
EDITORIAL

In 1971 a National Workshop on Aboriginal Education was held in Brisbane which recommended that a national journal for teachers of Aboriginal children be established (see 1973 Editorial on page2).

This is the twenty-first year of publication of the Aboriginal Child at School, so this issue is a special one in which we have reproduced a number of articles from the more than one hundred issues of the journal to trace the major themes that have appeared over the years and to take stock for the future.

These major themes include: use of language in schools; literacy; Aboriginal community and parental involvement in education; teacher attitudes; Aboriginal perspectives on schooling and teaching; cultural maintenance; Aboriginal studies; mathematics; Aboriginal student perspectives.

The articles in each of these themes are preceded by a short comment to highlight current thinking in the area. It is interesting to notice how the language and style of writing about and for Aborigines and Torres Strait Islanders has changed over the years.

The initial concern of the Journal was to provide a national forum for teachers of Aboriginal and Torres Strait Island children to exchange ideas and strategies for successful teaching, ways of optimising children's development and techniques for providing challenging and rewarding learning experiences.

We would like to take this opportunity to thank the authors of the many articles we have received over the years, and invite you to continue with your valued contributions.

We intend to maintain that focus in the future, fulfilling our role as facilitators in the provision of "equitable education". We hope that you will enjoy this reflective history of Aboriginal Education from 1973-1994, we certainly found the task of collating the articles an interesting and challenging one.

Best wishes



Michael Williams



Dawn Muir