

## Editorial

In compiling this second issue of *Educate* ~ we have been struck again by the diversity of interests apparent in the submitted papers. This reflects the range of research interests among Doctoral students at the Institute of Education and their use of a variety of different methodological approaches. Once again readers will find themselves engaging with a spectrum of styles, interests and approaches to the issue of reporting research, both as a process and as a context for the generation of new knowledge.

The issue begins with the *Research Notes* section in which Aparecida de Jesus Ferreira discusses the question of cultural plurality in terms of In-service teacher trainer approaches to race and ethnicity. The study examines these issues from the point of view of an 'English as a foreign language' (EFL) teacher-educator working in Brazil. It reports work in progress and invites comments from readers. The second section of the journal, *Critical Reviews of an Area of Literature*, features our first critical review piece 'The Role of Subject Knowledge in the Effective Teaching of Primary Science' by Christine Khwaja. In the *Research Papers* section, the first paper is by Ming-Tak Hue who looks at the issue of teachers' and students' construction of classroom knowledge from the perspective of school guidance and discipline. This paper examines these issues in the context of two secondary schools in Hong Kong. Colm Kerrigan, in the second paper looks at the emergence of schoolboy football as an aspect of afterschool elementary education in late nineteenth and early twentieth century London schools. He relates these developments to the benefits for the pupils involved (the 'scholars'), improved working relationships between teachers and pupils and the role of the school in the local community. The third paper by Tomomi Saeki, examines the relationship between Japanese pupils' attributions of success or failure in mathematics to their affective attitudes as promoted by the teaching styles they experience in a variety of contexts. The education of medical doctors has attracted a lot of media interest recently and in our fourth paper Dr Martin Talbot explores the issue of creativity and the significance of a questioning attitude as made apparent in the training of junior hospital doctors. He poses the question of whether those who train doctors embody these characteristics and the extent to which they are desirable in a culture that is focusing more on skills and less on the 'bedside manner' approach of former years. The concluding paper by Paul Temple, considers the role of Intermediary Bodies in Higher Education in Central and Eastern Europe. In examining their origins and functions he poses a number of questions about their effectiveness in supporting higher education in these areas.

As in the first issue of *Educate* ~ the range of papers has an international feel which is appropriate for work drawn from an Institution that draws its Doctoral students from all over the world. It also reflects the significance of educational research as an activity addressing as it has in this issue: the teacher trainer, the social role of the teacher in the community, the different settings in which learning can take place, the very different professional environments in which learning is carried out and its effects on professional practice and the role of financial and administrative bodies in the working of educational systems.

We wish to thank all those who have contributed to the publication of this issue. We particularly thank those who submitted work for publication even if it has not been accepted for publication this time. The third issue is now in preparation so please do continue to send work to us. We close by thanking all those who have given their time and energy in producing this issue. We feel confident that it will make interesting and stimulating reading.

The Editorial Board  
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