J. Lawrence Walkup	1969-1970
25.	Dr. Herbert D. Welte	1954-1955
26.	Dr. Sam P. Wiggins	1974-1975

APPENDIX E

SURVEYED HISTORY OF EDUCATION TEXTS

Butts, R. Freeman and Lawrence A. Cremin. A History of Education in American Culture. New York: Holt, Rinehart, and Winston, 1953.

Calhoun, Daniel. ed. The Educating of Americans: A Documentary History. Boston: Houghton Mifflin Co., 1969.

Cubberley, Ellwood P. Public Education in the United States. Cambridge: The Riverside Press, 1962.

Eby, Frederick. The Development of Modern Education. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1952.

Ellis, Arthur K., John J. Cogan, and Kenneth R. Howey. Introduction to the Foundations of Education. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981.

Good, Harry G. and James D. Teller. A History of American Education. 3rd ed. New York: Macmillan Publishing Co., Inc. 1973.

Havighurst, Robert J. and Daniel U. Levine. Society and Education. 5th ed. Boston: Allyn and Bacon, Inc., 1979.

Johanningmeier, Ervin V. Americans and Their Schools. Boston: Houghton-Mifflin Co., 1980.

Knight, Edgar W. and Clifton L. Hall. Readings In American Educational History. New York: Appleton-Century-Crofts, Inc., 1951.

Knight, Edgar W. Fifty Years of American Education 1900-1950. New York: Ronald Press Co., 1952.

Meyer, Adolphe E. An Educational History of the American People. 2nd ed. New York: McGraw Hill, 1957.

Pounds, Ralph L. The Development of Education in Western
    Culture. New York: Appleton-Century-Crofts, 1968.

Power, Edward J. The Transit of Learning: A Social and
    Cultural Interpretation of American Educational
    History. Sherman Oaks, CA: Alfred Publishing Co.,
    Inc., 1979.

Rippa, S. Alexander. Education In A Free Society: An
    American History. 4th ed. New York: Longman, 1980.

Spring, Joel. American Education: An Introduction to
    Social and Political Aspects. 2nd ed. New York:
    Longman, 1982.

Tyack, David B. Turning Points in American Educational
    History. Waltham, MA: Blaisdell Publishing Co., 1967.

APPENDIX F

VALUE ANALYSIS DATA COLLECTION TABLES

TABLE I

THE LIBERAL AND TECHNICAL

IN TEACHER EDUCATION

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
13 [1]	2 [4]	2 [3,4]	1 [1]	2 [3]	185 [1]
229 [1]	5 [1-3,5]	5 [1-5]	2 [1,2]	9 [5]	189 [1,2]
	17 [2-5]	9 [1-4]	9 [1,2]	21 [1]	221 [1,2,4]
	21 [2,4]	13 [2-4]	189 [3]	193 [1]	225 [1-3]
	193 [2,3]	21 [2-4]	217 [1,2]	233 [1]	
	197 [2,3]	25 [1,2]	221 [3,5]		
	201 [2,4]	189 [3]			
	205 [1]	193 [2,3]			
	209 [4]	197 [1-3]			
	225 [4]	201 [1-6]			
		205 [1,2]			
		209 [1-4]			
		213 [1-4]			
		217 [1-3]			
		221 [2,4]			
		225 [4,5]			
		229 [2,3]			
		233 [2,3]			

TABLE II

THE EDUCATION OF AMERICAN TEACHERS

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
73 [2]	85 [2]	73 [1,3]	121 [1,2]	85 [3]	
77 [1-3]	101 [2]	81 [2,3]		125 [1,2]	
81 [1]	113 [3]	85 [1-3]			
85 [4]	117 [1-3]	89 [1-3]			
113 [1]	137 [3]	93 [1-3]			
117 [4]	141 [1]	97 [1-3]			
125 [2]	145 [1]	101 [1]			
149 [-]	169 [1-3]	105 [1]			
153 [1-3]	181 [2]	109 [1-4]			
173 [2]	185 [1,2]	113 [2]			
181 [1]		121 [1,2]			
		129 [1-3]			
		133 [1,2]			
		137 [1,2]			
		141 [2]			
		157 [1-3]			
		161 [1,2]			
		173 [1,3,4]			
		177 [1,2]			

