ABSTRACT
     This report describes the conferences, local
programs, and student experiences in year two of the Teaching and
Learning in Graduate Geography (TLGG) project, a cooperative effort
between university geography departments and the Association of
American Geographers. The major purpose of the project was to
demonstrate ways to incorporate teaching preparation into the
programs of doctoral graduate students. The report is intended to
help future directors of departmental teaching preparation programs
and future organizers of national projects of the TLGG type. There
are three major parts to the report. Part one describes the three
national conferences convened to help the 16 participating university
doctoral programs establish objectives and organize their training
programs, which usually consisted of an orientation program, a
seminar, and/or a practicum. Part two discusses the teaching
assistantship programs which the 16 universities sponsored for their
doctoral students. Successes and problems are noted. Part three
describes the experiences of the doctoral students who participated
in the program. Students filled out questionnaires and were
interviewed about the effects of the program on their development as
teachers. Teaching methods used in the training program are
evaluated. Sixty percent of the students made strong positive
statements about their development as teachers as a result of
participation in the program. (Author/RM)

Text of Report on TLGG Project

(Project on Teaching and Learning in Graduate Geography)

by

William D. Pattison

Part One. NATIONAL CONFERENCES IN A SECOND YEAR

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Preamble. A New Look at the Project

The report that follows concerns Phase II of a special-purpose

project, Teaching and Learning in Graduate Geography (TLGG), the work

of which is now nearly complete.[1] As readers of the report on Phase I[2]

know, the project came into being when departments of geography on five

university campuses entered into a new cooperative relationship with

the Association of American Geographers, to demonstrate ways for in-

corporating teaching preparation into the programs of graduate students.

By the time formal organization for the first year had been completed,

a sixth department had been added.

The second year (Phase II) started with sixteen departments par-

ticipating, and ended with two more reporting the beginnings of the sort

of activity that the project had been encouraging. So, as the project

ended its primary period of producing services for local programs and

moved into a time of evaluation (Phase III), it could point to a total

of nearly twenty departments that were venturing into teaching preparation

as a departmental responsibility. All were doctoral departments, repre-

senting about one-third of such departments in the United States.

From the vantage point of 1979, perhaps largely because of the

vicissitudes of tenure and promotion among departmental faculties in

the meantime, one can recognize the centrality of a particular aspiration

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[1]Officially, in the records of its sponsoring agency, the project is
called "Teacher Development in Ph.D. Programs in Geography" (National
Science Foundation Project GZ-2816).

[2]Preparing Others to Profess: A Trial Year, Director's Report on
Phase I of Teaching and Learning in Graduate Geography, by William D.
Pattison and Leslie Dee Fink (Washington, D.C.: Association of American
Geographers, 1974).

in the life of the project: that departments generally would accept into their normal working agenda the provision of teaching consultancy for their graduate students. In practical terms, the object was to secure recognition of the role of teaching consultant within regular faculty ranks. Most of what the project's leadership did comes into focus when this object is fully appreciated.

The persons who imparted the main driving force to the project were geographers at home in this role. The typical representative was either the director or co-director of some local program. The group that drafted the original plan for the project as well as the steering committee that took general charge later had a membership in which persons of this interest predominated. Finally, they were the geographers referred to in one of the four statements of goals for TLGG: "to create and maintain a communication network linking geographers skilled and interested in preparing others in the teaching/learning arts."

The consultants brought together by the project, 1973-75, largely shared a conception of teaching which, though not really novel, was innovational for their departments. Much of the intra-project literature that was generated then was devoted to exposition of this view, but I do not believe that any of it approached, in clarity and simplicity, the analysis contained in a study from Britain that has come to hand in recent months. In it, teachers are distinguished on a dimension ranging from transmission to interpretation, as described in the following table[3]:

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[3] From N. Bennett, Teaching Styles and Pupil Progress (London: Open Books, 1976), as repeated in David E. Hunt, "Teacher Centers as Persons-in-Relation," Chapter 5 of Sharon Feiman (ed.), Teacher Centers, What Place in Education? (Chicago: Univ. of Chicago, Center for Policy Study, 1978).

THE TRANSMISSION TEACHER. . .	THE INTERPRETATION TEACHER. . .
(1) Believes knowledge to exist in the form of public disciplines which include content and criteria of performance	(1) Believes knowledge to exist in the knower's ability to organize thought and action
(2) Values the learner's performances insofar as they conform to the criteria of the discipline	(2) Values the learner's commitment to interpreting reality, so that criteria arise as much from the learner as from the teacher
(3) Perceives the teacher's task to be the evaluation and correction of the learner's performance, according to criteria of which he is the guardian	(3) Perceives the teacher's task to be the setting up of a dialogue in which the learner can reshape his knowledge through interaction with others,
(4) Perceives the learner as an uniformed acolyte for whom access to knowledge will be difficult since he must qualify himself through tests of appropriate performance	(4) Perceives the learner as already possessing systematic and relevant knowledge, and the means of reshaping that knowledge

Teaching consultancy, as pursued in most of the local programs, and as reinforced through the national activities of TLGG tended strongly toward the "interpretation teacher" position.

Looking back, one can see a willingness of the National Science Foundation and the Association of American Geographers to honor the full range from the "transmission" to the "interpretation" positions. In the long developmental process of the High School Geography Project, in the 1960's, during which the NSF reviewed and approved successive proposals and the AAG maintained general oversight, a movement occurred in the thinking of the project directorate toward the "interpretation" point of view. Concurrently, the Commission on College Geography, through dependent upon the same two organizations for sponsorship and administration, was stabilizing upon the "transmission" outlook, in

keeping with prevalent values of the geographic profession. The shift
within the high school project took place as that organization field-
tested the instructional materials it had produced (in 67 schools across
the United States), changing them more and more so as to engage student
interest. The college commission became increasingly settled upon its
position as it confined itself more and more to commissioning papers
which were to bring advanced thought from the profession into the college
classroom.

My own understanding of TLGG, expressed in a short speech early
in its history, was that its teaching-and-learning ideology represented
a response to a new attitude toward authority in American society.
I quoted these words from Amitai Etzioni: "The style of authority
which served well an industrializing and moralistic nation are increasingly
ineffective in an age of rising concern with consumption, leisure,
growing tolerance toward personal diversities and deviation, and swelling
demand for 'public goods' (ranging from college education to depollution)."[4]
It seemed to me that the geographers in our midst who were feeling most
impelled toward teaching consultancy were at the same time reacting to
evidences of this rising mood as encountered among college students.

I still hold to this understanding. To close the present preamble,
I suggest that TLGG owed to the ferment identified by Etzioni the oppor-
tunity it was given to work for its special goal--the establishment of
teaching consultantships in graduate departments of geography. The de-
partments themselves were willing to try out teaching consultantships
partly because of demands, variously voiced on their campuses, for better

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[4] Amitai Etzioni, "For Authority: New Style," Social Education,
October, 1973, pp. 546-547.

teaching; partly because of challenges to academic authority from some
of their own graduate students; partly because teaching posts in junior
or community colleges--where the need to make concessions to students
was believed to be most pressing--appeared to lie in the future for many
of their students; and partly because of a feeling that, given a general
increase in public accountability, their graduates would "look good"
in comparison with those from competing departments if teaching preparation
were on their records. If only for emphasis, I note separately (1)
frustrations arising from the appearance in increasing numbers of a "dif-
ferent" (that is, less academically oriented) college student, and (2)
the anxieties aroused where class enrollments had fallen.

Why did the AAG lend its prestige to the effort? I believe that
this happened thanks to a conviction among some members of its leader-
ship that a profession such as geography, with its economic base located
in citizen education at the lower college level, must explore ways of
responding to the changing state of American society. They were acting
out of a feeling of responsibility for the good of the profession. Fur-
ther, they were extending into the mid-1970's AAG support for the "inter-
pretation" ideology as expressed earlier in a project often referred to
as "the road shows."[5] This remarkable initiative, which had attracted
the assistance of the U.S. Office of Education, had attempted to lead
professors charged with teaching introductory college geography courses
into a greater awareness of, and a greater readiness to do something about,
"learning theory, teaching strategies, learning environments, and evaluation
of learning."

Next--and last--why did the National Science Foundation sponsor

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[5]Official title: "The Improvement of College Instruction."

TLGG? For the Foundation, the justification could only have been a belief that doing so would forward the interests of science in America. That organization had been able to determine the dependability and management capacity of the AAG as an agent for the geographic profession through earlier projects. Also, through them and through experience in supporting geographers by research grants; the NSF had been able to confirm that the quality and orientation of thought in contemporary American geography entitled the field to be taken very seriously for its scientific content. What remained was to persuade the Foundation--or more exactly its educational directorate--that teaching consultancy at the graduate level, tied to the "interpretation" view of teaching, deserved assistance at public expense.

My suggestion is that the Foundation felt encouraged by the TLGG strategy of aiming at doctoral departments. The Foundation had been long wed to the proposition that "the best minds in any particular discipline must be put to work [for educational purposes]."[6] Assuming that these minds were most likely to be found in graduate departments, then the prospect for linking them to an improvement-of-teaching effort would be increased. In addition, cost effectiveness argued for the choice of these departments, since they were known to function as the principal dissemination centers for new ways of doing things in their field.

In conclusion, the experience of the NSF with the educational projects of many fields of science, at many levels of schooling, had exposed it to the realities of American popular attitudes and had accustomed it to the necessity for respecting the "interpretation" view. TLGG was accepted for support as an enterprise incorporating that view into an alternative philosophy of Ph.D. education.

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[6] From Jerome Brumer, The Process of Education. (New York: Random House, 1960).

Chapter 1. Introduction to Phase II

The present account is addressed primarily to future directors of in-department teaching preparation programs and to future organizers of national projects of the TLGG type; but it is also addressed to the general membership of the community of American geographers and to anyone curious about what happens when an academic collectivity, defined by field of knowledge and by nationality, tries to face up to its own teaching beliefs and practices as a practical problem.

To bring all readers into the spirit of TLGG, as felt by the leaders of the project at the time of making plans for Phase II, the proposal for that phase is reproduced below--in a draft form considerably briefer than the final submission.

The present request for renewal arises from the recognition, based upon project experience to date, that if the intended outcomes of the Teaching and Learning in Graduate Geography Project are to be achieved, three lines of action must be pursued:

(1) Follow-through on the first-year activities of currently sponsored programs. Although evidence of progress toward institutionalization has come from all of the programs, permanent adoption remains in doubt. To bring institutionalization within reach, a carefully planned, adaptive second year of development is proposed.

(2) Increase in the number of sponsored programs. Although the precedents established by the programs are highly promising, they now appear unlikely to be sufficient in themselves to create a multiplier effect. To get a national movement going, the judicious extension of sponsorship to additional programs is proposed.

(3) Development of a national leadership corps for the continued promotion of TLGG aims. It has become evident that the principal agents in the six present programs have great potential for service as exemplars and missionaries. To exploit and augment this potential, three developmental conferences are proposed. The conferences are to serve not only as

learning opportunities for participating programs,
but also as settings for the consolidation of a leader-
ship corps that will be prepared to carry forward
the propagation of TLGG principles after the project
itself has come to an end.

Project Purposes and Objectives

The objectives for the first year of the TLGG project were
stated in the proposal titled 'Teacher Development in Ph.D.
Programs in Geography.' Briefly, those objectives were

(1) To increase and improve the population of teachers
at the college and university levels.

(2) To initiate an array of developmentally conceived,
self-sustaining programs in the teaching/learning
arts for doctoral students.

(3) To create and maintain a communications network
linking geographers skilled and interested in pre-
paring others in the teaching/learning arts.

(4) To develop principled knowledge germane to the prepar-
ation of teachers for higher education.

The overarching goal of the TLGG project continues to be the
development of doctoral students who will apply their problem
solving and research skills to teaching and learning in college
classrooms. This goal stems from a belief system which was
enunciated by the group that originated TLGG and which is
shared by the TLGG Steering Committee:

(1) Geographic learning is a legitimate subject for
scientific inquiry and may be subjected to scientific
analysis.

(2) The professional education of a college teacher is
a process of personal development and derives from
self-awareness of the teacher in his teaching role.

(3) Programmatic and institutional changes derive from
behavioral change.

The objectives for the second year of TLGG (1974-75)--i.e.,
the year of concern in this proposal--are essentially the same
as those stated for the first year (1973-74). However, those
objectives can now be reformulated and in several cases im-
proved and put into operation. The specific objectives of
TLGG during 1974-75 are

1.0 Increased and improved population (1973-74 objective).

During 1973-74 approximately fifty doctoral students and fourteen faculty were directly involved in TLGG-sponsored activities.

1.1 Increase the number of doctoral students participating in TLGG activities to 200 (1974-75 objective).

By targeting funds on specific needs as well as by utilizing local resources more effectively, TLGG hopes to improve its cost-effectiveness and reach a larger number of doctoral students without a proportional increase in the budget request.

1.2 Emphasize the participation of faculty in TLGG activities (1974-75 objective):

It is clearer now that the faculty in the departments sponsoring the projects are a key to attainment of TLGG's goals. Therefore, greater efforts will be made to involve more faculty in more intensive ways in the activities of TLGG, e.g., attending workshops and conferences and working as TLGG staff.

2.0 An array of training programs (1973-74 objective).

Five experimental projects were funded in 1973-74. All five are currently operational and are believed to be successful. Four of the projects hope to continue their efforts next year at a reduced funding level.

2.1 Secure institutionalization of experimental programs funded in 1973-74 (1974-75 objective).

All five projects are moving toward complete local support of their programs. However, some funds are necessary to 'bridge the gap' between external funding of an experimental program and internal funding of an integral part of a doctoral preparation program.

2.2 Establish a new series of experimental projects (1974-75 objective).

Proposals for inauguration of teacher-training components in doctoral programs have been received from twelve doctoral granting departments. If these departments are combined with the first five, TLGG would influence 34.6% of the geography departments awarding 43.4% of the Ph.D.'s.

