

Editorial

One of the basic issues with regards any discussions about the education of Aboriginal children is the need to ensure that their life in the classroom is linked, in a meaningful way, to their out-of-school lives - to the reality of their personal and social being.

There are, of course, many ways in which teachers can attempt to create these links; ways in which they can draw on the children's home and community experiences. Importantly, also, there is a diversity of ways in which teachers in the classroom can respect and reaffirm the Aboriginal child's sense of worth and sense of identity. In this issue, for example, John Dwyer's article explores the critical effects of teacher attitudes and expectations. We inevitably convey to our pupils, through subtle and unsubtle means, our opinions of them and the group to which they belong.

An approach which many advocate is the inclusion within the school curriculum of the conventional wisdom of the culture through the use of stories of heroic traditions. We do this with non-Aboriginal Australian pupils. How often do we consider the needs and the cultural traditions of our Aboriginal pupils?

In this issue we present *The Heroic Fisherman: The Munjurr Myth*, from Louis A. Allen's *Time Before Morning*. The reading of such stories in the classroom can provide affirmation for the Aboriginal children, and also help develop among non-Aboriginal pupils, positive feelings towards the culture and values of their Aboriginal peers.

My very best wishes to you all.

B. H. Watts

All correspondence should be addressed to:

*The Editor,
The Aboriginal Child at School,
Schonell Educational Research Centre,
University of Queensland, St Lucia, 4067.*