TABLE III

TEACHER EDUCATION FOR A FREE PEOPLE

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
56 [1,2]	58 [2]	57 [1]	385 [1,2]	60 [3]	57 [1,2]
59 [1,2]	59 [3]	58 [3]	394 [3]	63 [1]	58 [1]
62 [1]	60 [1]	60 [1]	395 [1]	67 [1]	384 [2,3]
66 [2,3]	61 [1,2]	61 [1,2]	398 [1]	69 [1]	385 [3,4]
74 [2,3]	62 [2,3]	62 [3]	399 [1]	75 [2,3]	386 [1,2]
75 [1]	63 [2,3]	63 [2,3]	400 [3]	77 [1,2]	387 [1]
76 [2]	64 [1]	64 [1]	401 [1]	386 [1]	388 [1-3]
80 [1,3]	65 [1,2]	65 [1,2]		387 [1,3]	389 [2,4]
81 [-]	66 [1]	66 [1]		388 [2]	390 [1]
383 [1,2]	67 [2]	67 [2]		389 [1,3]	391 [1,2]
384 [1]	69 [1,2]	68 [1]		391 [1,2]	401 [3]
392 [1,2]	70 [3]	69 [1,2]		397 [2]	402 [1]
395 [2]	72 [1]	70 [1-3]		398 [2]	
401 [2]	74 [1]	71 [1,2]		399 [2,3]	
402 [2,3]	76 [1]	72 [1-3]		400 [1,2]	
	77 [3]	73 [1,2]		401 [1]	
	386 [2]	74 [1]			
	387 [2]	76 [1]			
	389 [1]	77 [3]			
	393 [2]	78 [1,2]			
	397 [1]	79 [1,2]			
		80 [2]			
		386 [2]			
		387 [2]			
		389 [2]			
		393 [1,2]			
		394 [1,2]			
		396 [1,2]			
		397 [1]			
		403 [1,2]			

TABLE IV

DEMOCRACY AND EDUCATION

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
1 [1,2]	9 [1,3]	81 [1,2]		5 [2]	5 [1]
29 [2]	21 [1]	157 [1,2]		13 [1]	9 [2]
33 [2]	33 [1]	185 [1]		17 [1,2]	49 [1]
41 [1]	45 [1,2]	193 [1]		25 [1,2]	61 [1,2]
45 [3]	53 [1,2]	201 [1]		29 [1]	101 [2]
49 [2]	65 [1,2]	213 [1]		37 [1]	109 [1]
57 [1,2]	69 [1]	217 [2]		41 [2]	141 [2]
73 [-]	77 [1,2]	221 [2]		101 [1]	161 [1]
85 [1]	85 [2]	229 [1,2]		117 [1]	225 [2]
89 [1]	89 [2]	233 [1]		141 [1]	249 [1]
97 [-]	93 [1,2]	237 [1]			261 [1]
113 [1,2]	105 [1,2]	245 [1]			265 [2]
133 [1]	121 [1,2]	249 [1]			269 [1,2]
137 [1]	125 [1-3]	253 [2]			281 [1]
165 [1,2]	129 [1]	265 [1]			305 [1]
173 [2]	149 [1,2]	269 [1,2]			325 [2]
189 [1]	153 [1]	273 [2]			333 [1]
205 [1,2]	161 [2]	289 [1]			337 [1]
209 [1]	169 [1]	297 [2]			361 [1]
213 [2]	173 [1]	381 [1]			365 [2]
225 [1]	177 [1]	389 [1,2]			369 [3]
241 [1-3]	181 [1,2]	393 [1]			373 [1]
253 [1]	189 [2]	397 [1,2]			377 [1]
277 [1,2]	197 [1]	401 [1,2]			381 [2]
285 [2]	217 [1]	413 [1]			385 [1,2]
301 [1]	221 [1]				393 [1]
309 [1]	257 [1,2]				417 [1]
313 [1,2]	273 [1]				
325 [1]	281 [2]				
329 [1]	285 [1,3]				
341 [1]	293 [1]				
353 [2]	297 [1]				
357 [-]	309 [2]				
361 [2]	317 [1]				
365 [1]	321 [1,2]				
405 [1]	345 [1,2]				
409 [1,2]	349 [1]				
	353 [1]				
	369 [1,2]				
	397 [2]				