3.0 A communications network (1973-74 objective).

An information exchange system and a regularized dis-

seminate ideas developed in TLGG to individuals
and departments outside the TLGG project (1974-75
objective).

Many of the activities and products of the experimental
projects can be generalized beyond those projects.
In addition, the dissemination process will support
and amplify the communications network concept. Leadership at such workshops/conferences will come largely
from local experimental projects.

4.0 Develop principled knowledge (1973-74 objective).

Aside from some attention to the literature on training
college teachers, little attention was given to attaining this objective. This is not surprising since
the data base is to be the experimental projects
which only began in Fall 1973; it is only now that
our experience is becoming sufficient to warrant
some generalizations.

4.1 Prepare a report deriving from the collective experience of the experimental projects which indicates
some of the tentative findings of TLGG (1974-75
objective).

In a sense TLGG is a reasoned inquiry into the
question of preparing college teachers. Obviously
the answer to that question is not yet known and it
is unlikely that the question will ever be answered
definitively. Nonetheless, some ideas appear more
worthy of discussion than others and some scattered
evidence is beginning to develop. An assemblage,
collation, and interpretation of TLGG's experience
could provide launch points for new experiments
and a basis for serious discussion and debate.

The strategy of TLGG in its opening year has been to develop
a system of communication and support for developmental programs in five doctoral departments, the purpose of which in
all cases has been to prepare prospective professors for
teaching. They are

University of California, Berkeley
    Training through guided planning and presentation,
    by doctoral students, of experimental courses.
Clark University
    Training through practicum experience with undergraduate teacher trainees, and through conduct of
    undergraduate proseminars.
University of Colorado
    Training at several levels in geographic education
    as a special field. Geographic education laboratory
    serves as logistical center.

University of Illinois, Champaign-Urbana
Training through selected apprentice activities.
Emphasis on response to feedback from current trial
teaching and on individualization of teaching projects.
University of Iowa
Training organized progressively over a 4-year period.
Graduated responsibilities to lead, in final year,
to design and teaching of a course.

A sixth (non-funded) program, at the University of California,
Los Angeles, has operated as a pilot, having had a one-year's
head start. It is exploring original approaches to a tri-
level training design.

The renewal request (in the same draft form) went on to speak of

eleven new programs, at

Columbia University
Proposes trial teaching in a variety of colleges,
New York Metro area. Training-faculty from Columbia,
Barnard, and Teachers College.
Rutgers University
Proposes link-up with Graduate School of Education.
Plans for workshop as resource center for graduate
students and faculty.
University of Maryland
Already offering a "progression system" similar to
Iowa's. Special seminar and monitoring to be added.
SUNY-Buffalo
Proposes workshop featuring teachers of recognized
excellence. To cooperate with 5 other departments
on campus with teaching preparation programs.
Michigan State University
Seminar already required of all TA's, open to all
graduate students. Proposes expansion of program
for assessing teaching effectiveness.
Indiana University
Proposes program to be required of Ph.D.'s intending
to teach. Plans for close coordination with campus-
wide program for IA's (equals TA's).
Indiana State University
Proposes assignment of geography graduate students
to seminar on college teaching, Science Teaching
Center. Emphasizes collegial relations between
student teachers and "regular" faculty.
University of Oklahoma
Builds on recognition of geography education as special
field (of Colorado), and on informal faculty sym-
posium on teaching. Proposes link-up with Center for
Studies in Higher Education.
Oregon State University
To continue seminar required of all TA's. Plans for
expanded use of university's Instructional Resources
Center, and for development of student-managed colleguium.

When the National Science Foundation acted on the request (in a later, finished form), funding for local activities was granted only to the programs continuing from TLGG's first year, but provision was made for access by all to the national conferences, and to the services of the central office of the project. At this point, Columbia University had to decide against participation.

Phase II opened, July 1 1974, with a strengthened sense of continuity, since many of the new programs, in common with those already banded together in TLGG, could be traced back to an earlier project (cited in the Preamble, above) that had concentrated upon the quality of teaching in introductory college geography courses.

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Chapter 2. The Conferences: Where and When

The three developmental conferences planned for Phase II were to "assist TLGG in ... crystallizing its goals as a national project, while ... reinforcing the goals of each local program." Each conference, by expectation, was to highlight a problem: the first, that of establishing objectives for training programs; the second, that of working out organizational features consonant with departmental and institutional purposes; the third, that of assembling the skills and exercising the strategies required for getting a program under way. The meetings, as actually held, were--

    Conference 1
        Place: University of Michigan, Ann Arbor.
        Time: August 15-16, 1974

    Conference 2
        Place: Sheraton-Biltmore Hotel, Atlanta. Georgia
        Time: January 30-February 2, 1975

    Conference 3
        Place: University of Chicago, Center for Continuing Education
        Time: September 26-28, 1975

Mainly in response to the judgment of the local program directors, attention to the three identified problems was distributed across all of the meetings.

Readers of the report on Phase I will recall that national conferences (not to mention other centrally organized activities) were interpreted as having served two purposes: (1) structuring the TLGG system, and (2) making the system go. In the following two chapters the same interpretation is applied to the conferences of Phase II.

Chapter 3. Structuring the National System

Inspection of the minutes for the Phase II conferences makes it apparent that the attempt to sustain structure in the national consortium was reducible for the most part, as in Phase I, to acts of defining, regulating, and planning. Accordingly, suggestions are made under these headings below.

Defining

Running through the minutes like variations on a musical theme are signs of concern over the confirmation of an ideology. I believe now, as the Preamble says, that this concern amounted to a search for an adequate statement of the "interpretation" view of teaching. My own best summary, in conference, was given in the words "teaching as responsibility to the learner" (Minutes, app. C, p. 3).* The expressions of others (and of myself, earlier) are of interest, and not hard to find.

It may be obvious, but on the chance that it is not, I offer this observation: the conferences were conducted, generally speaking, as models of the "interpretation" approach. One can, in fact, find point-by-point correspondence between entries under "The Interpretation Teacher" in the Preamble and conference events reflecting TLGG policy. Consider, if you will, the peer learning that initiated Conference 1 and that was a feature of all meetings; the open Steering Committee session of Conference 2; the acceptance extended to graduate students as members of the conferences; and the responsiveness shown at all meetings to the preferences and preconceptions of conference participants.

Intertwined with these ventures toward _ideological_ definition were attempts to solidify a _social_ definition of what we were about, centering

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*The minutes from all three conferences are included in Volume II of this report as appendices A, B, and C respectively.

on the role of teaching consultant. Although the conferences may not have brought the role into a tight focus, they brought it under examination from many angles. Of at least equal importance, the conferences provided strong social support for those occupying the role. When John Ball passed his judgment on the "real value" of TLGG (Min., App. B, p 33) he certainly had this support in mind.

Regulating

-A reading of the description of the Steering Committee's responsibilities under "Regulating" in Preparing Others to Profess tells one what continued to occur in Phase II. It also allows the reader to appreciate one particularly prominent item in the conference proceedings. This is the effort made to secure adoption of standard criteria by the several programs, while not challenging their locally authenticated diversity. In Conference 1 this was tried in the session led by Frank Koen[1] in the evaluative observation of teaching (Min., App. A, pp. 7-10). The hope here was that a single set of guidelines would be ratified by the TLGG programs. It was not.

At the same conference, the chairman of the Steering Committee announced, "Base line data--information on each student at the start of training--will be necessary, if the success of TLGG is to be measured." He added three reasons for this conviction (Min., App. A, p. 15). After little more than an hour, however, the Committee had set aside its aspir-

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[1]Frank Koen was especially attractive to this group because of his involvement in a study of programs training college teachers. Frank Koen and Stanford C. Ericksen, An Analysis of the Specific Features Which Characterize the more Successful Programs for the Recruitment and Training of College Teachers (Ann Arbor, Michigan: Center for Research on Learning and Teaching, The University of Michigan, 1967).

ation to obtain such data, at least on a strictly standardized form
(Min., App. A, p. 17). Essentially, we were persuaded that other means
for getting at the effects of the programs would be more appropriate--
and feasible.

In the remaining conferences, special staff members, roughly com-
parable to Koen in standing, were presented, far more as consultants
to teaching consultants than as authorities for teaching consultants
to follow. In the same conferences, one observes the drive toward
evaluation taking an altered course. At the end of Conference 2, I
speak of the necessity for "finding out [somehow] what has been hap-
pening to graduate students involved in the project" (Min., App. B, p.
33). By the time of the third conference, I am able to report in general
terms on the findings of myself and Dee Fink from site visits and mailed
questionnaires (Min., App. C, App. 3-6). The work of both of us during
that interim is represented in Part Three of the present report.

Planning

The responsibility of looking ahead, for the system as a whole,
fell to the Steering Committee, with special initiative being taken,
as before, by one member, Salvatore Natoli, the Educational Affairs
Director of the AAG. However, a share-out of spearheading with others
was more apparent than in Phase I.

Phase III was planned as a time for (1) evaluation and (2) dis-
semination. No one was firmer in his conception of TLGG as a project
that must evaluative activity than the chairman of the Steering Committee,
Gary Manson. It was his "evaluation-mindedness" (see "Introduction
to Phase II," above) against which later accomplishments could be readily
checked. As we of the Steering Committee had entered Phase II, our

attention went especially to assessment for the first of those goals, "an improved population of teachers." It was Manson who occupied the most forward position in urging the development of base line data for this purpose.

In the months that ensued, plans matured for what came to be called the Follow-Up Study (the evaluation part of Phase III). A design emerged that owed a great deal to the determination of Manson and to the guidance of Natoli, but most of all to the growing confidence and resourcefulness of Dee Fink. Preliminaries to the Follow-Up Study--referred to under "Regulating"--already reflected Fink's ideas; the proposal for Phase III were attributable mainly to him.

The dissemination part of Phase III, as planned, perhaps should have been termed Clearinghouse and Consultation Service. In any event, it was an established function of the project, now proposed for a period when none of the programs would any longer have the benefit of external funding, and when calls to come together for special assemblages were not going to be issued. The planners of this continuation were chiefly Natoli and Fink. In the minutes of the conferences, one finds general support and approval for their plans where "the ideal of a network" comes under discussion (Min., App. A, p. 18) where a desire to "maintain and promote the growth of this particular group" is expressed (Min., App. B, p. 34), and where the possibility of "a communications center" is raised (Min., App. C, p. 2).

Chapter 4. Making the National System Go

Perhaps this assurance is in order: the national leadership of
TLGG was never under the illusion that anything done at that level could
substitute for or rival in importance what the local programs were accomp-
lishing. The central office realized, for example, that the national
conferences could help to "make the system go" only in the sense of
facilitating or supporting local operations. During the conferences of
Phase II two opportunities for rendering support were consciously pursued:
(1) promoting interaction among the programs, and (2) fostering interaction
between the programs and representatives of contemporary educational
thought. The following paragraphs are grouped and headed accordingly.

Interaction Among the Programs

Anyone attending the conferences could not help but be convinced
that the delegations from the campuses especially valued hearing from
their counterparts. Much of the cross-program communication occurred
outside the scheduled sessions--over meals, during breaks, and at other
times. The organized transmissions took place either in talks to the
assembly as a whole (with questions) or in sessions for small-group
conversations. Of the former, probably the most productive were the times
reserved in Conference 1 for directors of the first generation of TLGG
programs to talk about their experiences (a) with beginning-of-the-year
"orientations," and (b) with seminars on teaching (Min., App. A, pp. 2-7,
and 13-14); but content of importance was delivered also in the 3-5
minute free-style summaries from new programs, given in all conferences.
(Min., App. B, pp. 10-12; Min., App. B, pp. 4-7; Min., App. C, pp. 6-9).
The small-group conversations, tending not to be particularly
prominent in the conference minutes, probably ranked ahead of the

planning sessions in popularity. Two of these special interest get-togethers were on points of program organization--one on finding non-conventional teaching opportunities for students, during their years of graduate study (Min., App. B, p. 9), the other on tapping out-of-department resources for an in-department program (Min., App. B, pp. 11-12). Another session (Min., App. C, pp. 23-24) brought into the open a question that struck some directors as increasingly relevant: Can teaching preparation be conducted as communication preparation, so as to expand the range of assistance to include students aiming at careers outside academia? Yet another session, begun at one conference and resumed at the next, reflected a continuing curiosity about the experience often in observing and analyzing the classroom teaching done by graduate students (Min., App. B, pp. 10-11; Min., App. C, p. 26).

Of all of the interests expressed through the selection of topics for small-group discussion, the most intensely felt appears to have been a curiosity about the acceptance and security of teaching consultancy, with the distinguishing values, in other departments. An inspiring statement from one director, in which he spoke of a change of attitudes in his department, had opened the year (Min., App. A, p. 12); but one got the impression, as the year went on, of teaching consultants continuing to work in emotional isolation, for the most part. Definite anxiety was shown in sessions on "re-orienting faculty" in Conference 2 (Min., App. B, pp. 9-10), and on "involving other faculty" in Conference 3 (Min., App. C, p. 25), while a tone of calculations if not confidence, was most evident in a Conference 3 session on "institutionalizing" programs (Min., App. C, pp. 24-25).

In a special case of small-group discussion, the propagation of

teaching consultancy was paramount.   A pre-arranged workshop for

"representatives of new teaching preparation programs" (Min.; App. C,

pp. 18-21), at the end of the year, was probably the occasion of more

sharing of concentrated, digested experience than occurred in any other

session.

Interaction between the Programs and Representatives of Contemporary Educational Thought

Nowhere was the commitment of the TLGG leadership to the "inter-

pretation" view of teaching (recall Preamble, above) more pronounced

than in the general policy pursued in inviting expert advisors to the

conferences. To bring in experts at all was to greatly enlarge our

efforts at strengthening the corps of geographer-non-teaching consultants

through infusions of contemporary educational thought. In Phase I,

the flow of items had been channeled almost exclusively through selected

mailings (see Appendix D of Preparing Others to Profess); now, although

we continued the mailings--as will be described later--we made proponents

of relevant schools of thought directly available for first-hand exposition

and response to questions. In all cases, we thought of our guests as

people who would be proceeding from "interpretation" premises.

