

**Editor's Introduction:
Technology and Other
Educational Challenges**

The articles in this issue of *Teacher Education Quarterly* were not specifically solicited nor were they received in response to a theme. About half of our quarterly issues are the product of a previously announced theme, around which one or more guest editors solicit, receive, consider, and include articles particularly appropriate to that specific theme. We welcome suggestions of themes, and, with the advice and consent of our Editorial Board, I regularly select themes for future issues and appoint guest editors to shepherd those themes to publication.

In contrast, however, the other half of our issues are assigned general themes or subtitles only after I have assembled articles ready for publication, and surveyed the overall nature of those materials. This Spring 1995 issue is such an issue. Each of the articles that follows was submitted for our consideration by authors interested in our journal, but not directly in response to any of our announced future themes. Such submissions are initially reviewed by members of our Panel of Readers, and following due consideration the panelists recommend deserving articles for publication. We present eight such deserving pieces in this issue, under the umbrella "Technology and Other Educational Challenges."

The subject of technology is addressed both philosophically and practically in the lead article by Michael J. Carbone of Muhlenberg College. He asks the question "Are Educational Technology and School Restructuring Appropriate Partners?"—and following a careful analysis of the contemporary restructuring movement he concludes that the use of educational technology frequently works against the democratic goals of such reform.

Editor's Introduction

The next three articles in this issue examine specific teacher education initiatives. Kenneth D. Peterson, Nancy Benson, Amy Driscoll, Ronald Narode, Douglas Sherman, and Carrol Tama of Portland State University examine "Pre-service Teacher Education Using Flexible, Thematic Cohorts." James E. Green of Ball State University and Sheryl O'Sullivan Smyser of the University of Redlands discuss "Changing Conceptions about Teaching: The Use of Portfolios with Pre-Service Teachers." Dale Whittington of Cleveland State University and Suzanne MacDonald and Larry Bradley of the University of Akron present their research on "Student Teacher Competencies as Viewed by Cooperating Teachers."

In "The Effectiveness of Selected Criteria in Teacher Education" Harold Arnett of Missouri Western State College offers an in-depth analysis of various admissions criteria typically used by teacher education programs, revealing that frequently such criteria fail to possess hoped-for predictive powers.

The final three articles touch upon other challenging issues in the field. Gwendolyn S. Minter of Cuyahoga Community College and Robert B. Young of Ohio University offer results of "A Case Study of the Enrollment of African-American Transfer Students in a Special Teacher Education Program." Kristen M. Kemple of the University of Florida, in "Discipline, Management, and Education: Rediscovering the Whole Child," shares her experiences with program development as a beginning teacher educator. Thomas C. Peters and Rosemary Bedoya of the University of California, Riverside, discuss "Gender and Letters of Reference in Education" from the perspective of patterns revealed in their content analysis of such letters.

This issue of *Teacher Education Quarterly* also contains brief items offering background information on the California Council on the Education of Teachers (CCET), a call for proposals for presentations at semiannual CCET conferences, a special call for submissions for an upcoming theme issue of the journal on "Professionalism and Partnerships," and a subscription form for those not now receiving the *Quarterly* regularly.

All of us involved in publishing *Teacher Education Quarterly* hope you find this collection of articles both interesting and challenging. We would welcome your feedback, as well as your submissions for future issues. Should you have any questions about the journal, please don't hesitate to contact me.

—Alan H. Jones
Editor and Publisher