TABLE V

THE SCIENTIFIC BASIS OF THE ART

OF TEACHING

Non—Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
42 [1,3]	46 [2-4]	66 [1-4]	58 [1]	58 [3]	42 [2]
46 [1]	50 [1,2]	70 [1,3,4]		94 [1]	
54 [1]	58 [2]	74 [2,3,5]			
58 [4]	62 [1]	82 [1-5]			
70 [2]	74 [1]	86 [1-3]			
74 [4]	78 [1,2]	90 [1-4]			
	94 [2]				

TABLE VI

EDUCATING A PROFESSION

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
5 [1,2]	37 [3]	13 [5]	13 [1-4]	37 [1]	25 [4]
9 [-]	81 [3]	25 [1]	17 [1-3]	69 [1,3]	49 [1]
21 [1-4]	89 [1]	81 [1]	25 [5]	73 [1,4,5]	89 [2,3]
25 [2,3]	93 [1-3]	85 [1-3]	29 [1-4]	97 [3]	97 [1,2]
45 [-]	101 [2,3]	105 [2-4]	33 [1,2]	101 [1,4]	109 [1,2]
53 [1-3,5]	125 [3]		37 [2]	105 [1]	137 [1]
57 [3]	137 [2]		41 [1-4]	125 [4]	
61 [1]			49 [2]	129 [2]	
77 [-]			53 [4]	137 [3]	
109 [3]			57 [1,2]		
117 [1-3]			61 [2,3]		
121 [3,4]			65 [1-3]		
125 [1]			69 [1,2]		
129 [1,4]			73 [2,3]		
137 [4]			81 [2]		
			113 [1,2]		
			121 [1,2]		
			125 [1]		
			129 [3]		
			133 [1,2]		

TABLE VII

THE MISEDUCATION OF AMERICAN TEACHERS

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
1 [1]	17 [1,3]	5 [2,3]	21 [1]	250 [2]	
5 [1]	53 [1,2]	9 [1,2]	29 [1]		
61 [1]	57 [2]	13 [1]			
65 [1,2]	61 [3]	17 [2,4]			
69 [1]	220 [2]	21 [1]			
224 [3]	232 [2]	25 [1,2]			
240 [2]	262 [2]	33 [1]			
246 [1]		37 [1]			
		41 [1,2]			
		45 [1,2]			
		49 [1]			
		57 [1]			
		61 [2,3]			
		65 [3,4]			
		69 [2]			
		73 [1]			
		77 [1]			
		81 [1]			
		85 [1]			
		89 [1]			
		93 [1]			
		204 [1]			
		208 [1,2]			
		212 [1,2]			
		216 [1]			
		220 [1,3]			
		224 [1,2]			
		228 [1,2]			
		232 [1,3]			
		236 [1,2]			
		240 [1]			
		242 [1]			
		250 [1,3]			
		254 [1]			
		258 [1]			
		262 [1]			
		266 [1]			
		270 [1,2]			
		274 [1]			
		278 [1]			

