

EDITORIAL

In this, the fourth issue of *The Aboriginal Child at School* for 1977, we bring to you a diversity of articles which we hope will be of interest to you.

You will notice that we have only two contributions in this issue from practising teachers. We are somewhat discouraged by this. The major reason for beginning the journal back in 1973 was to offer an avenue for teachers of Aboriginal children to share with one another their successful approaches.

Examples of this from earlier issues have been articles concerned with home-school relationships and how individual schools have successfully extended the degree of communication with Aboriginal parents; articles on the ways in which Aboriginal teacher aides have been made an integral part of the school staff and fostered the development of the pupils; articles which have described innovative ways of successfully involving the community in the school program; several articles describing effective ways of helping Aboriginal pupils to success in the language-arts component of their school program; also some descriptions of resource materials found to be particularly effective with Aboriginal pupils.

I understand from discussions with teachers in various parts of Australia and from letters, that many teachers see this section, *From Teacher to Teacher*, as the most useful section.

May I therefore make a plea. Do write in about programs or teaching strategies that you have found to be particularly effective, so that other teachers might capitalize on your experience and your thinking to the benefit of a larger group of Aboriginal pupils.

We would like to receive material for consideration for inclusion in the final issue of the journal this year by the end of September.

My very best wishes to you and your students.

B. & Lott

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