

Donna Rudolph joins editorial board of review

Donna M. Rudolph, who joins the Editorial Board of Review with this issue, is an associate professor at Sangamon State University, Springfield, Illinois. Early childhood education is her particular interest; she has taught nursery school and elementary pupils for 16 years, 12 of those in first grades in Minnesota, Wisconsin, and West Virginia. She holds a masters degree in reading from College of St. Thomas, St. Paul, Minnesota, and, after initial doctoral studies at the University of Minnesota, was awarded her Ed.D. degree in 1971 by Northern Illinois University. Her dissertation topic was "The Development of a Curriculum Design for Early Childhood Teacher Education." As an assistant professor, she taught for a year (1971-72) at Kansas State University. In March 1972 she joined the staff of the Illinois Superintendent of Public Instruction as Director of Early Childhood Education, adding Curriculum Development responsibilities two months later. In this position, she was much involved with state legislative hearings into the quality and possible improvement of education in Illinois and with curricular programs throughout the state. Dr. Rudolph joined Sangamon State in the fall of 1973 and notes that she is "more than ever" involved with early childhood education in school districts across the state. As serendipity, her professional responsibilities are often compatible with those



of her husband, Dr. Finian Murphy, State of Illinois Director of School Psychologists.

one view of 'reality'

"Despite the rhetoric of professionalism, the teaching force has quite rightly found itself more advantageously allied with the unionized worker. Salary, working conditions, tenure—these are the problems with which perforce they have to be concerned, because they are treated as employees with limited responsibilities and virtually no autonomy. If I seem to approve of this proletarianization of teachers, it is not with pleasure. I, too, have shared and worked for the ideal of a professional teacher for every classroom, but since this ideal is probably not realizable for more than a small fraction of the teaching force, it is better for the vast majority of our teachers to bargain collectively for whatever advantages they can, rather than sacrifice these benefits for a professional status they do not have and probably will not have in our time."

—Harry S. Broudy

The Real World of the Public Schools, p. 147
(New York: Harcourt Brace Jovanovich, Inc., 1972)

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