

Book Review Editor's Introduction

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As you reflect on your accomplishments while this school year nears its close, your thoughts may be redirected to what you hope to accomplish next year after reading the following three book reviews. Two authors of these books are critical of teacher education and the other calls for a reconceptualization of teacher education.

Ed Berman's review of *The Trouble with Ed Schools* underscores historian and sociologist David F. Labaree's discerning analysis of American schools. Labaree claims "teacher education is at the heart of the trouble with ed schools" (p.17).

The intensity of Labaree's critique of teacher education is equalled by that of Arthur Levine whose report, *Educating School Teachers*, is reviewed by Lynn Melby Gordon. Levine, who supervised a comprehensive four-year study of America's education schools, maintains that three quarters of the nation's 1,206 colleges and universities fail to provide adequate teacher preparation.

Furthermore, in Eric Gutenstein's *Reading and Writing the World with Mathematics: Toward a Pedagogy for Social Justice*, reviewed by Barbara Garii, educators are charged with the obligation to reconceptualize teacher education if they truly wish to prepare agents of social change.

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Collectively, the authors suggest that a great amount of preparation and work lies ahead and, perhaps, the initial step should be character-