

EDITORIAL

This issue covers a variety of concerns which we hope will be of interest to our readers. We are, I think, particularly fortunate to secure another article from Professor Havighurst. You will remember that he provided a special article for our first issue.

In this article he takes up and examines in great depth the issue of cultural pluralism. This is a matter of mounting concern on the Australian scene, not only with respect to Aboriginal pupils in our schoolrooms but also with respect to those pupils whose country of origin is a country other than Australia. I would imagine that many of our readers, particularly those who teach in urban schools, number among their pupils representatives of many cultural minorities. Such teachers will find it interesting to see if their forecasts for future educational emphases in heterogeneous classrooms match those of Havighurst.

Many of the articles in this issue contain statements (explicit or implicit) on the importance of self-determination. These statements will provide much food for thought on the part of teachers all over Australia.

You will notice that the 'From Teacher to Teacher' section (which I have always believed to be the major justification for the production of this journal) contains articles representing only the Northern Territory and South Australia. Exciting developments are in fact taking place in the other states, and I would like to be sure that we have a wider state representation in the November issue of this Journal.

My very best wishes to you and your students.

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