

**Editor's Introduction:
Beginning Professors
and Teacher Education Reform**

You will notice that this Summer 1996 issue of *Teacher Education Quarterly* is a bit thicker than usual. You will also find as you read this particular collection of articles that the quality as well as the quantity is indeed rich. All of us involved in the field of teacher education know from our own experiences the uncertainties that accompany the beginning years of faculty employment, the process of coming to understand and then achieve the hurdles of tenure and promotion, the intricacies of academic life and the ways in which teacher education faculty only roughly fit the university paradigm, and thus are only marginally accepted within the academy. Yet, as our guest editors and their collaborating authors point out in this issue about "Beginning Professors and Teacher Education Reform," such questions have rarely been the subject of concentrated study. Their work, as reported here, begins to rectify that oversight.

I thank Ardra L. Cole and J. Gary Knowles of the Ontario Institute for the Study of Education at the University of Toronto for suggesting this thematic issue and for their efforts as co-guest editors in gathering, integrating, and presenting the emerging and ongoing scholarship of the 20 authors represented in these pages, all but one of whom are relatively new to the field.

Ardra and Gary provide an excellent orientation to this collection in their introductory article, alerting us to the nexus of the long-standing second-class role of teacher education within the academy and the new expectations of the contemporary educational reform movement. The resulting pressures on beginning teacher education faculty are discussed in both personal and provocative ways by the authors of the articles in this issue—Francisco A. Rios, Janet E. McDaniel, and Laura P. Stowell of California State University, San Marcos; Audrey M. Kleinsasser, Mary Alice Bruce, William G. Berube, Linda Hutchinson, and Judith Z. Ellsworth

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of the University of Wyoming; Peter Chin and Tom Russell of Queen's University; Rosebud Elijah of the Ontario Institute for the Study of Education at the University of Toronto; Susan Finley of The University of Michigan; Margaret R. Olson of Queen's University; Ava L. McCall of the University of Wisconsin, Oshkosh; and Karen Guilfoyle of the University of Idaho, Mary Lynn Hamilton of the University Kansas, Stefinee Pinnegar of Brigham Young University, and Margaret Placier of the University of Missouri, Columbia, who write as the Arizona Group. Ardra and Gary augment this collection with an article featuring interview and analysis as well as a concluding essay that presents recommendations in the form of an open letter to deans of education.

Those of you familiar with recent issues of *Teacher Education Quarterly* will recognize some of the contributors and much of the emerging analysis as a natural evolution from the Winter 1994 issue on "Using Personal Histories in Teacher Education" that was guest-edited by Gary and Diane Holt-Reynolds and the Summer 1995 issue on "Self-Study and Living Educational Theory" that was guest-edited by Pinnegar and Russell. Common to these three issues is an emphasis on understanding self, on the value of telling one's story for the benefit of others in the field, on sharing and working together to improve educational practice, and on identifying and correcting those forces that work against self-improvement and overall professional improvement in teacher education. It is our pleasure to participate in the dissemination of such scholarship, as well as our assumption that there will be much more that will follow as these issues are discussed and hopefully resolved in schools and colleges of education nationally and internationally.

I believe that our readers will find this Summer 1996 issue to be one of the most interesting and provocative that we have published to date. As always, we look forward to your reactions and comments.

—Alan H. Jones, Editor and Publisher