While they may have occupied a common ground, our guests took up

markedly different positions upon it. The counsel they offered sorted

out as follows:

> Behaviorist advice. Based upon a conception of learning as
> response to stimuli from the environment. Tends to emphasize
> the importance of rewards in teaching, and to encourage closely
> administered education, broken down into limited learning tasks.
> Our invited sources were--
>
> > Frank Koen, well known for his work with the Center for
> > Research on Learning and Teaching, University of Michigan,
> > especially for his studies of preservice training of college
> > teachers.

Ben A. Green, physicist active in campaigning for adoption of Personalized System of Instruction (PSI) in collegiate education, beginning with his introduction of the system at MIT, in 1969.

Cognitive-theory advice. Based upon a conception learning as organization of mental events (cognitions). Tends to stress hypothesis-making and inventiveness on the part of the learner, and to encourage teaching that aims to help students build cognitive structures. Our invited source was--

Richard Suchman, widely quoted among educators for his "model for the analysis of inquiry," a construct described in successive issues of The Instructor, from August 1966 to July 1967.

Humanistic, ego-concerned advice. Based upon a conception of learning as growth, or progressive change in the direction of self-fulfillment and increased warrant for self-confidence. Asks the educator to pay close attention to, and to respect the judgments of, the learner. Encourages teaching that is consciously undertaken as participation in the lives of students. Our invited sources were--

Joseph Katz, psychiatrically trained commentator on American college education. A recognized authority from the time of publications of "Personality and Interpersonal Relations in the College Classroom," in N. Sanford (ed.), The American College (N.Y.: Wiley and Sons, 1962).

Ann Salyard, former campus-wide coordinator of teaching assistant programs U.C.L.A. Author of "An Approach to Preparing Teaching Assistants for College and University Teaching."

The advice was sought with particular objectives in mind, the distribution of which across the conferences can be rather easily recognized.

For a more analytic understanding of the teaching role

We looked especially to Koen for help here, asking him to take charge of a workshop in Conference 1 (Min., App. A, pp. 7-10). Notice his focus on teaching as overt behavior same, p. 9). It would be difficult to argue that anything approaching equal time was provided, during the three conferences, for expression of the other two psychological schools of thought, although the minutes do show that they found a hearing.

For a more analytic understanding of student experience

We turned to Suchman for leadership in this regard

setting him up for a workshop in Conference 2 (Min., App.
B, pp. 23-28).   Standing in evident contrast with his
cognitive-theory approach were: the behaviorist assumptions
of Ben Green as brought out earlier in the same conference
(Min., App. B, pp. 15-22), and the humanistic stance
of one of our directors, Duane Knos. Knos can be followed
through the minutes of all three conferences as inde-
pendent, deeply convinced interpreter of learning ex-
perience.

Toward better-informed advocacy of the reorganization of teaching

Throughout its life, TLGG stood for "breaking the cake
of custom", with respect to teaching of specific al-
ternatives to conventional ways and means, two directions
of encouragement were repeatedly indicated as most practi-
cable: (1) simulations, including ad hoc role playing,
and (2) patterned independent study, especially as rep-
resented by Personalized Systems of Instruction (PSI).
We went into Phase II feeling that a chance to become
directly acquainted with PSI was owed to the program
directors, and in the Conference 2, courtesy of Ben Green,
it was provided (Min., App. B, pp. 13-22). The behaviorist
foundation of PSI came fully to light during his workshop.

For a deepened appreciation of teaching consultancy

Probably it was my reading of the significance of teaching
consultancy--based upon my own experience--that accounted,
more than anything else, for the appearance of this
objective among the conference goals of Phase II. Taking
a persons-in-relation view of what teaching consultancy
is, I was inclined increasingly to wonder whether our
TLGG corps of "geographic educators," including myself,
might not need the sort of sensitization to our respon-
sibilities that Ann Salyard's example promised. Her
workshop, which came in Conference 3, brought us the
humanism of a thoughtful, experienced amateur (Min., App.
B, pp. 11-16).

Toward a better understanding of tradition and change in teaching environments

To return to a refrain in these pages, the program
directors as a whole needed, as a matter of survival,
and sought for, as a matter of principle, changes in
the prevailing value systems of their departments. A
service we tried to offer throughout the life of the
project, toward this end, was assistance in conceptualizing
graduate departments of geography as teaching environments,
with particular reference to tradition and change. In
the conferences of Phase II, we reserved the closing
"educational thought session" for Joseph Katz, on
invitation to speak to this point (App. C, pp. 27-33).
He responded by speaking, in his way, to all of the ob-
jectives listed here, although close listening was required

to realize that he did.

The choice of Katz symbolized an acceptance by TLGG of the human-
istic, ego-centered philosophy that had cast Leonard Lansky in a leading
role in the project preceding it (see Preamble, above, for citation of
the project titled "The Improvement of College Geography Instruction").
To end this report on the national conferences, I recommend that the
reader go back to Conference 1, where Stanford Eriksen of the Center
for Research on Learning and Teaching at the University of Michigan--
a drop-in guest--has his say (Min., App. A, pp. 16-17). Whether the
minutes succeed in communicating the fact or not, Eriksen's style of
advice meshed with the thinking of the program directors, taken as a
group, more effectively than that of any of the invited guests. He
spoke as a "problem oriented" analyst of learning conditions in American
higher education,[1] without primary commitment either to the Lansky-
Katz approach, or to the positions stamped by behaviorism, or to the
interpretations controlled by cognitive theory.

---

[1]See Eriksen's Motivation for Learning: A Guide for the Teacher of
the Young Adult (Ann Arbor, Mich: Univ. of Michigan Press, 1974),
especially pp. 18-23.

Chapter 5. Supplementing the Conferences: Productions
of the Central Office

To appreciate the conferences is to go far toward an understanding

of TLGG at the national level, but not all of the way. Knowledge of

what the central office of the project was producing during the phase

is also required. In most respects, the production story is that of

L. Dee Fink (Associate Director) as author, finder, and disseminator.

Structuring the System

Looking across the now-familiar array of basic structuring activities--

defining, regulating, and planning--one can recognize the first as the

one to which an especially interesting piece of writing pertained. It

was Fink's "Approaches to Teaching," an essay in which he drew anew

the contrast between the conventionally approved position of the

"transmission teacher" and the project-favored position of the "inter-

pretation teacher." He opened by saying,

> One of the primary goals of the TLGG Project is "an improved
> population of teachers at the college and graduate levels."
> This is partially achieved by giving graduate students the
> opportunity to teach and thereby improve their teaching
> skills prior to their employment as full-time teachers. But
> becoming a better teacher requires more than getting a "head
> start" in the practicing art of teaching. It also means being
> more able to conceive of better ways of teaching, and being
> able to select and use the kind of teaching most appropriate
> for specific situations.

He then brought his readers variants on the "interpretation" view and

practice under four titles (modified by me for the present report):

> Media mode. Largely determined by the capabilities of radio,
> TV, and remote-terminal computer. In a principal version,
> the teacher--seen as a subject matter specialist--cooperates
> with an instructional specialist and an informational special-
> ist (someone who knows where to get data, films, still pictures,
> and other educational software). The teacher decides what
> needs to be taught, evaluates material for learning difficulty,
> and relates the content of the course to that of other courses.
> Mode recommended by a recent Carnegie Commission.

Management-of-learning mode. Teacher becomes manager of a
process defined by its aim of maximizing student performance.
Close attention given to strategically administered rewards,
and to step-by-step progression. Examples are often said to
be "individually paced" and "mastery oriented." Includes
programmed learning, audiovisual tutorial systems, and some
types of computer assisted instruction. Best known illustra-
tion: Personalized System of Instruction (PSI).

Inquiry-into-inquiry mode. Illustrated by Joseph Schwab's
classroom use of original papers in science, selected as "in-
stances of good enquirers yielding scientific knowledge worth
possessing." Typically, based on discussion--in a situation
where teacher and student become cooperating and communicating
pursuers of a common problem: the meaning of the inquiry
at hand.

Learner-attending mode. The teacher becomes facilitator of
naturally occurring processes. For Carl Rogers, reliance is
to be placed upon the presumed self-actualizing tendency of
students; for Herbert Thelen, on what are believed to be (a)
the quest for personal autonomy and captaincy of self, (b)
the tendency of groups to develop a social order, and (c)
a desire for action to improve relations with the social and
natural environments.

The four variants were described against the background of the discourse

mode (read, the mode appropriate to the "transmission teacher"), for

which Jacques Barzun was made spokesman.

The thinking in this essay (which was distributed by mail throughout

the TLGG network) grew out of extended discussions between myself and

Fink. Our talks, in turn, were prompted by a memorandum of August

1973, written primarily by Herbert Thelen and circulated among the Education

faculties at the University of Chicago. Fink's four variants tally

against the categories of advice attributed to our guests at the Phase

II conferences as follows:

At the Conferences	In Fink's Paper
Behaviorist advice	Media mode Management-of-learning mode
Cognitive-theory advice	Inquiry-into-inquiry mode
Humanistic, ego-concerned advice	Learner-attending mode

Making the System Go

As the months of Phase II passed, responsibility for Central Office action to help "make the system go" fell largely to Fink. What he did, with more than one cooperator, can be summarized under the three subheadings that have become standard, in TLGG reporting. Under each, where reference is made to the IOI (Internally Originated Item) Series or to the EOI (Externally Originated Item) Series, Fink's role as finder is to be assumed. The complete roster of titles for the two series appears in Appendix D and Appendix E.

Interaction among the programs. An item from Indiana University on a university-wide program for graduate student teachers (EOI #20) and one from the University of Waterloo on a departmental retreat for graduate students (IOI #14) were isolated contributions coming early and late in the period. The primary locus of cumulative production was Colorado. Near the start came David Hill's synopsis of University Teacher as Artist (IOI #11), followed by materials from and about the Colorado workshop (IOI #12). Later came news from a Colorado seminar on geographic education (IOI # 15); a simulation (IOI #16); and scales for the evaluation of institutions (IOI #18). The stream--with which a mailing from the University of

Colorado at Colorado Springs on teaching philosophies (IOI #17) ought
to be associated--continued into Phase III.

Interaction between the programs and the disciplinary community.
For this sort of interfacing, the use of the item-mailing service was
limited to two inbound pieces: the gauntlet-casting article by George
Dury (EOI #19) that served to warn program directors in general of the
apprehensiveness that behavioristic advocacy can arouse within the pro-
fessoriate; and, of a countering tendency, an article and letter from two
young professors (EOI # 24) on their favorable experience with the mastery
learning model.

Fink made a major contribution--with expert technical assistance--
by carrying out an investigation-by-questionnaire, the full results of
which were sent directly to geography departments, an abbreviated account
going into the Professional Geographer. Released under the title "The
Importance of Teaching in the Appointment and Promotion of Academic
Geographers," his report digested the responses of more than 350 chair-
persons to queries that could be reduced, ultimately, to these questions:

(1) What is the importance of various dimensions of teaching
    competence?

(2) What is the importance of various types of evidence of
    teaching competence?

(3) What is the relative importance of teaching vis-a-vis
    research and administrative work in appointment and pro-
    motion decisions? Has this changed in the last five
    years? If so, in what way and for what reason?

(4) What is the relative likelihood of five hypothetical
    candidates being offered appointments and promotions
    in your department?

(5) What other special characteristics are of particular
    interest to your department?

The questioning process itself was developed as a way of inducing de-
partment heads to take part in an appreciative analysis of teaching.

(Fink got cooperation from 71% of his addressees). Responses were expected to help TLGG program directors judge the market for the kind of Ph.D. they were helping to train. Fink could say, at the end, "There was a very strong preference [expressed] by nearly all types of departments for the candidate who had a background of research, teaching experience with positive student evaluations, and a record of participation in a formal teacher preparation program."

If building confidence among academic geographers in the role of the teaching consultant was a high-ranking obligation of the Central Office, as I believe it was, then another of Fink's initiatives deserves emphasis: an effort to help geographers think clearly about a demand being placed upon themselves and their departments by almost all university administrations for paper evidence of what students think of their courses. This effort reached a climax at the national AAG Meeting of 1975, when Fink and two especially well qualified TLGG program directors--Alan Backler from Indiana and Janice Monk from Illinois-- presented a workshop for all interested AAG Members on constructing, administering and interpreting student evaluation forms. The workshop was given with modifications at the 1976 sessions of the International Geographical Union in Leningrad, the U.S.S.R.

Interaction between our programs and the world of educational thought. The titles of items #20 to #40 in the EOI Series represent receipts from the world of the educator during Phase II (the remainder extending the intake into Phase III). Their significance is easily stated. First, some mailings were made as back-up for voices of professional education heard at the conferences. (See nos. 22, 27, 28, 31 and 39. For confirmation that the intent was not always promotional,

notice the title of #31.) Second, some were meant to lend perspective
on the kind of project in which we were engaged. (See nos. 21, 23, 25,
29, 33 and 38. Notice #25, for its identification of a learner-centered
reform movement to which, one must grant, we belonged.) Third, some
aimed at a larger perspective. (See #30 on the professoriate, #31
on the graduate student, and nos. 35 and 37 on university positions
relative to teaching.) Finally, one item (#36) conveyed how-to-do-
it aid.

In partial return, Fink committed himself to the authorship of
an article on TLGG's experiences in Educational Horizons. He com-
pleted it early in Phase III, for publication in the issue of that
magazine for Winter, 1976-77.

Part Two.   LOCAL PROGRAMS IN A SECOND YEAR

Chapter 1. Programs and Departments

        2. Alternative Master Frame

        3. On the Seminar

        4. Issues for the Chair

        5. Some Successes

Preamble. Getting to the Root of a Problem

Wherever TLGG went, as a sponsor of programs, it had been invited.
The reader will recall that the number of invitations accepted from
doctoral departments was at first five, went to six as Phase I opened,
rose to seventeen as plans were completed for Phase II, and settled at
sixteen after a withdrawal (by Columbia). In every case, the department
issuing the invitation wanted access to the give-and-take of TLGG be-
cause of an existing or contemplated program on the arts of teaching,
for a "home group" of graduate students. Sometimes, it must be admitted,
a department may have been moved to join or to stay in the TLGG consortium
as much out of a wish to tell others about its program as to improve
it, but whether this was so or not, a sense of anomaly could always
be detected, sooner or later: the consortium was aiming to do something
which the department had not been created to do.

