

Concerning this Issue:

Developing issues of *Educational Perspectives* thematically affords several advantages. The editor is able to draw upon the expertise of his colleagues in assembling articles from many sources to develop a selected theme, issues may be planned a year or more in advance and the frustrations of production are kept to a minimum with a somewhat standardized format. One disadvantage of a thematic approach is obvious; we are seldom able to use the many fine manuscripts received for publication in our journal. The present issue, which departs from a central theme, provides the exception.

In this issue several *educational perspectives* are drawn with clarity and insight. Sanborn is concerned with inquiry learning and cites its favorable and unfavorable aspects. Callender, Port and Dykstra describe peer tutoring within the framework of individualized instruction in the Hawaii Curriculum Center. The educational problems encountered by the Mexican-American cited by Lopez cross ethnic barriers and appear universal. The education of the child from the Hawaiian community is the source of Belknap's research and parental attitudes have a strong influence in the way these children learn. Chinsky, Schoeplein and Wogan share the results of an urban semester plan for educating teachers through relevant experiences. Finally, Vitro and Yvon provide us with some insight into ways to become an *ineffective teacher*.

We are grateful to our authors who have made this an exceptional and eminently readable issue.

A. L. P.