TABLE VIII

SCHOOLTEACHER

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
1 [1]	65 [1,2]	49 [2,3]	5 [1,2]	21 [3]	13 [1]
9 [1]	69 [1-3]	53 [3]	9 [2]	73 [1,2]	49 [1]
13 [2,3]	77 [2,4]	57 [3]	17 [1]	77 [1]	
17 [2,3]	138 [2,3]	77 [3]	21 [1,2]	114 [1]	
25 [1,2]	150 [1]	138 [4]	53 [1,2]	122 [1-4]	
29 [1-3]	182 [1]	154 [1]	65 [3]	126 [1-4]	
33 [1-3]	242 [3]	234 [2]	81 [1-4]	130 [1,3-5]	
37 [1,2]		242 [1-3]	85 [1-3]	138 [1]	
41 [1-3]			89 [1,3,4]	146 [1,4]	
45 [1-4]			93 [1,2]	154 [3,4]	
53 [4]			101 [1,3]	158 [1-3]	
57 [1,2]			142 [1-3]	170 [1-3]	
61 [1,2]			150 [2,3]	174 [1-3]	
89 [2]			154 [2]	190 [1,2]	
97 [1-3]			162 [2]	194 [1,3,4]	
101 [2]			166 [1-4]	198 [3,4]	
106 [1-5]			178 [1-3]	202 [2]	
110 [1-4]			182 [1]	206 [1,3-5]	
114 [2]			186 [1,2]	222 [3]	
118 [1-3]			190 [3]	234 [1]	
130 [2]			198 [2-4]	238 [1,4]	
134 [1,2]			202 [1-3]		
142 [4]			206 [2,4]		
146 [2,3]			210 [2]		
162 [1]			218 [1,2]		
182 [2]			222 [1,2]		
194 [2]			230 [2,3]		
198 [1]			238 [2-4]		
210 [1,3,4]					
214 [1,2]					
226 [1-4]					
230 [1]					
234 [3]					

TABLE IX

TEACHER EDUCATION

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
1 [1-3]	13 [4]	5 [2]	5 [1]	29 [1,2]	133 [1,2]
5 [3,4]	25 [1]	13 [2,3]	29 [3]	61 [3]	145 [1]
9 [1-3]	29 [2,4]	17 [3]	33 [3,4]	197 [2]	177 [1-4]
13 [1]	33 [1,2]	41 [1]	57 [1-3]	201 [1,2]	229 [3]
17 [1,2]	41 [2]	49 [4]	61 [1,2]	217 [1,2]	299 [1-3]
21 [1-4]	45 [1-3]	89 [1,2]	69 [2-5]	229 [2]	303 [1,3]
25 [2]	49 [1,3]	101 [1,2]	73 [2]	307 [1,2]	
37 [1-4]	57 [3]	109 [1-3]	77 [1-4]	315 [1,2]	
45 [4]	61 [3]	125 [2]	81 [1-4]	323 [2,4]	
49 [2]	73 [2]	149 [2]	85 [1,2]		
53 [1,2]	97 [1,3,4]	157 [1-3]	125 [1]		
65 [1-3]	105 [1,3]	169 [3]	205 [1,2]		
69 [1]	117 [1-3]	201 [3,4]	209 [1,2]		
73 [1]	121 [1,2]	217 [3,4]	213 [1]		
93 [1-3]	129 [1,2]	287 [2]	233 [1,2]		
97 [2]	137 [1]	303 [2]	237 [1,2]		
105 [2]	141 [1,3,4]	319 [1,2]	241 [1,2]		
113 [1]	145 [2]	323 [1]	249 [1-3]		
117 [4]	149 [1,3-5]		253 [1,2]		
141 [2]	153 [1,2]		257 [1,2]		
145 [3]	161 [1-3]		261 [2]		
173 [1,2]	165 [1,2]		275 [1-3]		
185 [1,2]	169 [1,2]		283 [1,2]		
193 [1,2]	181 [1]		287 [1]		
229 [1]	189 [1-3]		291 [2,3]		
245 [1,2]	193 [3]		311 [1,2]		
261 [1]	197 [1,3]		315 [3]		
267 [1-3]	209 [3]				
271 [1,2]	213 [2,3]				
279 [1-3]	221 [1-3]				
291 [1]	225 [1]				
295 [1,2]	307 [2]				
	323 [3]				