To get at the root of the problem, we must go back to the time--
late in the nineteenth century--of the rise of an ideal, called "the
university idea" by William Rainey Harper, first president of my own
university, the University of Chicago. Wherever it became an active
organizing principle, whether in a new cooperation, such as Chicago
or Johns Hopkins, or in an old one, such as Harvard or Michigan, the ideal
was promulgated through declarations of the primacy of "research,"
"the advancement of knowledge," or "investigation." Its adoption, says
a recent author (Charles Wegener, in his _Liberal Education and the Modern
University_, 1978),

> amounted to a revolution in institutional structure, in pro-
> fessional function, and in curricular and educational content
> and activity. It remolded the actuality of an institution
> of learning and education; it gave new meaning to the "pro-
> fessoriate"; it removed the limitations on subjects and subject

matters which had characterized schools, colleges, and universities; and, inevitably, it imposed new requirements, new activities, new options, and new problems. . .

By 1900, fourteen institutions had banded together in adherence to "the university idea," to found the Association of American Universities.

To continue with Chicago, uneasiness over the readiness of degree holders to teach came early, finding expression in a paper of 1908, presented before the Association of Doctors of Philosophy (of that university).[1] Observing that "the various departments . . . are now in the habit of looking to teaching as the field in which they expect to locate their graduate students, when they shall have completed their courses," and adding that this was true "whether these graduates are from the Master's or the Doctor's [Program]," the author took a position in favor of preparatory work in the philosophy of education and in "the pedagogy of the special subjects." He granted, however, that there were strong differences of opinion on the entire matter, and he concluded by affirming a point on which "the university idea" could not yield: a belief that "the research spirit and the ability to do research . . . constitute one of the strongest factors in good teaching ability."

It seems to me that this author (who was with the School of Education) came close to recognizing a standard of excellence in teaching which derives from "the university idea," and which must be considered if the issue of teaching preparation during the years of graduate education is to be faced realistically. As expressed by a committee on teaching at Chicago in my own time, it runs,

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[1] O.W. Caldwell, "The Relation of the Doctorate to Teaching," University of Chicago Magazine, Vol. 1 (1898), pp. 58-64.

> There is an excellence of teaching that comes only from those. . . whose teaching is continually informed by, transformed, by, their own unresting attempts to push the limits of what is known. What they teach is not a subject matter shaped by others and consigned to them as teachers. They are themselves the makers and shapers in the process by which their subject is always in motion.[2]

The reminder I take from this passage is that, where "the university idea" prevails, an extraordinary culture develops in which powerful models--professors who are "makers and shapers" of subject matter-- are dominant figures. Within this culture, students are under great and continuing inducement to aim at becoming similar people. Paying attention to them as teaching models becomes "the thing to do," while any special program for teaching preparation tends to seem diversionary. Under these conditions, toleration of or allowance for special teaching preparation can develop; but, unless unusual measures are taken, it will be conceived of in a spirit of <u>noblesse oblige</u>, as being suited only to academicians for whom subject matter is "shaped by others and consigned to them as teachers."

Of the sixteen institutions represented on the rolls of TLGG in Phase II, all were inheritors, in some degree, of the great university revolution of the late nineteenth century. Accordingly, their departments of geography presented, to some extent, difficulties inherent in the culture just now described.

Beyond the bounds of accomodation were departments which, though relatively well informed about TLGG, felt prevented by a difference in values from joining us. Whether or not the department at the University of Wisconsin-Madison is itself a case in point, a professor from there who had attended a make-ready meeting for Phase I came away expressing alarm over his perception of us,

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[2] Report of Committee on Teaching, <u>The University of Chicago Record</u>, June 15, 1973.

seeing in our general position a threat to his university principles. He was G.H. Dury, who went into print to declare for himself and others the ideal of "firing the imagination of our students [to do research]," and to report having been "deeply depressed" at our meeting, especially over the behaviorist advice of Frank Koen (already a source of advice, even before TLGG started). "We cannot program inspiration," protested Dury, believing that we stood for programmed instruction. It is not certain that an appreciation of the full breadth of our view--an "interpretation" conception that sees teaching as responsibility to the learner--would have made him much more receptive to our efforts.

My experience at the University of Chicago, where the geography faculty has much in common with Dury, suggests that fuller explanation of our ideology would not have been very persuasive. My ventures in teaching consultancy at Chicago, which have always been informed by the "interpretation" view, never attracted enough support to make me feel warranted in urging affiliation with TLGG. (In saying this, I am ignoring the fact that the mainstay of the typical TLGG program, a population of teaching assistants, is missing--by design--from the Chicago system.)

Although, as I would have it, our mission for the self-conscious cultivation of the teaching arts was in contention with "the university idea" on all TLGG campuses, local situations differed greatly. Definite contrasts were at least implied in the pages of Preparing Others to Profess, for the departments enrolled in Phase I. To be explicit about differences now, in preparation for hearing from the local directors of Phase II, I offer my surmise that we were dealing with three variants on the American university department. In Variant I, represented by at least six departments, from among which I point particularly to

Berkeley, the values of "the university idea" were most clearly displayed; the image of the scholar-teacher was preeminent; and the primacy of theoretical orientations was assumed. In Variant 2, represented by about the same number of departments, strong traditions of public service, sometimes traceable to land-grant origins, raised the relative importance of applied research and tended to set a tone of state and regional consciousness and accountability. As an excellent example, I point to Iowa. In Variant 3, represented perhaps solely by the department at Clark, a broad responsiveness to contemporary social, political and economic problems brought into prominence more of an action research than an applied research style, and tended to favor, too, the personal element in departmental discourse.

In arriving at the variants, I have worked from a typology in Joseph Axelrod, _The University Teacher as Artist_ (Chapter 12), where these nine types of teaching institution are distinguished:

(1) Sociotechnical institutes
(2) Major research universities
(3) Regional public universities
(4) Comprehensive state colleges
(5) Single-purpose specialized
                    colleges

(6) Regional pvt. universities
(7) Pvt. lib. art colleges
(8) Pvt. community colleges
(9) Private junior colleges

As I read Axelrod's criteria, our project was confined to types (2), (3), and (6).

Chapter 1. Programs and Departments

By now, the programs are familiar to the reader, having been introduced near the opening of Part One of the present report, and having been heard from repeatedly through their representatives at the three national conferences. Still, much remains to be said. The purpose of Part Two is, figuratively speaking, to take the reader home with the directors, aiming to draw lessons from their experiences as they strove to bring about improvements under conditions peculiar to their settings. Principally, the sources upon which conclusions in the following chapters rest are the accounts given by the directors themselves, as found in Appendix F and Appendix G.

By way of re-introduction, the programs are grouped below according to the departments with which they were associated. The departments are differentiated in keeping with the scheme presented in the preceding section, partially on the basis of first-hand observation (by Dee Fink and myself).

Variant 1 (image of the scholar-teacher
preeminent; general atmosphere severely
challenging to TLGG-type ventures)

The departments from the original set that seemed most clearly
to qualify were those at Berkeley and UCLA. Illinois either
here or under Variant 2.

Departments from the added set: Michigan, Rutgers, and Penn
State. Indiana either here or under Variant 2.

Variant 2 (strong traditions of public service
and state accountability relatively favorable
to TLGG)

From the original set, I point to Colorado and Iowa, while
granting that Iowa might be judged by some to belong under
Variant 1.

From the added set: Oklahoma, Maryland, Michigan State, Oregon
State, and Indiana State.

Variant 3 (broad responsiveness to social
issues; sensitivity to student attitudes
favorable to TLGG intentions)

The single case, in my opinion, was the department at Clark.

I submit for the reader's consideration that much concerning how

our programs fared can be understood if the outlook and method of the

local TLGG leadership are seen as interacting with the values and practices

of the host departments.   In the chapters that follow, this interaction

is reviewed.

Chapter 2. Alternative Master Frame

We entered Phase II greatly chastened in what had been an article
of faith or hope when the project began: that TLGG programs would
foster educational research, that they would be suffused with curiosity
about the educational process, and that they would operate within the
recognized master frame of geographic education. Our reason for expecting
less after the trial year was the experience of that year, especially
at Colorado, where the attempt to organize TLGG activity within the
frame of education had been most resolutely pursued. For Colorado's
retreat from its original position, see Preparing Others to Profess,
pp. 19-20.

Whether or not we realized it, our original expectations probably
represented a response to "the university idea," as translated into the
functions of academic departments. One can recognize without great
difficulty, in the planning discussions for TLGG, a desire to strengthen,
through the project, a research-based specialization that would perhaps
hold its own vis-a-vis other specializations. Teaching consultancy,
as idealized by us, was to be regularly taken up by a research-active
participant in our special field. By the time Phase I had ended, it had
become evident that, while we were failing to come to terms with uni-
versity life via the geographic education frame, we were in process of
adapting to it through another, not of our choosing.

The alternative frame was that of teaching assistantship (the TA
system). To understand it, one is obliged, ultimately, to take account
of an institutional fact more deeply rooted in university history than
the commitment to research. "What is special about the university" asks
Joseph Axelrod. His answer: It is the only institution in our society

authorized to award academic degrees "(<u>University Teacher as Artist</u>

p, 149). This right, dating back to university beginnings in Europe,

necessarily carries with it the obligation to offer instruction. In

twentieth century America, partly because of the claim on professional

time made by research and partly because of the inordinate massing of

young people onto campuses as university students, an adjunct faculty

has been required to meet teaching demands. It consists of graduate

students in the role of teaching assistants, the duties of which range

from little more than clerical support for a professor's teaching to

outright substitution for him as a teacher.

In Phase II, acceptance of TLGG's attachment to teaching assistant-

ship was almost universal. For a notion of how expansive the control

over a program by the concerns of teaching assistantship could be, I

recommend the end-of-year report from Berkeley (Appendix F, Program 1).

There and elsewhere, a principal effect on TLGG's <u>provision of teaching</u>

<u>consultancy</u> was curtailment in range of attention. As Fink pointed out

in the conference ending Phase II, teaching consultancy can spread over:

(1) contact skills, for classroom interaction

(2) pre-active skills, for course design, and

(3) pro-active skills, for thought and action on curriculum   questions.

The focus in Phase II, in fact, was on classroom interaction, and on

instructional materials for the facilitation of it.

Within this limitation, the directors succeeded generally, I believe,

in asserting a principle absolutely   essential to TLGG: that an analytic,

scholarly contemplation of teaching is worth attempting. They represented

<u>a point of view</u> different from that which necessarily prevailed in their

departments, a consultant's as against a practitioner's approach and appre-

ciation. For them it made sense to study teaching. For most of them, that

study probably occurred within the frame of geographic education. But they were ready in varying degree to work with people not thinking in that frame.

Chapter 3. On the Seminar

In the typical department of Phase I, a seminar on teaching had been held. It was the social center for maintenance of that focussed, analytic consideration of teaching which, to repeat, was absolutely essential to true TLGG participation. In Phase II, a seminar was mounted in less than half of the programs. By reading the reports with an eye to these instances, and to the substitutions made for seminars, and to the reasoning of directors about seminars, much may be learned about the programs as a whole.

In the reports from Variant 1 departments (as classified by me at real risk of challenge), the TLGG-type seminar was nowhere secure. For systematically developed approaches to seminar presentation by TLGG directors in such departments, I recommend the accounts from Illinois and Indiana (App. F, Program 4; App. G, Program 1). Neither, despite evidence of thoughtful, attentive leadership, leaves with the reader a sense of survivability. . . . The Penn State report ends with a note on "strong student and faculty resistance to formal seminars or classes on teaching methods" (App. G, Prog. 8). At UCLA, the seminar has been suspended for a year; at Berkeley, sessions called seminars have been expanded to run the whole year--but they are a student-managed enterprise (App. F, Prog. 1). At Michigan, excellent materials, precisely suited to the institution--the studies produced by Michigan's Center for Research on Learning and Teaching--are the seminar's grist, but the director's reluctance to make a year-end report suggests an underlying tentativeness (App. G, Prog. 4). At Rutgers, the seminar is found to be operating energetically and very much in the main line of TLGG intent, yet in isolation from the faculty (App. G, Prog. 9).

In reports from the Variant 1 departments are to be found arresting observations. First, Alan Backler, at Indiana, advances the conclusion

that a viable TLGG-type seminar must be allowed to play a part in "control over graduate student teaching assignments." "What is required," he goes on to say, "is a creative system which provides students with a variety of teaching experiences [according to] the diverse needs of students at different stages of development." One can only lament that no TLGG leader, acting on this view, was ever able to win the right to exercise this control.

Second, to draw again from the Variant 1 reports, Briavel Holcomb reminds her readers of what must occur, if the TLGG-type seminar is to achieve adjustment to the Variant 1 academic style: some degree of research payoff. She says of her own trial run, "It led to no original research into ways of learning/teaching. . . . The instructor learned relatively little. This was disappointing as I usually learn a lot from teaching graduate seminars."

Given the conditions stated earlier, Variant 2 departments should have been more receptive than Variant 1 departments to the idea of teacher preparation as training, and so, should have produced a different pattern of reaction to the seminar question. The expectation is that, if a seminar were instituted at all, it would have been marked by a workshop atmosphere and procedure. By my interpretation of the reports from Michigan State (App. G, Prog. 5) and Indiana State (App. G, Prog. 2), this anticipation was borne out. It may have been at Oregon State, too (App. G, Prog. 7); on that question I leave the reader to judge.

