

EDITORIAL

Once again we have tried to present for your consideration a range of interesting developments in the education of Aboriginal children. All of us, I think, find it hard to come up with new ideas very frequently, but all of us can profit from other people's good ideas. We hope that you will find something in one of the articles here that will seem relevant to your own situation and worth trying in the form reported here or in a modified form.

This journal takes the view that the education of Aboriginal children presents a challenge rather than a problem but, at the same time, we are conscious that at times teachers and parents and some of the children themselves become discouraged about the road-blocks that abound.

Perhaps it makes it easier to deal with these road-blocks if we make a conscious attempt to note carefully the progress we are making. For example, why not try listing those things about your Aboriginal pupils that you have positively enjoyed during the last week. Is there any way of capitalizing on these instances or characteristics to make the teaching/learning process a warm and enjoyable and at the same time stimulating and effective encounter between you and your pupils?

My very best wishes to you all.

B. H. Watts

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