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## Teacher Preparation and Pupil Achievement

Homer L.J. Carter  
*Western Michigan University*

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## *Editorial Comment*

### **Teacher Preparation and Pupil Achievement**

In the field of education it has been assumed that raising the educational level of teachers is directly related to the improvement of pupil achievement. Metzner, in the October issue of *Phi Delta Kappan*, discredits this assumption when he points out that, "Regardless of what criteria are used, the irrelevance of the amount of teacher training to teaching success becomes increasingly evident the more one consults the pertinent research." In substantiating this statement he cites seventeen apparently well-designed and controlled investigations.

Is teacher preparation worthless? No one should make this assumption. Metzner has called attention, in a vigorous manner, to the fact that no possible training can bring about academic success in an impossible situation where there is little hunger and thirst for classroom achievement. Motivation is an essential ingredient of success. The home, the neighborhood, and society have determined unconsciously for the child that which is important for him. He, encouraged by many of his peers, accepts the values of *his* world.

The remedy for this situation requires more than a prescription. A renaissance is required, and this may not come about in a purely rational manner. Can and will our country modify the social and educational environment of the child so that he can see the value of education and be willing to put forth and sustain effort in its attainment? This can only be accomplished when parents, teachers, and society have determined the aims of education and agreed upon the importance of achieving them. In the meantime, we need dedicated and consecrated teachers who are vigorous leaders and who can modify their attitudes in a changing society. Our country needs men and women who are not dismayed by the realities of a confused world.

Homer L. J. Carter  
Editor