By expectations based upon the training premise, the seminars held earlier at Colorado and Iowa, in Phase I, would have shown a primarily workshop character. The fact is that at Colorado (as at Illinois) a deliberate attempt had been made to deal with essentially scholarly functions

and with workshop functions in separate courses; and at Iowa, the workshop cast was not entirely clear. However, in Phase II, Colorado did go over entirely to a workshop format--as a student-run enterprise; and at Iowa, the seminar was suspended for the year in favor of training-oriented, individual conferences (App. F, Progs. 3 and 5).

As to Oklahoma and Maryland, two Variant 2 departments which made their entry at the opening of Phase II, the first was not ready, it seems fair to say, to make a decision on the seminar question; the second had decided, at the time of applying for inclusion in TLGG, and the determination was negative. Having narrowed the presumably eligible clientele to new teaching assistants, the responsible committee at Maryland said "no" on two grounds: insufficient number of students, and a "disinclination to clearly identify the question of college teaching as a distinct area of concern" (App. G, Prog. 3).

I see in this disinclination at Maryland the impact of "the university idea," again. In honesty, the effect seems to have been felt throughout the Variant 2 group, further clouding the distinction between the variants. Even so, it seems to me that the issue of seminar adoption and the prospects for seminar survival, in Variant 2 departments, generally turned upon a conception of the seminar in workshop terms.

Under Variant 3 conditions (if my characterizations are correct), the seminar question should be expected to arise as one of choosing an appropriate social means for exploring teaching as a personal act. The seminar would present itself as a particular form of communal experience. Our Variant 3 department, Clark, had a seminar or seminar-like entity going during Phase I, consisting of the first 14 weeks' experience of those graduate students known as "the TLGG participants" (Preparing Others to Profess, .

App. A, Interp. Paper from Clark). "The TLGG participants" sustained their identity during succeeding episodes of Phase I.

In Phase II, however, no communal experience took shape at Clark that could be construed as a seminar on teaching. The reason, I believe, is that the (modest amount of) financial assistance which "the TLGG participants" of Phase I had had in common was not to be had during Phase II. Duane Knos, continuing as local TLGG director, and very active in the national conferences, allowed local TLGG awareness to lapse. He was trying--I surmise--to give guidance, without TLGG attribution, to the whole of the Clark department as, a learning community. (I owe this belief largely to a talk with Robert Kates, a professor in that department, but also to the matter in Appendix F, for Program 2.) He was, as consultant, encouraging a consciousness of each individual's "structuring of knowing, a sense of the process of coming to know,- and a sense of the problem of what may be" (Prep. Others, App. A, Interp. Paper for Clark). Beyond that, he was under-taking to export, through the national conferences, his model of community development.

* * * * * *

An afterword of seminars: as a scanning of the appendices will reveal, in two departments what could be called a conditions-of-professorship seminar was held. At Oregon State, the seminar "The Geographer as University Professor" was co-extensive with the local TLGG program; at Illinois, "Education and the University," a discussion course in the Department of Geography that had antedated TLGG by more than a decade, continued and became-- by friendly association--a part of it. In both seminars, adaptation to locally relevant versions of "the university idea" was clear, while incor-poration of major tenets of the TLGG ideology remained open to question.

Chapter 4.   Issues for the Chair

In the reports from the programs, one rarely hears from the admini-
strative head of the department concerned--the chair, to apply a term
now in use at my university. However, basic issues presented to occupants
of that position are often mentioned or implied. What general conclusions
can be drawn and recognitions arrived at about TLGG at the local level,
when programs are reviewed in relation to the chair? In answer, I bring
to your attention the issues of allocation and identification.

Each program required, sooner or later, departmental decisions on
allocation. The earliest of these usually was: Who, on the faculty, is
to take charge? On this point, I am reminded of Joseph Katz's advice,
given at our final national conference, that the best choice is a resi-
dent faculty member of considerable seniority, well established as scholar
or scientist, who is recognized for his own teaching excellence (recall
the "makers and shapers" of earlier mention). The fact is that TLGG was
not organized around this sort of individual. For the chair, with few
exceptions, the allocation decision took the form of approving or dis-
approving a TLGG program as proposed by one of his faculty members. The
typical proposer was someone like myself, a learner-oriented person not
particularly distinguished as geographic scholar or scientist. The most
difficult approvals may have gone to program leaders at the assistant
professor level, where .·   ──·   career advancement would have been at
greatest risk. After the close of Phase II, the leaders at Illinois and
Indiana, both of whom were at this stage and both of whom expended great
effort on behalf of TLGG, failed to achieve   .   advancement to
tenure. For such intimations of this fate as might be discoverable, the
reader is referred to Appendix F, Program 4 and Appendix G, Program 1.

Another allocation decision ultimately coming to the chair for disposition had to do with course credit. To approve credit for a TLGG course was often the test of whether a department was ready to give legitimacy to activities which--to say it again--were anomolous for an academic department under "the university idea." A report holding special interest in this regard is Indiana State's (App. G, Prog. 2). The next step, for some departments, was whether to require such a course. For some indication of conditions that led eventually to approval of requirement, for new TA's, see the Berkeley report (App. F, Prog. 1); for a look-in at conditions leading away from approval, see the Iowa report, especially the last page (App. F, Prog. 5).

A last allocation decision (which, like the others, might best be regarded as a whole-faculty determination, with the chair taking the lead) pertained, as it happened, to only two departments; but on principle these two--Berkeley and Colorado--were of major importance, because they were the sites of strong, organized student initiative. The departmental issue that both programs raised was whether a TA-ship (whole or partial) should be subtracted from the total available to the department, for assignment to the teaching consultancy functions of the local TLGG. To judge by the reports from these departments (App. F, Progs. 1 and 3), a favorable decision--which did occur in both--was believed to symbolize program acceptance, or "institutionalization," for the period to follow Phase II.

A piece of social wisdom that had guided the strategies of TLGG at the national level from the beginning was: for our mission to be accomplished most of the chairs must at least be friendly to our ideals. Wherever possible, national planning reached out directly to the chairs--as, in recommendations for the make-up of the teams from doctoral departments

that attended the two-day conferences of 1971-72. These were the sessions out of which the general design for TLGG and the original proposals for participation in TLGG came. Once the project had been launched, I went before the assembled chairs of American graduate departments (April 1973), giving a brief address that ended with an appeal for their support of "our campaign."

An issue before the chairs--in intensity varying with the degree of their involvement with us--was how deeply they were to commit themselves to "our campaign." Whether or not I was able to articulate our intentions then as I do now, we were inviting them from the start to get squarely behind our effort to establish teaching consultancies as a normal component of graduate department organization, and furthermore to back up the advocacy by TLGG-type consultants of the "interpretation" view of teaching. That is, we wanted them to support the kind of teaching"[that assumes] the teacher's task to be the setting up of a dialogue in which the learner can reshape his knowledge through interaction with others."

At the end of Phase I, when six departments were in the TLGG consortium, five of the six chairs probably accepted the principle of in-house consultancy by a faculty member (exception: Berkeley); of these, I see three as at least having been sympathetic to the "interpretation" position, and of these, one as fully committed to it. Of the two unsympathetic chairs, one was, I now believe, in outright ideological opposition.

The attitude for the fifteen departments that maintained TLGG programs through to the end of Phase II seems to me to have stood thus, proceeding by elimination:

(1) Two chairs were in a situation requiring exlusion from this

review. One had led his department into an arrangement where-
by consultancy occurred outside (App. G, Prog, 2); another
had collaborated in creating a program that, for all its value
otherwise, did not center upon consultancy (App. G, Prog. 7).

(2) Of the remaining thirteen, all but one chair--and his department--
were apparently favorably disposed toward the idea of teaching
consultancy, somehow assigned within the faculty. The ex-
ception was Penn State (App. G, Prog. 8). (I see the chair
at Berkeley as having joined the majority, by the time that
Phase II was well under way.)

(3). Of the twelve chairs accepting this much, all but three or
so, by my surmise, were at least willing to continue to lis-
ten to the "interpretation" position, but probably none
totally endorsed it. (The one entirely committed head--at
Colorado--had come to the end of his term of office.)

One could hardly call this a triumph.

Chapter 5. <u>Some Successes</u>

Yet there were successes. For noting them, nothing could be more appropriate than a return to the four objectives in the original proposal for the project, mailed to the National Science Foundation in the summer of 1972:

(1) an improved population of teachers at college and graduate levels,

(2) an array of developmentally conceived, self-sustaining programs in the teaching/learning arts for doctoral students,

(3) a leadership corps of geographers skilled in preparing others in the teaching/learning arts, and

(4) principled knowledge germane to the preparation of teachers in higher education.

What can be said now about the contribution of the local programs toward these ends?

<u>Improved population</u>. From a total of about 170 graduate students who could be called, by a standard we retrospectively adopted (see Part Three, below), participants in the programs, 29 were later selected for our Follow-Up Study, an evaluative monitoring of 100 new college teachers for the years 1976-78. I must defer to Dee Fink, in a report still to come, for judgments on the relative effectiveness of those TLGG alumnae--bearing in mind that they were evaluated <u>primarily on the basis of opinionnaires</u> distributed among their students. In the meantime, I cautiously convey my conclusion that in two repects the Phase II departments "produced a better crop" of teachers than would have been issuing from the same departments without the programs:

(a) An expanded conception of teaching. Returns from the local director's (App. F and App. G) give definite assurance that the participants were enabled to go beyond the scope of local conventions, in choosing how to teach.

(b) An increased ability to evaluate learning. The returns suggest what other sources seem to me to confirm: that the typical TLGG participant made gains in understanding and applying principles of evaluation, far beyond what he otherwise would have acquired.

Array of Programs. We came to the end of Phase II with uneven and even uncertain success under this heading. However, we could point to two closely related accomplishments. First, we affected positively the TA system in many places, leaving behind us, I believe, a greater capability for systematic thinking about teaching, and a greater willingness to respect graduate students as a source of initiative and innovation. Second, we left an array of teaching consultantships, most of which owed their direction of development to the TLGG affiliation. The variety was great, being well worth the time for study by anyone wanting to institute teaching consultancies in higher education in the future.

Leadership corps. The hope behind these words, originally, was that six or more of our program directors would emerge as recognized experts, whose help would be sought by geography departments wishing to set up teaching preparation programs or to adopt other new approaches to "the teaching problem." I must say at this much later date (while acknowledging that during the months of Phase II Julian of UCLA and Hill of Colorado, for example, did perform in this role), that TLGG would be far more appropriately thought of as having produced a veterans' corps, made up of all of the directors, each with a story to tell. We must face the fact that the issue of promotion to indefinite tenure eventually became an issue in which several of these people were losers. My sober

suggestion is that anyone wishing to take advantage of the "success" of TLGG in creating a rich reservoir of reportable experience try to learn from both survivors and non-survivors.

<u>Principled knowledge</u>. Modesty is called for, in any claim that the TLGG programs developed "principled knowledge," but the experience gained in Phase II, as in Phase I, did yield structured reflections that one would not want to deny some right to this title. I submit all of the reports from the programs to the reader's judgment, in this connection, recommending especially the returns from Iowa (App. F, Prog. 5) and Michigan State (App. G, Prog. 5). The reader should be alerted, too, to a paper by the director at Michigan State, "Current Trends in the Undergraduate Geography Curriculum." Gary Manson brought together, in this piece, thinking that was undoubtedly important to him in his Phase II work. (For further information, one might write to him.)

Part Three: STUDENT EXPERIENCES IN A SECOND YEAR

Preamble. Listening to the Learner

Preamble.   Listening to the Learner

A practice that was encouraged wherever the influence of TLGG
reached was that of teachers trying to learn about the students en-
rolled with them—their expectations, prior experiences, values and pur-
poses. I see in the encouragement given by us a confirmation of the
"interpretation" view of teaching, and an affirmation of which TLGG-
type teaching consultancies should encourage, in turn. I see in it,
too, something necessitated by TLGG's advocacy of teaching as responsibility
to the learner.

Imagine, if you will, a chain of teaching. At one end is the ideal
college teacher, who makes a habit of learning about the thoughts and
feelings of his students (within the limits of practicality), as de-
scribed in the closing pages of Dee Fink's Listening to the Learner.[1]
He builds what he learns into his plans for a given course; he keeps
channels open during the course, changing his procedures according to
signals received; and he reviews at the end of the course not only test
results but also student opinion, in evaluating what he has done.

Next in the chain came the professors who, during his student
days in a graduate department, had set a good example for him. Then comes
the teaching consultant, also resident in the graduate department who
by example and guidance had been partially responsible for the open,
consultative practices of the profession, and who could be credited with
direct influence on grad-student teachers, such as the one who went on
to become "the ideal college teacher." Finally, in the chain, comes a
project with the ideology of TLGG, a special-purpose organization which,

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[1]L. Dee Fink, Listening to the Learner, Research Paper No. 184
(Chicago: The University of Chicago, Department of Geography, 1977),
pp. 137-143.

by intervening in the normal course of affairs had aided in the installation of teaching consultancies with an orientation to learning about students.

Within TLGG, the most important early precedents for listening to the learner were set by local program directors. During Phase I, the Clark group developed its exploration model for teaching preparation on the foundation of continuous mutual consultation; at the other extreme in organizational theory, the management model at Colorado was brought to the end of its trial year by seven hours of interviewing, in which the director sought evidences of program effectiveness. Somewhere between the two in theory of organization, UCLA and Berkeley both sounded out the "market" among local graduate students through a series of written propositions to which responses were made. (For a Phase II descendant, see the Rutgers report in App. G, Prog. 9.)

At the national level of TLGG, we tried hard from the beginning to stay true to the listening-to-the-learner principle by keeping in touch with and adapting to the experiences of the program directors, but not until Phase II was well advanced--and plans for the Follow-Up Study had been formulated--did we realize that the TLGG ideology would not be adequately served if we failed to guarantee that the voice of the graduate students would be heard. We began then to look forward to a Phase II accounting that would represent three points of view, those of the national organizers, the local directors, and the student clients.

