

SECTION 4

THE STAFFING OF COLLEGES OF EDUCATION

Although, as already indicated in Section 3, there is widespread concern about the motivation and calibre of the students available for admission to colleges of education, equally widespread and frequently mentioned is concern about the quality of many of the staff of those colleges. The implication throughout is that far more would be achieved, even with students of apparently dubious quality, if tutors generally were more highly qualified, more experienced, more numerous in proportion to the student body and, most specifically, trained for their task.

It is recognised that these improvements cannot be brought about overnight. Therefore, as a temporary and stop-gap measure while local tutors are being prepared, the provision of expatriate tutors is commonly regarded as one area in which international assistance can be particularly effective in improving the quality of teacher education.

The provision of expatriate tutors and teachers has been organised on an ad hoc basis by various countries and agencies for a number of years; the United States of America, the Commonwealth and Colombo Plan countries and UNESCO, amongst others, have made such provision. But one scheme has been purposely and successfully confined from the outset to the recruitment of expatriate tutors; this is the Teacher Education in East Africa project, conducted under the auspices of Teachers College, Columbia University, New York. An account of its role and achievements, by Carl J. Manone, is to be found in the Report of the University of East Africa Conference on New Directions in East African Teacher Education, 1968 (139).

But if expatriate tutors usefully meet an urgent need, and indeed make the very continuance of teacher education possible in some countries, nonetheless mention of the disadvantages of their employment is commonplace. In particular reference is frequently made to their lack of first hand experience in local schools and the comparative brevity of their stay in the colleges of the developing world. These drawbacks, and possible palliatives, are mentioned in New Directions in Teacher Education (128) which embodies the proceedings of the second 'Kenya Conference on Teacher Education', in the Report of the University of East Africa Conference on Permanent Staffing of Teacher Education Institutions (137), and by the working party on 'Staffing and Organisation of the Teachers Colleges' in the Report of the Sixth Annual Conference of the Afro-Anglo-American Programme (132).

On all sides there is clear recognition of the urgent need to find and/or train local staff. Report after report echoes the theme voiced by W. Senteza Kajubi in his summary of the Report of the University of East Africa Conference on Permanent Staffing of Teacher Education Institutions (137) - the urgent need to produce local teacher educators to staff colleges of education. New Directions in Teacher Education (128) suggests, amongst other things, that all tutors should be graduates or the equivalent. From India, the need to improve the calibre of college staffs is stressed in the Report of the Education Commission, 1964-1966: Education and National Development (142); in Elementary Teacher Education: Report of the Committee to Evolve Model Syllabi for Elementary Teacher Education,

1963-1965 (116); and in D.D. Tewari's 'Teacher Education in Uttar Pradesh, India, and Some of its Problems' (96). K. Nesiiah in 'Teacher Education in Ceylon' (67) advocates a drastic overhaul of the quality of college staff, and the Government of Ceylon's Report of the Committee of Investigation into the Working of Teacher Training Colleges (140) recommends that all lecturers in academic and professional subjects should be trained graduates. Ruth Wong in 'Teacher Education and its Problems in Some Developing Countries in South East Asia' (110) suggests that college staff should go back into teaching from time to time in order to remain aware of the realities of the classroom. Most of these reports stress the need to train teacher educators, an aspect taken up by E.A. Pires in Primary Teacher Training in Asia (76) who usefully reviews different schemes for so doing. From Samoa and Sabah too this approach is taken up in Inter-territorial Education Seminar on Teacher Training Programmes (Samoa) (123) and S.P. Lo's 'Teacher Training in Sabah' (58). In short, in all quarters there is concern about the calibre of college of education staff, about their qualifications and about the need for specific training for their roles.

This training is frequently seen as a function of the growing number of institutes of education; (see Section II). It is also regarded as another area in which international assistance might be effective by providing opportunities for local tutors to obtain additional experience and further qualifications in the universities and colleges of developed countries. The Report of the Commonwealth Education Conference, 1959 (141) saw the training of college staff in this way as "the most valuable of all forms of help", and from that conference sprang the Commonwealth Bursars' Scheme which was reviewed at the subsequent conferences in Delhi (1962) Ottawa (1964) and Lagos (1968); a short account of the scheme is to be found in Training Teachers for the Commonwealth (A Report on the First Five Years of the Commonwealth Teacher Training Bursary Scheme, 1960-1965) (148). The United States of America in various ways has also made it possible for tutors to enter its universities and colleges, as is described in Karl Bigelow's Africa, Teacher Education and the United States (10), in the Report of the Afro-Anglo-American Programme Conference, September 1965 (131), and, in some detail, in 'Ohio University trains Nigerian Teachers' (17) by Cooper and Herrington.

But even with more highly qualified staff who have been specifically trained those tutors cannot be really effective unless led by principals who have leadership and who remain long enough to exercise it: from Africa this point is made in New Directions in Teacher Education (128) and from Ceylon in the Report of the Committee of Investigation into the Working of Teacher Training Colleges (140). Nor can the tutors be effective if they have more students than they can reasonably be expected to teach; this issue is raised not only in the report from Ceylon (140) but also in E.A. Pires' Primary Teacher Training in Asia (76) and Ruth Wong's 'Teacher Education and its Problems in Some Developing Countries in South East Asia' (110) although she is less certain that a good staff student ratio is necessarily a guarantee of quality!