Book Reviews

Robert V. Bullough, Jr., J. Gary Knowles, and Nedra A. Crow (Editors).
EMERGING AS A TEACHER
New York: Routledge, Chapman & Hall, 1992
224 pp. $62.50 (Can.) and $49.95 (U.S.) for cloth, $15.95 (U.S.) for paper

Those seeking new structures and patterns for the education of new teachers will find encouragement as well as evidence in *Emerging as a Teacher*. The title suffices as a simple hint of the book's contents, but I would prefer a more elaborate and accurate title, such as *New Patterns for Teacher Education and Development: Case Studies of Six Beginning Teachers*. The book presents six case studies of first-year teachers; the first three cases describe teachers who had "serious discipline and management problems" and "a particularly difficult time negotiating a productive and fitting teaching role" (p. 16), while the second three cases discuss teachers whose entry to the profession was easier but still characterized by significant challenges. One could argue that the book is remarkably mistitled because it is far more about restructuring preservice teacher education and entry to the profession than it is about cases of learning to teach. It is important to note that this book is Bullough's through and through; those familiar with his publications will welcome this more elaborate compilation of his perspectives. The preface indicates that co-authors Knowles and Crow each contributed one case study to the set of three who had difficult beginnings; while the co-authors must be assumed to have provided moral support and intellectual companionship, the discussion here focuses on the arguments credited to Bullough.

For several years we have seen a growing interest among teacher educators in the use of case studies, as part of a program of preservice education and also as evidence of the need for changes in teacher education programs and policies. The cases provided here by Bullough, Knowles, and Crow are valuable contributions to this growing data set, over and above the

role they serve here as data to illustrate and support Bullough's interpretations of new directions for teacher education. The cases are substantial; each occupies 18 to 25 pages. And they are not just about young teachers; the ages of the six teachers are 25, 45, 37, 34, 36, and 37. The cases are well-constructed, and they make the task of preparing individuals to teach more complex by looking at what happens in that first full year of teaching experience.

Interestingly, Bullough's three cases of teachers who had an easier first year of teaching are, on average, at least four pages longer than the other three cases. Analysis of metaphors in a teacher's thinking is a major feature of each case, and metaphor analysis is more extensive in the "less problematic" cases. I have not had an opportunity to use these cases with my own student teachers learning to teach high school physics, but I could see myself doing so. *Emerging as a Teacher* provides both data and perspectives that I would like to develop more fully in my own preservice teaching, even though I lack the advantage of working in a "cohort" arrangement such as the one Bullough works in. I will consider using this book as a text with preservice teacher candidates. Those who work regularly with those learning to teach will welcome and value the six cases, even though the cases are not happy ones.

Interestingly, the cases themselves are not essential reading before tackling the issues raised in Chapter 5, "Surviving and Learning to Teach," Chapter 9, "Changing Metaphors: The Three Teachers in Retrospect," and Chapter 10, "Teacher Education and Teacher Development." Chapters 5 and 9 summarize the two sets of three cases studies, while Chapter 10 provides Bullough's final summary and challenge to the future of teacher education. The six case studies and the two chapters (5 and 9) that summarize and interpret them are backdrop and illustration for Bullough's closing chapter. There are several good reasons for reading this chapter before reading the rest of the book. What has preceded does not directly support, in an argumentative sense, the approach Bullough sets out in the closing chapter. Rather, the closing chapter provides a detailed account of the rationale that supported the gathering of data in the case studies.

Life history, metaphor, ethnography, and *action research* are the four main themes that Bullough has used as alternatives to the "training" model that has so long characterized teacher education. It is important to note that tools that have entered teacher education in the context of research on learning to teach are now being put directly into the hands of those learning to teach. This is a significant step, for it signals a potential reduction in the gap between those who teach and those who teach would-be teachers. Yet it will come with inevitable side-effects, for those entering the teaching

profession will have been taught to view schools and classrooms in ways that may make their entry more, rather than less, complex and demanding.

Bullough's arguments in the final chapter of *Emerging as a Teacher* merit direct attention here, but it should be noted in advance that he finds it easy to assume that the perspectives he offers and recommends will be "self-evident" to others. That is simply to say that his important work has not yet taken on the further challenge of applying what we know about change processes to teacher education itself. Bullough begins by assuming that readers will agree that "training" is not an adequate or appropriate image for the initial education of teachers. "A significant change must take place in much of our current thinking about teaching and teacher education. Perhaps the most serious impediment is the long tradition of teacher education as 'training' ...". (p. 187). One can quickly judge the personal appeal of this book by one's reaction to the statement that "the model of teacher education as training encourages teachers to be dependent, conservative, conforming, intellectually passive and withdrawn, and insecure and distrustful ... . Obviously, these are not the qualities of a vigorous profession likely to attract and keep talented persons" (p. 189).

Bullough's alternative view will appeal or repel, depending on one's assumptions about how people actually learn to teach:

> Beginning teachers need to be helped to come to a reasonably full awareness of the conceptions they hold of themselves as teachers and of the origins of the meanings they hold; they need to recapture their histories ... . They need to be helped to become simultaneously students and architects of their own professional development. They need assistance to develop frameworks for thinking contextually and reflectively about their development; they need to become students of schooling and those aspects of institutional life, school practice, and interpersonal relations that are likely to enable or inhibit their development as professionals (pp. 189-190).

Personally, I applaud Bullough's vision for teacher education, yet I teach in a program that has changed only marginally in the 25 years since it was put in place. I have colleagues who would also applaud this vision, but I have no confidence that programmatic change would follow. Like all teachers, teacher educators naturally cling to existing practices. Bullough's agenda for teacher education requires that large blocks of time be devoted to the collection and analysis of biographical and experiential data that have never been treated systematically in preservice programs of teacher education. In the absence of additional time, "something must go" to pursue the new vision, and it is in the very meaning of "tradition" that we assume that

existing practices are essential to our goals. *Life history, metaphor, ethnography, and action research must first be applied by teacher educators to themselves if we are to understand the power and significance of our traditions and the nature of the tasks that this new vision implies for those learning to teach.* It will not be easy.