So, with the consent and cooperation of the program directors, Dee Fink and I mapped out on-site visits for April and May of 1975. By the time of departure, we had come to think of ourselves as bearers of

a recentered conception of the teaching preparation programs, having

shifted from this view--

Central
Organizing
Activities

Special Events of Teaching Preparation Program

Other Events of Teaching Preparation Relevance

to this view--

Grad
Student

Special Events of Teaching Development Program

Other Events of Teaching Development Relevance
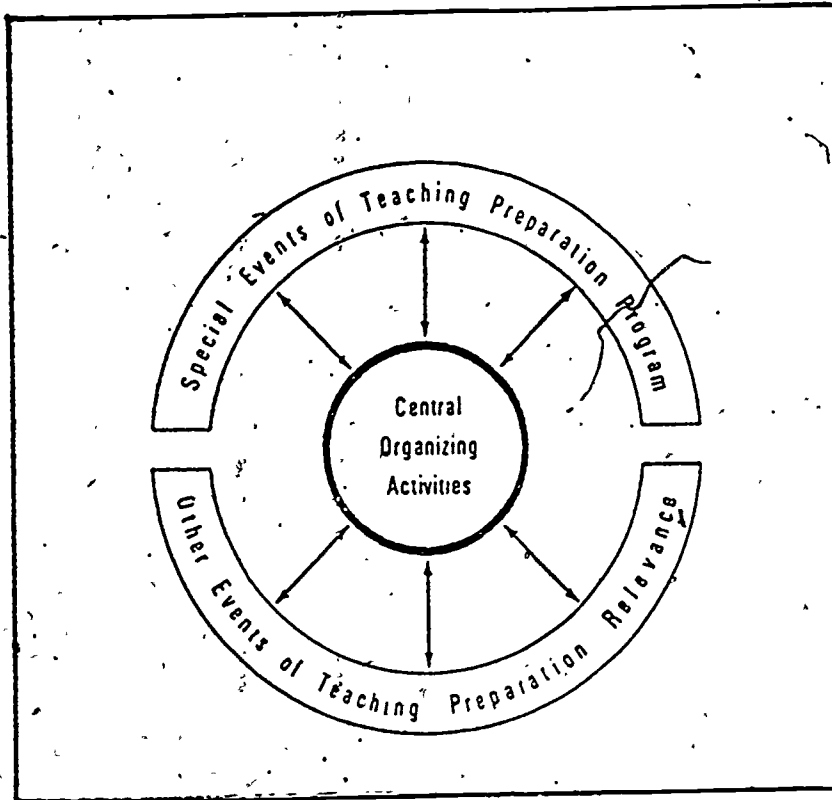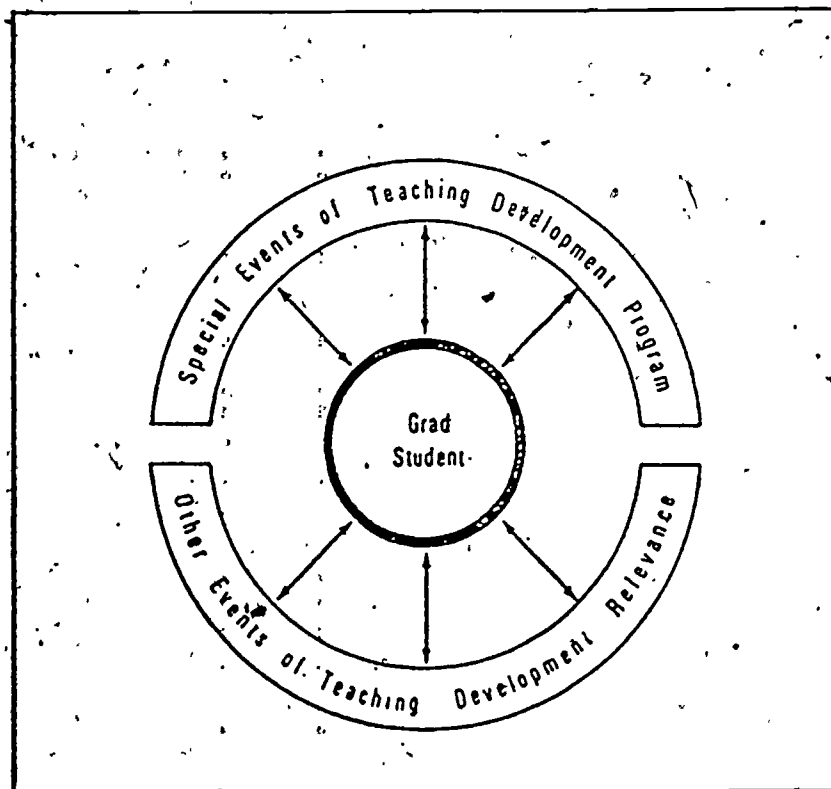
if only for the duration of the visitation period. I went to Colorado, UCLA, and Berkeley; Fink to Maryland, Rutgers, Clark, Michigan, Michigan State, Indiana, Illinois and Iowa. Our principal object was to conduct interviews with the student-clients.

The report that follows is attributable primarily to the interviews. In the first two chapters, the TLGG population as a whole is introduced. In the next three chapters, the student-clients have their say; interview results are transmitted and interpreted. In each of the last two chapters, a delayed appreciation pertaining to the student-clients is given an outlet.

Chapter One. <u>Background: Information from the</u>
<u>Directors About the Students</u>

For the Autumn 1975 conference of TLGG--the one that brought program

representatives together for a final exchange and intake of ideas--the

Associate Director, Dee Fink, was ready with the record reproduced here

as Table 1, his figures having come from the Program Fact Sheets that

the local directors had prepared. He was ready, too, with this summary:

> Information from the directors indicates that there were slightly
> over 700 graduate students in residence at the sixteen de-
> partments. Somewhat over half of these were Ph.D. students,
> of whom approximately 250 were serving as teaching assistants,
> 90 for the first time. These figures represent the student
> population from which the TLGG participants came.

About 220 students--approximately 30% of the resident graduate student

population--were active participants in   the TLGG programs. At

this point, Fink supplied information on the meaning of "active participant."

His minimum requirements were--

> Seminar participation
> Criterion applied to the cases of Berkeley, Oregon
> State, Michigan, Michigan State, SUNY-Buffalo,
> Rutgers, Indiana State, Indiana
>
> Participation either in seminar or in another activity
> deemed significant
> Criterion applied to cases of Clark and Illinois
>
> Participation in a significant non-seminar activity
> Criterion applied to cases of UCLA, Iowa, and Colorado
> (where no seminar was offered, Phase II)

Adding to this provision of basic information, he said that an indeter-

minate number of students were continuing from Phase I (1973-74). He

then went on thus:

> Nearly all new teaching assistants (89%) were participants
> in some activity of the local teaching development program.
> Six departments required new TA's to participate, either in
> an orientation program or in a seminar on teaching and learning.
> In several other departments, TA's were encouraged to participate

TABLE 1

STATISTICS FROM TLGG PROGRAM FACT SHEETS

SCHOOL**	STUDENTS IN RESIDENCE			TEACHING ASSISTANTS		STUDENTS IN TEACHING PREPARATION PROGRAMS			PERCENT FACULTY TIME SPENT ON TLGG	
	MA	Ph.D.	New	Total	New	New TA's	Old TA's	Other	Actual	Optimal
Illinois	22	23	20	20	14	10	4	7	25	33
Berkeley	--	47	20	17-18	7½-8	10	-	5	10	20
Iowa	3	22	5	11	4	4	7	6	15	15
Colorado	38	25	26	30	14	13	15	3	10	50
Oregon St.	37	23	24	14	6	6	-	19	5	10
Michigan	14	23	10	4.62	.50	1	8	2	15	30
Oklahoma	11	28				-	-	-		
Michigan St.	36	36	23	35	10	9	0	1	10-15	20-25
Penn State	15	13	8	17	6	0	-	-	5	25
SUNY-Buffalo	20	6	7	0*	0*	0*	3*	1	20	20
Maryland	9	5	6	14	-	4	4	-	5	--
Rutgers	30	17	20	6	3	2	3	10	12	25-50
Indiana St.	28	12	15	8	4	4	3	0	15	15
Indiana	17	9	10	22	6	6	4	1	15	25
TOTAL	280	300	194	200	76	69	51	55		

*At SUNY-Buffalo there are 9 graduate assistants and 4 research assistants.

**No information was received from Clark or UCLA.

by the chairman of the department. However, new TA's only
constituted about one-third (35%) of all participants. Another
third (32%) were older TA's, and another third (33%) were not
TA's at all.

At the present. writing, Fink joins me in recommending that the reader

go directly to the Fact Sheets, for an introduction to our student popu-

lation (Appendix H). We recommend no less strongly the List of Activities

(Appendix L).

Chapter Two. Background: Information from the Student Questionnaires

By the end of Phase II, Fink was ready with a five-part digest (reproduced here as Table 2) of what 127 of 220 participants had said about themselves, on a questionnaire. (For the questionnaire itself, see Appendix J.)

To establish basic relationships, Fink added these observations:

The proportion of MA and Ph.D. students was about the same as for the graduate student population as a whole. Approximately 35% were in their first year of graduate study at their current university, 33% in their second year, 21% in their third year, and 10% had been there 4 years or more. Looking in the other direction, 27% expected to complete their graduate studies at the end of the current academic year (1975), 35% by 1976, 20% by 1977, and 19% sometime after 1978. Thus, participation did not seem to be disproportionately concentrated in the beginning, middle, or end of the graduate programs.

When read with some care, Table 2 fully repays the time required.

Schools	none	Advising/Ind. Interaction			Creative			Implementing			Miscellaneous			Procedural				Gen. TA resp
		A1*	A2	A3	C1	C2	C3	I1	I2	I3	M1	M2	M3	P1	P2	P3	P4	
Colorado	2	3	2	3	1	2	-	8	1	2	1	3	1	2	-	-	-	-
UCLA	6	-	-	-	-	-	-	3	2	-	-	-	-	1	-	-	-	1
Oregon State	6	-	-	-	1	-	-	3	3	-	-	1	1	2	2	1	1	-
Michigan	1	1	-	-	-	-	-	4	2	-	-	-	-	-	-	-	-	-
Michigan State	1	1	1	-	3	-	-	6	5	-	1	-	-	5	-	-	2	-
Clark	1	4	-	1	2	3	2	4	6	-	-	-	-	6	-	-	-	-
Illinois	1	1	1	-	7	3	2	11	9	-	1	-	-	5	4	1	2	-
SUNY-Buffalo	1	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
Rutgers	3	-	-	-	-	-	-	1	1	-	1	1	-	2	-	-	-	-
Berkeley	4	-	3	1	-	-	-	9	2	-	-	-	-	3	-	-	1	-
Indiana State	6	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Indiana	-	-	-	6	-	-	-	8	1	-	-	-	-	3	-	-	-	-
Iowa	3	-	-	-	9	1	3	8	2	-	3	4	-	4	-	1	-	-
Totals	35	12	7	11	18	9	7	65	35	2	7	9	2	33	6	3	6	1
Category Totals	35	30			34			102			18			48				1

A1 = help students with field project
A2 = feedback for students/office hours
A3 = tutoring (help people work with computer)

C1 = prepare examinations
C2 = devise lab exercises
C3 = discuss with faculty about course

I1 = lead discussion group
I2 = give lecture, class presentation
I3 = field trips

M1 = Advise other TA's
M2 = Taught own course
M3 = Team taught

P1 = Grading exams & papers
P2 = Organizing class schedules & activities
P3 = Paperwork
P4 = Audio-visual (screen films)

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Table 2: Summary of Responses: Student Questionnaire

I. Prior Teaching Experience

Schools**	Kind				Level of Responsibility*						Length of Time					
	Elem/Sec.	Coll/Univ.TA	Coll/Univ other than as TA	Non-Acad	PT	DE	DP	FR	AI	none	1-2X	2+X	1 Sem	1 Yr.	2 Yrs.	3+ Yrs.
Oregon St. (10 of 25)***	2	6	3	-	1	-	9	2	1	-	5	1	-	1	1	2
Michigan (5 of 9)	1	4	1	-	-	-	3	1	1	1	-	1	-	-	1	2
Mich. St. (9 of 10)	3	3	4	1	2	-	5	2	→	3	-	1	1	1	-	2
Clark (10 of 12)	1	5	4	-	-	1	7	3	-	2	1	-	-	3	3	1
Illinois (15 of 17)	6	8	6	-	2	1	8	6	-	6	2	1	1	1	-	3
UCLA (10 of 11)	1	6	5	1	-	-	3	5	1	3	1	-	3	-	1	1
SUNY-Buffalo (2 of 4)	-	1	2	1	-	-	-	1	1	-	-	-	-	-	-	2
Rutgers (6 of 13)	1	3	3	-	-	-	1	3	-	2	-	-	-	1	1	2
Berkeley (14 of 17)	4	5	9	2	3	-	6	2	3	3	4	1	1	-	3	-
Indiana St. (7 of 7)	-	4	2	1	-	-	4	2	-	1	2	-	1	1	-	1
Indiana (8 of 11)	4	1	5	2	-	-	2	3	3	2	-	1	2	2	-	1
Iowa (15 of 16)	2	10	9	1	1	-	10	5	3	2	5	1	1	2	2	3
Colorado (16 of 21)	-	8	11	3	-	-	10	9	1	3	4	1	-	1	2	5
Total (127 of 173)	25	64	69	12	9	2	68	44	14	28	24	8	10	13	14	25

*Codes for Level of Responsibility:
PT = Practice teaching
DE = Designing an educational experience
DP = handling discrete part of a course (eg., guest lecture, 1 field trip)
FT = Full responsibility
AI = Advising individuals or groups of individuals

**No information was available for tabulation from: Oklahoma, Penn State, and Maryland.

***The first number in parentheses refers to the number of questionnaires received from graduate students; the second indicates the total number of TLGG participants listed in the program director's report.

