

**Editor's Introduction:
Self-Study and Living
Educational Theory**

This Summer 1995 issue of *Teacher Education Quarterly* presents a fascinating and challenging set of articles guest edited by Stefinee Pinnegar of Brigham Young University and Tom Russell of Queen's University. As is indicated in their "Introduction" that follows, the first four articles by Karen Guilfoyle, Mary Lynn Hamilton, Margaret Placier, and Pinnegar discuss facets of self-study of their experiences as beginning teacher educators. The fifth article, by Russell, adds to the dialogue about teacher education. At the end of each of those five articles Jack Whitehead of the University of Bath offers retrospective, and the collection is completed with a summary article by Fred A. J. Korthagen of Utrecht University.

This unusual collection, focusing on self-study by and interchange among graduate student colleagues at the University of Arizona who recently moved into beginning teacher educator roles at four different institutions, offers insight on many aspects of teacher education and sheds new light on the meaning and reality of "beginning." Such reflection is relevant to all of us who work in the preparation of teachers for the public schools, and especially to those who prepare and supervise teacher educators in our colleges and universities.

We thank Stefinee and Tom for assembling this issue, and their colleagues for these contributions to our better understanding of teacher education.

—**Alan H. Jones**
Editor and Publisher