

not intended to suggest that the content will be limited merely to subject matter which is to be transmitted to others at a later time. Rather, the content will permit the prospective teacher to explore a selected field in "depth and breadth" to the point that the individual can be considered a subject specialist. Those who aspire to teach in secondary schools may become subject specialists in English, mathematics, science, etc. Those who aspire to teach in elementary schools, while exposed to the subject matter of elementary education, may select subject specializations in educational psychology, sociology, cultural anthropology-disciplines providing foundations in human behavior, development, and learning.

The specialization in teaching processes should include studies of the art and science of teaching: the body of knowledge related to learning, to individual differences, to teacher effectiveness. This statement is intended to suggest that the content of teacher education draws on such disciplines as philosophy, sociology and general and/or educational psychology, as well as the study, both formal and informal, of teaching practices.

The content of teacher education should provide for the integration of subject matter studies and the study of teaching. The prospective teacher, given opportunity to integrate and test knowledge in laboratory and clinical experiences, not only "knows" subject matter but also "knows how" to be an effective teacher.

By What Methods?

The methods to prepare teachers are common to other professions. Teachers need to know and to be able to apply knowledge to instruction.