Table 2: Summary of Responses; Student Questionnaire

III. Status as Graduate Student

	a. Full-Time Student		b. Non-academic job concurrent w/ program participation			IV. Years in graduate program at Current University			
Schools	Yes	No	Yes	No	missing	1	2	3	4+
Colorado	14	2	1	15	-	7	5	4	-
UCLA	10	-	3	7	-	1	6	1	1
OREGON STATE	9	1	2	8	-	3	5	1	-
Michigan	5	-	-	5	-	2	1	2	-
Michigan State	9	-	-	9	-	8	1	-	-
Clark	10	-	-	10	-	1	5	2	2
Illinois	15	-	1	14	-	4	6	2	3
SUNY-Buffalo	2	-	-	2	-	-	-	2	-
Rutgers	5	1	-	4	2	4	-	1	1
Berkeley	12	2	4	10	-	5	1	7	1
Indiana State	7	-	-	7	-	2	2	3	-
Indiana	8	-	-	8	-	5	3	-	-
Iowa	11	4	-	15	-	2	7	1	5
Total	117	9	11	114	2	45	42	26	13

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69

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Table 2:   Summary of Responses: Student Questionnaire

VI.   Courses as part of Teaching Preparation Program

VII.   Teaching Preparation Activities other than courses

Schools	none	TLGG Seminars		Other Courses		Learning about Teach/Learn	Preparing for a course	Teaching	Other	none
		1 course	1+ co.	Geog.	Educ.					
Oregon State	2	8	–	–	1	–	–	2	–	8
Michigan	1	4	–	–	–	1	–	–	–	4
Michigan State	–	9	–	–	–	1	–	–	–	8
Clark	2	5	1	4	1	9	1	2	2	1
Illinois	3	10	–	3	4	7	3	8	6	3
UCLA	–	7	–	3	5	2	2	–	2	5
SUNY-Buffalo	–	2	–	–	–	–	–	1	–	1
Rutgers	1	5	–	1	–	2	–	–	–	4
Berkeley	1	11	2	–	–	3	3	6	10	4
Indiana State	–	7	–	–	1	1	–	–	–	6
Indiana	–	8	–	–	1	2	1	3	–	5
Iowa	4	10	–	1	1	12	–	2	2	1
Colorado	5	10	–	7	–	4	2	6	7	8
Total	19	96	3	19	14	44	12	30	29	58

V. Career Plans

| Schools | Plans for after Leaving Grad Study | | | Expected Date of Completion of Studies | | | | | | |
	Teach in College of Univ.	Employment in Business or Industry	Other	1975	1976	1977	1978	1979	missing	unsure
Oregon State	8	4	2	4	4	2	-	-	-	-
Michigan	5	1	-	2	1	-	1	-	1	-
Michigan State	6	4	1	1	4	3	-	-	1	-
Clark	10	-	-	1	6	2	1	-	-	-
Illinois	9	7	2	5	2	4	2	1	1	-
UCLA	9	2	2	2	6	-	-	1	-	1
SUNY-Buffalo	1	1	-	-	2	-	-	-	-	-
Rutgers	5	2	-	2	1	1	-	-	-	2
Berkeley	12	3	-	4	2	4	2	-	2	-
Indiana State	5	5	1	1	2	2	-	-	-	2
Indiana	4	3	3	4	1	1	-	1	1	-
Iowa	1	13	3	3	7	4	1	-	-	-
Colorado	14	2	4	1I	6	2	-	-	3	-
Total	89	47	18	34	44	25	7	3	9	5

72

73

65

Chapter 3. The Interviews

Typically, the student who filled out a questionnaire also sat down
with one of us for an interview (see Appendix K, "List of Questionnaire
Respondents" where incidence of interviewing is indicated). The total
number of student interviews was ninety-two.

To provide general guidance--and to assure comparability between
his interviews and mine--Fink prepared the notes reproduced here as Table
3. Rarely if ever did an interview proceed item by item, as in the notes,
but in all interviews we watched for content pertaining to the topics
listed. Probably in all cases the order of interview conformed at least
to the three main parts of the notes. These we summarized, in our re-
hearsals, as (1) sense of self and situation, (2) definition of the ex-
perience, and (3) sense of value and need.

At the sites, we took into account the existence of role difference
among the student participants. In one group were students who were simply
being helped (the program clients); and in another those who, while per-
haps also being helped, were taking some responsibility for the running
of the program. We approached the latter group with an expectation of
bias in favor of the program, but also with an anticipation of greater
awareness of what was "going on."

For better understanding of local conditions, we conducted interview-
explorations with the program directors, with departmental chairs,
and whenever possible with other faculty and students.

Table 3.

Notes for Interviews with Graduate Students

I. Reasons for participation/non-participation (and prior history)

- sense of job competition?
- anticipation of teaching in lower levels of higher education?
- prompted by concern for present role of TA or future role of beginning professor?
- anticipate/prefer skill orientation of ideas/perspective orientation?
- time commitment?

II. Structure and quality of the experience

- role in the program (leader or receiver)
- did you experience value conflict within yourself--leading perhaps to re-orientation between TPP orientation and the demands of your doctoral research program?
- distribution of attention:
  - handling classroom situations
    presentational skill
    course design
    curriculum
- perspective: did it deal with teaching as a personal, social, or cross-cultural activity/encounter?
- did you develop a sense of alternatives?
- did you get acquainted with yourself teaching?
- what problems encountered?

III. Assessment of anticipated value

- do you think teaching will be more psychically satisfying to you as a result of the teaching preparation program?
- do you think you are better prepared to deal with problems/ challenges which you anticipate as a result of the TPP?

Chapter 4. Responses in Review (Fink Memorandum)

When the graduate students were interviewed about effects of the programs on their development as teachers, they often referred to two larger contexts of events. The first was made up of teaching experiences prior to graduate school and/or outside the graduate department of their current enrollment. Over half (55%) had had such experiences. However, only half of these (i.e., roughly 25% of all responding graduate students) had ever had full responsibility for teaching a course.

The other larger context was the whole graduate learning program. People felt there were a lot of informal activities that occur as a matter of course in graduate school that at least have the potential for helping one develop as a teacher. These include such things as being a TA, having discussions with a TA supervisor or other faculty about teaching, having discussions with other graduate TA's, and observing others (regular professors, TA's) teach. Unfortunately these activities were often mechanical or superficial in character. The discussions, for example, were focussed more often on questions like "What shall we do in class Monday morning?" than on questions like "What are the ways of motivating different kinds of students?" or "How can I, with my particular personality, lead a more effective discussion?" Nonetheless, these activities were still significant for two reasons. First, some people were fortunate enough to have discussions and/or teaching responsibilities that did deal with more fundamental problems of teaching. Second, the informal activities frequently provided a basis of thought and experience which the formal activities could then build upon.

The formal program usually consisted of an orientation program, a

seminar, and/or a practicum (see Appendix L). However, when looked

at more closely, these three components can be seen as "packages" of

more basic activities. The table below lists eight basic activities

and their general functions in programs on teaching.

Table 4. Eight Basic Activities and Their General Function.

Activity	Function
1. On-the-Job Teaching 2. Mini-teaching, micro-teaching 3. Developing plans and materials for a course	Provides experience
4. Diagnosis of one's teaching by an observer 5. Observing oneself teach	Provides feedback
6. Observing others teach	Provides models
7. Readings and talks about teaching and learning 8. Discussions on teaching and learning	Develops one's conceptualization of the act of teaching

I came away from the interviews believing that, at a minimum, there should

be at least one activity for each of the four general functions to support

the development of graduate students as teachers. Further comments can be

made about each of these eight activities.

On-the-Job Teaching

The several departments varied a great deal in the degree to which

opportunities for relatively autonomous teaching activities were available

for graduate students. Students in a few departments had the full array

of teaching opportunities from being a tightly supervised TA to being able

to teach a course with essentially full independence. Students in other

departments might be able to teach their own section of a large course,

but found it more difficult to offer a course of their own. Thus, while

most students in most departments had had some form of teaching experience,
only a minority had been able to teach under fairly autonomous conditions.

Everyone felt that the experience itself--at whatever level--was
a very important part of their development as a teacher. However, the re-
flection on and analysis of the event which is necessary to make it a
learning experience, occurred in different ways and with different reac-
tions. In some cases, the students did the reflecting by themselves,
in others with a particular professor, and in still others there was a
group discussion of individual experiences with the professor and other
graduate students. Each of the three ways was preferred by some students,
the preference seeming to depend upon how the student viewed the relative
competence of the professor and other graduate students in undertaking
this sort of analysis.

Mini-Teaching, Micro-Teaching

In scattered instances, students had found opportunities to make
isolated presentations or to take responsibility for isolated class
sessions. Their reaction, given these limitations, was much like that
described above for longer teaching stints.. In a few departments pro-
vision was made for the sort of brief, pretended classroom episode common-
ly known as micro-teaching. It was employed at Illinois both in the
pre-term orientation program and in the seminar during the regular school
year. Presentations of a few minutes' duration were made, critiqued by
observers, and re-done. Students there and elsewhere seemed to find this
activity most useful when they were trying out a new form of teaching,
or one with which they anticipated or had had some difficulty. In general,
students had a reserved attitude toward micro-teaching (if they were
acquainted with it at all), looking upon it as too limited and/or too

artificial.

Developing Plans and Materials

In a majority of the programs, participating graduate students pre-
pared plans and materials, sometimes for a whole course. Frequently
the preparations were applicable to a course with which the student was
immediately associated. In interviews, it was apparent that some students
were inclined to see this as busywork; but most held a positive view,
saying that they felt it familiarized them with an important part of
the teaching process. This was an activity which students frequently
valued for expected usefulness later on, when they would have become
faculty members.

Diagnosis by an Observer

Contrary to the expectations held when TLGG was founded, classroom
visitation was not widely adopted. In only one department did it occur
on an extended and regular basis. The visitors were professors. In
that case, acceptance by students was general. (It should be added that
the prevailing view of teaching in that department tended toward a satis-
faction with "tested practices," as against an interest in self-fulfilling
opportunities.) In the few other departments where visitation took place,
there was an evident desire to reduce the threat which student-instructors
were expected to feel. In one case, senior graduate students rather than
professors did the visiting, for this reason. In general, interviews
suggested that the concern over a feeling of threat was warranted.

(Pattison's addendum: My conclusion was that student-instructors
were most accepting of observation and most open to ensuing comment
where conditions of fellowship existed. The exchange of visits among

students at Berkeley, in the Spring quarter, 1975, seemed to confirm this.)

Observing Oneself Teach

Three programs utilized videotape equipment to allow students to observe themselves teaching. The usual practice was to allow students the option of viewing the playback by themselves, with a professor, with some special observer, or with a group of other graduate students in a TLCG seminar. Most students said that they found this activity quite valuable, some speaking of surprise, even shock, at their appearance while adding that this seemed to them to be a learning stimulus in itself. A few students thought that the videotape viewing was "interesting," but that they had not learned much from it.

(Pattison's addendum: My interview results--for two more video-using programs--were close to Fink's. My thinking, though, goes on to the conclusion that videotaping revealed with peculiar emphasis the limitations within which our programs operated generally. We did not have among our teaching consultants anyone--so far as I know--who was qualified to deal with video playback as self-confrontation, and to make the judgments indicated in the following analysis:*

It is a novel, powerful source of information about those aspects of the self which are perceived by others but not by the self.

This information, if it is bad news about the self, is dis-organizing, at least temporarily. Its disruptive effects may be most apparent for strong people who are open and trusting. The treatment "takes," and they reveal their disorganization by decrements in behavior. Those who are more "closed" and defensive probably benefit less in the long run, but appear

*From Fuller and Manning, "Self-Confrontation Reviewed: A Conceptualization of Video Playback in Teacher Education," _Review of Educational Research_, Vol. 43, No. 4 (Fall 1973), pp. 469-528. Quotation from p. 511.

to be more poised and less disorganized than those who benefit. more. Assessing the effects of confrontation may thus be difficult.

Those who are vulnerable and without capacity to change can be damaged. It is possible that the true potential of this treatment has never been completely tapped because immediate effects are so powerful that the helper senses the potential .for harm and either tries to protect the person from its impact by a task orientation (as in microteaching), or else fails to follow through to the in vivo situation (as in psychotherapy).

Elsewhere in their article, the authors of this passage summarize the object of self-confrontation as increased realism, satisfaction, and competence. Who among us was able to act decisively toward any one of these ends, in the sense intended? I believe no one.)

Observing Others Teach

We went into TLGG assuming that although graduate students have abundant opportunity to observe professors teach, they are not usually role-free enough to pay effective attention to the way the professor is teaching. Perhaps all program directors shared this assumption, but only a few believed sufficiently in the value of detached, critical observation—and were freed sufficiently for arrangement-making—to act on it. In one version, students were sent out to the classes of professors who had a reputation for being good in particular forms of teaching (e.g., inquiry, lectures, discussion). In another, a video-tape of a professor was made—perhaps for the same reason—and then viewed and analyzed by students in the TLGG seminar. Interviews reflected greater satisfaction with the latter method, the key difference apparently having been the opportunity for follow-up group discussion.

(Pattison's addendum: Although I had arranged for this activity, in both versions—and with discussion included in both—when conducting a TLGG-type seminar at Chicago, it was not until the present interview

processing that I came to appreciate in relative depth, that <u>modelling</u> occurs without detached, critical observation. I am left with the belief that modelling, strictly construed, is a phenomenon suitable for post-TLGG thought and action--in some future project.)

Readings and Talks

Readings and talks about learning and teaching were found wherever the seminar was constructed around a seminar or workshop. The purpose was to introduce participating graduate students to the educational ideas of other geographers and educators. Topics, which either the program director or the majority of the students themselves felt would be of value, included formulating behavioral objectives, evaluation, classroom management, educational philosophy, different approaches to teaching (e.g., PSI, inquiry), teaching techniques (e.g., lectures, discussions, field work, CAI, AVT).

Nearly all of the students had a positive response to this kind of resource, <u>in principle</u>. Highest ratings tended to go to sources that produced effects on current teaching activities. Complaints were mainly directed toward particular selections of topic, sometimes because the topic was not new to the individual, sometimes because of a lack of immediate applicability.

