

SECTION 6

COLLEGES RATHER THAN SCHOOLS

The repeated references to the need for larger colleges with improved facilities normally stress both the economic advantages of larger units and the possibilities for specialisation in staffing and in the courses offered. Taken together the references either implicitly or explicitly advocate a change in the nature of colleges of education, from narrowly based, small 'schools' for the training of teachers to broadly based, larger 'colleges' for their education, from the treatment of future teachers as 'pupils' to their treatment as 'students'. Professor L.J. Lewis in his paper 'The Nature and Content of the Curriculum in Teachers Colleges' in New Directions in Teacher Education (128) stresses the need to treat teachers in training as adults. The same point is emphasized by the Working Party on Personality Factors and Assessment in the Report of the Sixth Annual Conference of the Afro-Anglo-American Programme (132). The treatment of future teachers as adults, it is generally suggested, depends in part upon the way in which they are taught and in part upon the way in which the colleges are organised. E.A. Pires in Primary Teacher Training in Asia (76) lays emphasis on the importance of individual study and case studies by individual students: he also looks forward to the general introduction of tutorial groups and seminars, and conversely a reduction in the amount of 'spoon-feeding'. The Report of the Committee of Investigation into the Working of Teacher Training Colleges (Ceylon) (140) urges that students should have more free time for study under the guidance of "all-through" tutors. Emphasis on the need to develop reasoning power, the use of well-prepared discussion groups and regular individual contact between tutor and student is also found in A. Gradusson's 'Problem of Teacher Training in Jamaica' (36). Father J.D.M. Franken describes a more adventurous and adult approach to teacher education in Holy Ghost Teacher Training College, Morogoro, Tanganyika (34). J.W. Dunhill in 'The Education of a Teacher in Malaya' (22) describes a college in which "lecturing was almost entirely abandoned and all topics and activities were presented to them (the students) in the form of problems to be solved or obstacles to be surmounted", and in which "the conduct of the affairs of the college, apart from the academic and professional fields, was placed entirely in the hands of the students" in order to develop the qualities of initiative and responsibility. A more detailed description of a similar experiment is to be found in Reverend Father A. Page's 'Student Self-Government at Busubizi College, Uganda' (70), the purpose of which was "to create an atmosphere which would make it possible for the students to educate themselves", and to learn responsibility by exercising it. However, in the some societies in transition there has been difficulty with student discipline and student government; this is discussed in H.B. Bending's 'Problems of Discipline among Teacher Training College Staff and Students in Ghana' (9) and S. H. Amisshah's 'The Future of Teacher Education in Ghana' (3). But the problem is one which is to be found in countries other than Ghana.