Part of the power of Bullough's vision statement comes from his ability to speak from personal experience about the use with new teachers of techniques involving life history, metaphor analysis, classroom ethnography, and action research. He makes no claim that he has perfected such strategies and he readily admits that it has not been easy. Excerpts from his presentation of these four processes provide illustration:

> The recent focus on writing life histories is a promising avenue for beginning ... an exploration and nudging teachers toward self-awareness ... There is nothing mysterious about the writing of education-related life histories ... histories of how the beginning teacher experienced school and learning and of how these experiences are related to current understandings of themselves and of teaching (pp. 195-196).

> Periodically, we return to a consideration of their teaching metaphors, which are typically multiple, seeking to identify if and in what ways their thinking about themselves—their story—has changed and what experiences, specifically, have encouraged the changes (p. 197). The aim is to help the teachers recognize more fully how they author their own stories and to identify within the stories the potential for development lying latent within them (p. 198).

> In the ethnography the beginning teachers explore how relationships within the classroom ... are ordered and justified and the parts played by the teacher and students in providing and maintaining that order ... As with life history and metaphor analysis, the ethnographies become part of the text of teacher-education (p. 199).

Action research is focused on each individual's own teaching using audiotapes and videotapes, first to establish a detailed portrait of what is happening and then to develop a plan of action in response to a perceived problem. Again Bullough stresses that one important goal is to have individuals study and direct their own development (pp. 199-202).

These four processes give an overview of the practice from which Bullough's vision for teacher education has evolved, giving us some insight

into Bullough's own "emerging as a teacher educator." An additional major section of the final chapter focuses on the role of schools in receiving new teachers and assuming responsibility for helping to foster and sustain the development begun in a preservice program, through formal structures such as mentoring and informal structures of support and feedback. One more quotation from Chapter 10 reveals the unresolved tensions not only within teacher education but also between universities and schools:

> Inevitably and unfortunately, once in the school, the burden of teacher induction and development shifts away from the university, thus confirming the false and foolish theory/practice dualism embedded in training orientations to teacher development. And yet, it is our view that the university needs to continue to be actively involved and that this is essential to building the wider professional community as a community based upon an ethic of caring and commitment to student learning and development. Moreover, such involvement is essential to the vitality of university-based teacher-education and research (p. 203).

Teacher educators who are attentive to university-school relationships and to the similarities and differences between university and school environments will recognize here the reluctance to "let go." The point is well taken, for why should one work so hard to lay a foundation for strategies that the beginning teacher cannot sustain amidst the pressures of learning to survive full-time teaching responsibilities. Ultimately, the universities need the schools more than the schools need the universities, until ways are found to share with schools the tasks of preparing preservice teachers. This means that schools and universities must construct a shared vision of teacher education, with each listening sympathetically to the other.

A student teacher in my class this year has been rated "marginally successful" in the first two practice teaching assignments (three weeks and two weeks). She is also the student who has produced spontaneously the most powerful and insightful journal of university and school learning experiences that I have read in 15 years of preservice teacher education. I have observed her teaching and I can understand her perspective and as well as that of the teachers who found weaknesses in her earliest teaching efforts. Yet the school has not had the time or the opportunity to study her writing in relation to her teaching: action matters in practice teaching, while thinking matters in university classrooms. When I invited this student to read Chapter 10 of *Emerging as a Teacher*, she returned full of excitement and enthusiasm, and she drew considerable support from the attention to community, to caring, and to voice for student teachers in directing their own development. Those for whom the initial experiences of learning to teach

are less than easy and straightforward may welcome a shift away from the assumption of training. But those for whom the early experiences are easy may say "What is the point of all this attention to history and metaphor, ethnography and action research? My own teachers never did any of this." The vision that Bullough offers may be resisted not only by segments of the teacher educator and teaching communities but also by a significant fraction of those who present themselves as candidates for teaching.

Bullough does not address directly this issue that lies beneath the surface of all discussion of modifications to programs for preparing and supporting beginning teachers. He writes from the perspective of teacher educators based in universities, and he shows no signs of significant partnership with schools. If the perspectives of metaphor, life history, ethnography and action research are to be developed and extended in the context of preservice teacher education and mentoring programs, then teachers in schools must also come to find meaning and value in these perspectives. Change in teacher education may be more difficult than change in education generally, because the traditions have two layers in teacher education— existing practices in the university as well as existing practices in elementary and secondary schools.

We have a long road ahead in the pursuit of Bullough's vision. Ultimately, we need cases that include similar data that begin in the preservice year **and** continue through the **second** year of teaching. I am about to complete my own second year of returning to a high school to teach one physics class a day, moving each day between the university and the school. This experience has stimulated some of my comments about university-school collaboration in the education of teachers. It has also convinced me that *the second year is every bit as crucial as the first*. We need stories of learning to teach that are informed as much by the second year of teaching as they are by the first year and by the preservice education experiences. For the first two months of this year's high school teaching, I kept telling myself, "I had to teach the course again this year to fully identify and understand what I learned last year." I believe the six stories told by Bullough, Knowles, and Crow would be far more informative if they included the second year, so that we could understand how each teacher responded to a fresh start informed by the first year. As Bullough and his colleagues continue the teaching and research drawn together in *Emerging as a Teacher*, I hope they will also explore and report on partnerships with schools that go beyond administrative arrangements to significant collaboration on the vital perspectives developed and illustrated in this volume.

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