(Pattison's addendum: We re-learned, through interviews, that general or "philosophical" readings are not for everyone, and that definite pacing is required to reach those who are reachable. For them, there is a right time, to which the teaching consultant must be sensitive. A reading belonging in a class by itself was Carl Rogers' <u>Freedom to Learn</u>. This book, which sets the same ultimate goal for schooling in general (up to and through graduate school!) as for psychotherapy--the truly,

autonomous individual--played a part in the lives of several of my interviewees. Rogers had been able to inspire them with aspirations congenial to TLGG ideology.)

Discussion Sessions

Discussions of teaching and learning, organized in some manner, occurred in all programs. Most often they were conducted in a seminar or workshop frame; almost all pre-presentation agendas included them; some lay outside the calendar of scheduled events.

A few students were bothered by the "bull-session" character of the discussions. These students felt there was a need for more direction and more control by the professor. Others, including some in the same discussion groups, put high value on this kind of session. First, it often helped them with a conceptual or practical problem they were working, and second, it allowed them to find out what problems other graduate students were having and how they dealt with them.

One special effect to which the discussions were often a contributing factor was social. The TLGG seminar or some other set of discussions seemed to serve as the nucleus for developing closer and more cooperative social ties within departments. Interviews from more than one department that was just starting a TLGG program produced comments on the difference between graduate students the year before and in the current year. In the typical pre-TLGG situation, students had been competitive with one another to the point of not sharing ideas and reading materials. Interviews strongly indicated that TLGG-sponsored discussions worked toward a climate of cooperativeness at least among the participants. The desire of most directors to avoid creating a sub-group of students known as the "TLGG group," believing that development as teachers

should be the concern of all graduate students, presumably fostered this climatic change; but nothing conclusive on this score could be gained from interviewing.

*   *   *   *   *   *

What kind of overall judgements can be made about the responses of the graduate students to the programs? Roughly 60% of the students interviewed made strong positive statements about their development as teachers as a result of participation in their program. Twenty percent made mild positive statements, 5% felt it made no major contribution, and 15% were not clear about its effect.

Those who did respond positively usually mentioned one or both of the following effects. First, they felt the program had given them a better sense of themselves as teachers. They developed a sense of how well they handled themselves in front of groups, of what they had to offer students intellectually, of what resources they did (or did not) have as teachers, and perhaps even more important, what they did not do well as teachers. This latter realization either led to a desire for improvement in certain areas, or to a conscious decision to avoid certain teaching activities (e.g., lecturing or leading discussions). Second, many students felt they now had a better awareness of alternative ways of teaching. This, when it happened, gave them freedom to explore teaching approaches other than the conventional lecture-textbook method (e.g., the inquiry approach, personalized systems of instruction [PSI], simulation games, etc.).

One discrepant condition should perhaps be mentioned again here. Although the programs were usually, by announcement, aimed at preparing graduate students for the full-time teaching they would do _after_ graduate

school, there was always some tension between this goal and concern for the present teaching done by graduate students *in* graduate school as teaching assistants. In fact, the participating graduate students in nearly all departments valued the programs primarily for a positive effect on their teaching in graduate school. This was especially true in the programs like the one at Illinois, where the seminar alternated between discussions of general education questions and discussions of particular problems encountered by the graduate students as teaching assistants.

Chapter Five. Anticipations Arising from the Responses
(Pattison Memorandum)

Being able to point back to my additions to the Fink memorandum
(Chapter 4), and to assure the reader that where amendments by me are
lacking my conclusions from interview were like his; I propose taking
up other matters. To begin, the present report has been colored through-
out by my interview experience. Not until I had been an on-campus visi-
tor did I begin to appreciate the role of teaching consultant for the
qualities that I have tried to portray in preceding paragraphs. And,
although a sense of the anomaly of the TLGG enterprise in relation to
"the university idea" had always been with me, not until my visits did
the significance to our enterprise of _variants_ on the idea begin to
register upon me. Further effects of the visits are to be found in the
chapter recognizing that the TA system had achieved dominance in Phase II,
and in the chapter titled "Issues for the Chair." Ideas for the latter
began to take form as I interviewed department heads during the trip.

Moving now to something new, I ask you to listen as I speak of two
images of the future derived mainly from the interviews. In what I have to
say, I will be assuming that a continued; concerted interest in helping
graduate students understand and ably engage in teaching is worthwhile.
I will be ignoring the dramatic shrinkage in opportunities for an academic
career that had begun to affect American geography at about the time
TLGG was founded (and that rendered TLGG, in the eyes of some, therefore
anachronistic from the start). I will also be ignoring a proposal for
a project that would, ideally, have followed upon the heels of TLGG.
Titled "Geographic Instructional Development and Curricular Renewal
in Higher Education," that project would have addressed itself to geography

faculties.

Accepting a Difference: The More Intellectual Path

The idea may be traceable to my interview with a student at Berkeley, for whom a visiting professor, Fred Lukermann, had been "an absolute inspiration to teaching." In any event, I think of my talk with her now as I suggest that some academic department, at some time in the future, place in its curriculum a course on teaching as a humane study, and that the course be open only to students of a very high level of academic achievement. I am prepared to venture that there is an intellectual threshold above which a student's consciousness must be, to permit adequate reflection on the teaching of a profoundly thoughtful professor; and that, given such a professor and sufficiently qualified students, study of the professor's teaching can take place as education in the humanities.

I have in mind an order of knowledge and appreciation that is reflected in the following declaration by a champion of literary studies and liberal arts education:[1]

> What we cherish above all is human greatness. We look to that greatness to instruct us and inspire, to give us models of taste and feeling, to show us what life is like and to teach us to enjoy and endure it. The obvious expressions of that greatness are grand ideas and imaginative constructs, works of mind and imagination, and these, of course, are the primary objects of humane study.

In the teaching of some professors are elements of greatness. Let us give qualified students a chance to learn about teaching from them.

In such a course—to which a TLGG-type consultant might be a party—perhaps two or more exemplar-professors should be in charge. A

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[1] What Shall We Defend? Essays and Addresses by Denham Sutcliffe, edited and with Introduction by Harley Henry (Chicago: Univ. of Chicago Press, 1973), pp. x-xi.

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professor would--as Lukermann did--talk about his teaching; and he
would take for granted the students' acquaintance with the basic content
of the teaching (typically, they would already have studied under him).
By intent, the professor would feel free to reveal his pride in and even
his love for what he does. I imagine, in this setting, the capture of
some of the values that were once scheduled for cultivation in the
Geography in Liberal Education Project (early 1960's), and that were over-
ridden, I believe, when that enterprise gave way to the Commission of
College Geography.

To amplify a bit, a course of this sort would be organized around
the image of professor as creator, consistent with the professorial
characterization that one can find behind a suggestion made in recent
years by Robert Kelley, historian and chairman of the academic senate,
University of California, Santa Barbara. It had to do with course
evaluations from students. He said,[2]

> We must complete the system. We need to learn from the
> professors themselves what they set out to do in their
> courses--what were their objectives--and how, in their view,
> things worked out. This will completely change the basis
> upon which, until now, we have been evaluating teaching.
> What we want most of all to know is something about the
> quality of the person's mind....

Coming back, in conclusion, to our TLGG participatants, I wish to
acknowledge that in the small company of students who distinguished them-
selves from others by assuming responsibilities of leadership, one--
Keith Julian of UCLA--was obviously at home in a liberal arts frame of
reference. Perhaps already, with only limited teaching experience,
he was in a position to inspire others through seminar-discussion of

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[2]See issue of March 4, 1974, of Chronicle of Higher Education. I
am quoting from a secondary source, DEA News (Division of Educational
Affairs, Amer. Political Sci. Assn.) Winter 1975, p. 2.

his art. At the least, I believe, he would already have been able to write an essay on his teaching that would have shown "a quality of mind" worthy of general attention.

Accepting a Difference: The Less Intellectual Path

Perhaps what I will be reporting next was necessitated by the position I have just now divulged. However that may be, at the end of my interviewing or more accurately at the end of Phase II, I found myself taking with new seriousness this statement, made before the inception of TLGG by the director of the Institute of Social Science, Yale University:[1]

> Our college faculties, the federal government and the foun-
> dations have all in recent years put great emphasis upon in-
> creasing the supply of Ph.D.'s and have made much of the need
> for additional college teachers. Much of this energy has
> been misplaced. We need a more rational distribution of edu-
> cational effort. There is a place in all disciplines for
> people of great competence in research whatever their capacity
> to teach. And for others who have competence in research
> and teaching and will be involved in both. Those who may
> reasonably aspire to such careers are the appropriate can-
> didates for admission to Ph.D. programs.
>
> For those who by inclination and competence may be good ex-
> positors and critics, we need new training programs and de-
> grees, and we need a recognition by the colleges and accre-
> diting agencies not of the equivalence but rather of the need
> for persons of different talents. The Ph.D. degree is a
> research degree appropriate for those who will devote their
> careers to research and others who will devote their careers
> to a combination of teaching and research. But there is a
> large need for college teachers which can be satisfied by
> people with other degrees.... It does not follow that all
> schools should be engaged in training both types of people.
> There may be good reasons for specialization between schools.
> Some schools may emphasize research degrees and others teaching
> degrees. Those schools that have sufficient resources may
> wish to offer both.... I suspect we should expect considerable
> specialization between institutions in their degree programs.

A consciousness of the general distinction made here was discoverable

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[1] John Perry Miller, "The Relationship Between Undergraduate and Graduate Institution," paper presented at National Conference on Higher Education, American Association for Higher Education, Chicago, March 1970 (mimeographed).

in the departments I visited, and may have been so in all of the depart-
ments affiliated under TLGG, but our project did not encourage or focus
attention upon the image of the teacher as "good expositor and critic"
(a conception probably equivalent with the "transmission" view of the
teacher, and probably best pursued through concentration on the discourse
mode). I am ready to suggest that another project--with or without
emphasis on a separate degree--take off from this paragraph.

The project, as I see it, would commit itself to procedures that are
more definitely and consistently of a training character than were those
of TLGG. Project efforts would be organized around the role of teaching
consultant. Arrangements would normally be made for selective cooper-
ation with the on-campus College of Education. A higher level of capa-
bility in behavioral science than that prevailing in the TLGG programs
would be required.

Chapter 6. An Almost-Overlooked Antecedent

Not until now, at the time of completing my Phase II accounting, have I arrived at a focus on two facts of student experience, both of which may be tangential to the "history proper" of TLGG, yet both of which appear to hold importance for a readership wishing to draw lessons from what happened to us. The first is the fact that in two departments the decision to affiliate with TLGG was preceded by a period of experimental service by undergraduates as teaching interns.

We learn from the report from Pennsylvania State (Appendix G) that when five graduate students there had become co-instructors or team teachers in a special class--prior to TLGG entry--"each instructor had been assigned an [undergraduate] intern to provide feedback on teaching, to help with laboratory work and discussions, and to undertake special projects related to the course." (The report adds that faculty supervision was in effect, and that "some classroom observation of the graduate instructors" took place). Undergraduate internship had already been instituted in other courses, it seems; it was the allocation of interns to graduate instructors that was new.

I submit for future checking the postulate that when graduate students, as teachers, were paired with undergraduate assistants to whom responsibility for "feedback of teaching" had been assigned, a new era in the quality of classroom experience began for both. Inquiry is recommended into just how the presumably very active period of discussion and reflection surrounding this grad-undergrad pairing led to Penn State's interest in TLGG.

At Colorado, undergrads were serving as teaching interns, leading

subgroups in an introductory class taught by A. David Hill at the same time (1972)

that Hill was helping to shape the credo of TLGG itself, on the one hand,

and persuading his fellow faculty of the appropriateness of TLGG affili-

ation, on the other. When I arrived at Colorado as an interviewer, three

years later, the incidence of undergraduate internship had spread, but

my interviewing strongly suggested that although at one time it may have

served to focus reflection and discussion on teaching, this was not cur-

rently the case. Notwithstanding, the relative vitality and insight-

fulness of my undergraduate interviewees was impressive; I was left with

the feeling that the department would do well to consider a recentering

of teaching consciousness upon them.

Chapter 7. An Independence-Seeking Outcome

The second fact is that students--some students--in our consortium

of programs took action toward creation of a movement with aims mirroring

those of TLGG. This is the chronology of that effort:

February, 1974
- At the mid-year national conference of Phase I, the grad-
uate students at Colorado to whom TLGG coordinating re-
sponsibilities had been assigned expressed an interest in
organizing a "clearinghouse and network center" for students
of like orientation across the country.

April, 1974
Convened by a Colorado student, student representatives
from the TLGG campuses of Phase I met in open session, at
the annual AAG meeting in Seattle (off the program of
scheduled events) "to share instructional materials, strate-
gies and information on improving college geography teaching."

February, 1975
At the mid-year conference of Phase II, student represen-
tatives got together twice for discussion of "common con-
cerns" and resolved to issue a call for a Geography Grad-
uate Students Caucus to be held at the next AAG meeting.

April 1975
About 70 students, responding to the call (by mail, to
department bulletin boards), congregated at the AAG meeting,
Milwaukee. Group discussions were held on teaching obser-
vation, games and simulations, "personalizing" large classes,
and doctoral programs specializing in geographic education.

June-July, 1975
Establishment of "a nationwide communications network" is
attempted, through an invitation carried in the AAG Newsletter.
AAG. As at the outset, a Colorado student is spokesperson.
The announced scope of concern has now been contracted to
teaching preparation; an exchange of materials is proposed;
and requests for help in starting programs are welcomed.

Insufficiency of response brought the effort to an end, within a few

months.

The central planning group of TLGG maintained cordial relations with

this movement or would-be movement, and tried to maintain a listening-to-

the-learner stance with regard to it, while refraining from official

endorsement. The effort was among the outcomes of the pioneering that

TLGG engaged in, but it represented a drive toward independence that could

at most only be guided, and it asserted a principle of action with which

TLGG could not honestly be associated. The caucus, in concept, bypassed

or even defied the authority structure of academic departments; TLGG

was committed to a respect for that structure.