

## **Editor's Introduction: Seeking Tolerance and Understanding in Teacher Education**

This Summer 1997 issue of *Teacher Education Quarterly* presents seven articles selected for publication by our Panel of Readers. While the individual foci of these articles varies widely, a common theme appears to involve a repeated call for seeking greater tolerance and understanding in meeting the needs of an increasingly diverse student population through application of a widening range of educational theory and methodology. Thus, we have selected "Seeking Tolerance and Understanding in Teacher Education" as the theme for this issue.

In the first article, entitled "Images and Words that Wound: Critical Race Theory, Racial Stereotyping, and Teacher Education," Daniel G. Solorzano of the University of California, Los Angeles considers the legacy of racism that marks our society and offers some specific recommendations for teacher educators based upon critical race theory.

In a similar multicultural vein, Russell L. Young of San Diego State University discusses the move towards teaching strategies that empower students and shares his experiences with an assessment technique consistent with such goals in "Toward an Empowering Multicultural Assessment Technique."

Terrence C. Mason of Indiana University examines conflicting findings between his research and that of others who have explored "Urban Field Experiences and Prospective Teachers' Attitudes Toward Inner-City Schools" and concludes that such experiences can yield positive results.

In "Helping Teachers Understand Adult Temperament Interactions in the Workplace," Elizabeth M. Wadlington of Southeastern Louisiana University explores the importance of temperament in working relationships along adults in

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school settings and suggests activities and understandings that should be part of the teacher education process.

Charles W. Carter of Lincoln University writes about "Teacher Collaboration and Perceptions of Control," using results of his research on an innovative program in Toledo, Ohio, to indicate how collaboration increases control over educational events and outcomes in the perception of teachers participating in that program.

In "Integrated Middle School Humanities: A Process Analysis," Candice C. Carter of the University of California, Riverside reports on her research on curriculum integration in a Southern California school and offers suggestions for achieving appropriate balance and form in future curriculum integration efforts.

This issue concludes with "Developing Theory from Practice in Teacher Education" by Theo Wubbels, Fred Korthagen, and Mieke Brekelmans of Utrecht University in the Netherlands. They discuss the traditional gap between theory and practice, explore the nature of such concepts, and offer suggestions and implications for the field of teacher education.

It is our pleasure at *Teacher Education Quarterly* to offer this rich collection of theory, research, practice, and opinion about the field for your scholarly benefit and enjoyment. We welcome your comments on and reactions to any or all of these articles, as well as your suggestions and contributions for future issues of the journal. We look forward to hearing from you.

—Alan H. Jones, Editor and Publisher