TABLE X

A DESIGN FOR A SCHOOL OF PEDAGOGY

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
1 [1-6]	5 [4-7]	31 [3-8]	17 [1-3]	21 [2]	107 [3,4]
5 [1-3]	21 [1-3,6]	35 [1-3]	21 [4,5]	26 [1,2]	
11 [1-6]	26 [3]	39 [1,2]	39 [3,5,6]	107 [5,6]	
17 [4,5]	31 [2]	43 [1-3]	53 [3]	111 [4,5]	
31 [1]	39 [7]	53 [1,2,4-7]	59 [4,5]		
39 [4]	49 [6,7]	59 [1,3,4,7]	79 [2]		
49 [1-5]	67 [1]	63 [2-7]	107 [1]		
59 [2,6]	75 [8]	71 [1-7]	111 [1-3,6-8]		
63 [1]	79 [3,5]	75 [1-7,9]			
79 [1,4,6]	87 [2]	83 [2-5]			
83 [1]	91 [6,7]	87 [1]			
95 [4]	95 [1,2,5]	91 [1-5]			
107 [2]		95 [1,3,5]			
		107 [7]			
		111 [4]			

TABLE XI

TEACHERS FOR THE REAL WORLD

Non-Codeable Description	Practicality	Knowledge	Dominance	Group Unity	Morality
1 [1,2]	9 [2,4,5]	5 [4]	9 [1,6,7]	1 [3]	5 [1-3]
21 [1-3]	29 [3]	9 [3]	25 [3,4]	5 [5]	17 [4]
25 [2]	37 [2]	37 [1]	33 [2,3]	13 [1-3]	29 [2]
29 [1]	61 [2,3]	45 [1-3]	37 [3,4]	17 [1-4]	173 [1-3]
33 [1]	69 [1]	49 [1-3]	41 [1-4]	25 [1]	
57 [1]	81 [3]	53 [2]	53 [1,3]	77 [2]	
61 [1]	89 [1,2]	57 [2,3]	101 [1]	97 [2-5]	
73 [1]	93 [1]	61. [4]	137 [1-5]	101 [5]	
77 [3]	101 [2-4]	65 [1]	141 [2]	141 [3,4]	
81 [1,2]	105 [1,3,4]	69 [2-4]	145 [1-5]		
85 [1-3]	109 [1,2]	77 [1,4]	149 [1,2]		
97 [1]	121 [1-3]	111 [1-3]	169 [3]		
105 [2]	153 [2-4]	117 [1,3,4]			
111 [4,5]	157 [1,4]	125 [1]			
117 [2]	161 [1,2]	129 [2,3]			
125 [2,3]	165 [3]	133 [1-4]			
129 [1]		141 [1]			
157 [3,5]		153 [1]			
165 [1,2]		157 [2]			
169 [1,2,4]					

VITA

Patricia Lynn Marshall

Candidate for the Degree of

Doctor of Education

Thesis: TOWARD A CONCEPTUAL MODEL FOR INTERPRETING
          THE VALUE ORIENTATIONS OF TEACHER
          PREPARATION PROGRAMS

Major Field: Curriculum and Instruction

Biographical:

   Personal Data: Born in Chicago, Illinois, March
        13, 1956, the daughter of Johnny Marshall and
        the late Stella Norfleet Marshall.

   Education: Graduated from DuSable High School,
        Chicago, Illinois, in June 1973; received Bachelor
        of Arts Degree in Elementary Education from the
        University of Illinois at Chicago Circle in
        December 1977; received Master of Arts Degree
        in Educational Administration and Supervision
        from Roosevelt University, Chicago, Illinois
        in May 1981; completed requirements for the
        Doctor of Education Degree at Oklahoma State
        University in July, 1986.

   Professional Experiences: Elementary school teacher
        various grades, Chicago Board of Education, 1978–
        1981; Training Specialist for GED program
        students, Chicago Urban Skills Institute,
        1978–1981; Elementary school teacher, Tulsa Public
        Schools, Tulsa, Oklahoma, 1981–1982; Minority
        Lecturer, Department of Curriculum and
        Instruction, Oklahoma State University 1982–1983;
        Graduate Teaching Associate, Department of
        Curriculum and Instruction, Oklahoma State
        University 1983–1985; Assistant Professor, Depart-
        ment of Curriculum and Instruction, University of
        Nevada–Reno 1985–present.