

**Editor's
Introduction:
Twenty-Fifth
Anniversary Issue**

Nineteen hundred and ninety-eight has been the twenty-fifth year of publication of *Teacher Education Quarterly* and we are celebrating that achievement with this Fall 1998 issue. In order to construct a special commemorative issue, late last year I sent invitations to an eclectic list of teacher educators—some nationally-recognized scholars in the field, some leaders of the California Council on the Education of Teachers (CCET), some frequent contributors to this and other journals, some individuals whose thoughts and writing I particularly admire, and some who fit all of those categories. I sent each of those individuals a brief statement I had written entitled “Ten Points of Debate in Teacher Education: Looking for Answers to Guide Our Future” and asked that they each craft a response that we could include in the Fall 1998 issue of the journal. I am delighted that I received twenty-four such responses, representing the work of twenty-six authors, and it is with great pleasure that I present them on the pages that follow.

The first entry is my “Ten Points of Debate in Teacher Education,” which hopefully serves as a background for the other contributions, although our readers will quickly ascertain that the participating authors have chosen some very different ways to respond to my invitation. That is as it should be; I would have been surprised and disappointed if this group of scholars had not exercised the wide-ranging intellects, perspectives, and opinions that they possess.

There is no special logic to the order in which I have arranged the twenty-four

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responses. Eight of the papers struck me as providing some further background and context for the ongoing exploration of teacher education. Here you find the comments of John I. Goodlad, Carol A. Bartell, J. Gary Knowles, Elaine C. Johnson, Vicki Kubler LaBoskey, Irving G. Hendrick, Tom Russell, and Joseph W. Beard; each, in varying ways, discusses the complexities of contemporary teacher education, notes the importance of a balance between theory and practice (each crucial to the other), and warns of the dangers of failing to comprehend the dimensions of the broader world in which we practice our profession.

The commonality among the second grouping of five authors is that they responded directly to one or more of my "Ten Points." Gerald J. Brunetti, Carol P. Barnes, John Sikula, Donald Arntine, and Ronald W. Solórzano each either explicate one or more of those points of debate or offer their own additional definitions of the current scene in teacher education.

Another batch of nine contributors, all scholars with whom I share a strong identification as colleagues in what we generally call the social foundations of education for lack of a better term, use (or perhaps ignore) my "Ten Points" as an opportunity to discuss their concerns and their perspectives about where we are headed in teacher education (and education in general), the difficult nature of the voyage, and how best to keep the ship afloat. Nel Noddings, Donald Warren, Douglas J. Simpson, Jeanne Pietig, Erskine S. Dottin, Glorianne M. Leck, Richard A. Brosio, and Peter McLaren and Gustavo Fischman invoke various foundational analyses, political perspectives, and personal insights in pursuit of answers to the questions that I posed as well as many that I failed to include.

While all of our authors suggest appropriate and potentially promising directions, the final three essays deal more specifically and concretely with such possibilities. Eugene E. Garcia and Jerilyn R. Harris reflect on programs in which teachers are taking a leading role in developing new colleagues, Alan R. Tom presents what he describes as "three fanciful recommendations" for the field, and Ann Lieberman directs us to two specific programs of teacher education and the implications she sees for the field.

I offer special thanks to the twenty-six authors of these twenty-four articles. Through their insight, perception, reflection, and articulateness, we are able to celebrate the twenty-fifth anniversary of *Teacher Education Quarterly* in a highly appropriate manner.

While I was tangentially involved in the first half of the journals' history, as a contributing author and guest editor, my more immediate identification with *Teacher Education Quarterly* has been as editor and publisher for the past twelve years. With this issue I am completing my second six-year term as editor, and given my new appointment as Executive Secretary of CCET, I did not seek a third term. While I will remain as publisher of the journal, it is time for new editorial leadership.

The past dozen years as editor have been challenging, satisfying, and—most

importantly—fun. There are many people to whom I owe significant thanks for the opportunity to serve as editor, for strong organizational support, and for direct involvement in helping the journal to grow. First, those individuals who served in editorial roles with the journal before me—Robert L. Terrell, Douglas L. Minnis, Jan Cross, Joseph W. Beard, James C. Stone, and Malcolm Douglass—created the *California Journal of Teacher Education*, nurtured it from infancy, evolved it into the *Teacher Education Quarterly*, and passed along to me a journal already of national import.

Next I wish to thank the leaders of the CCET who have faithfully and willingly supported the journal during the past dozen years. Eight recent CCET Presidents have played important roles in my editorship—Philip T. Fitch, Dennis S. Tierney, David Wampler, Carolyn Cogan, Gerald J. Brunetti, Grace E. Grant, Elaine C. Johnson, and currently Carol A. Bartell. Phil and Dennis were involved in the editor search process through which I was selected in 1986; Dave has supported the journal both as President and more recently as Executive Secretary of CCET; Carol has served as guest editor for two of our more popular issues; and all of these CCET presidents have sat as *ex officio* members of the Editorial Board, as did the late James R. Hoffner, the CCET Executive Secretary prior to Dave.

With respect to the Editorial Board, seventeen individuals have served as regular members during my twelve years as editor: Vincent Crockenberg, Dolores Escobar, Grace E. Grant, David M. Greene, Sister June Kearney, Vicki Kubler LaBoskey, Johanna K. Lemlech, Edna Mitchell, Marilyn Nye, Richard Ponzio, Mary Poplin, Judith H. Sandholtz, Judith H. Shulman, Jon David Snyder, Ronald W. Solórzano, and Dennis S. Tierney. Add to those the CCET presidents and executive secretaries mentioned above, and it is clear that we have had the benefit of unusually high quality editorial advice and leadership during the past dozen years.

Most importantly, I owe very special thanks to Richard Ponzio, who served as Associate Editor of the journal for the first ten years of my editorship, and to Grace Grant, who currently serves in that role. Rich carried his half of the editorial responsibilities with diligence, understanding, and fine good humor for a decade; Grace has given unfailingly to *Teacher Education Quarterly* throughout my twelve years as editor through her service as a member of the Editorial Board, twice as a guest editor, as CCET President, again as a member of the Editorial Board, and for the past two years as Associate Editor. It is because of people like Rich and Grace that my years as editor have been both productive and fun.

Finally, let me also thank the rank and file of CCET as well as our other subscribers and readers across the country and around the world. It is you, our readership, whom we have sought to serve, hopefully well. Without readers there would be no journal. Thank you all for being there.

—Alan H. Jones, Editor and Publisher