

Teacher education, then, must provide for both didactic and experiential learning. Prospective teachers need opportunities to acquire knowledge, and the typical methods include lectures, written assignments, and tests covering content. At the same time, they need opportunities to reflect on the meaning of new knowledge and to become comfortable with its use; that is, to integrate new knowledge into the intellect and into performance. The methods include laboratory and clinical experiences.

Both didactic and experiential methods require active participation of the "educator of teachers" (whether arts and sciences or teacher education faculty) in the scheme of teacher education. College and university faculty should not only lecture, read assignments, and score tests of content, but they also should guide and observe the students' use of knowledge in laboratory and clinical experiences. Ideally, every specialization course, whether subject matter or teaching processes should incorporate methods which permit the student to apply knowledge under the supervision or guidance of a "master teacher."

The laboratory and clinical experiences are the "proving grounds" in teacher education. Laboratory experiences, beginning in the freshman year, provide students with the opportunity to test their knowledge and skills under supervision. Laboratory experiences should be conducted both on the university campus and in the public schools. The public school base is extremely important, early on, to bring the future teacher into intimate contact with the school environment: students, parents, teachers, classrooms, materials, pace, etc. The internship, which should be one full year, gives the students full-time direct experience, again under the supervision of experienced teachers. Two one-term internships are recommended with assignments made in schools serving