

CONCERNING THIS ISSUE

This issue of *Educational Perspectives* is designed to explore the critical issues for Colleges of Education in a time of teacher surplus. The problem of an overabundance of teachers in the United States is explored and delineated through divergent perspectives. Moreover, the issue also deals with viable solutions and alternative roles and postures the College of Education might take to ameliorate the problem.

The first two articles present the problem which faces teacher education institutions in the U.S. today from two differing perspectives. Steven Klees presents the article "The Role of Colleges of Education in a Time of Teacher Surplus" with a decided economist's viewpoint on the situation. Jeffrey Kaiser, on the other hand, explores the present precarious situation from the standpoint of an administrator in the article "Pessimistic Optimism in an Era of Slowed Growth: An Administrator's View." Thus, Klees expertly applies sound economic techniques and theories as he carefully analyzes the problem couched in economic terms as "supply and demand," "forecasts," "shortage," "surplus," etc. While Kaiser, the administrator, clarifies the problematic situation in management vernacular: "rates of failure," "student spaces," "hard money," "PPBS," "RIF," etc. . . .

The authors of the next four articles, all educators, present clearly identifiable and applicable pragmatic solutions which emphasize various roles the Colleges of Education might take in these times. The suggested academic posture as presented in each of the articles may appear to be independent and separate answers to the present dilemma. However, a closer examination will reveal that the solution given in each of the articles may be taken singularly or in combination.

Betsy Sakata tackles the problem head-on in her article "Lifelong Education: New Roles for Educators." It is especially important to note that not only are the educators challenged to change their viewpoint, but that society as a whole is asked to review its cultural patterns into viewing educa-

tion as a cradle to the grave activity. Fred Braun, in a short but timely article, urges the educator to shift his emphasis from undergraduate teacher education to focus on the vast area of in-service training, both that of presentation of formal course work and workshops as well as that of facilitation through consultation in research and curriculum building.

Colleges of Education need to be viewed as more than a job training institution, a vocational school so to speak. Ripple and Ayabe in their co-authored article emphasize the viability of a non-teaching major specialization in the undergraduate study of education. Mitsuo Adachi and John Thompson "solve" the problem through a "sticky" solution, accountability. Accountability in education in time of teacher surplus is a critical issue which needs to be faced.

Many teachers have left the U.S.A. for foreign countries where job prospects for educators at the elementary and secondary school levels are apparently better. P.W. Musgrave writes an interesting and informative article concerning the job market as it stands today in Australia and as it may well be in the future.

Harold Ayabe
Richard Ripple
Associate Editors