

EDITORIAL

It is now widely recognized and appreciated that, for the education of minority group children to be effective, there is a need for vital involvement and active participation by the minority group members in the educational process. The establishment of The National Aboriginal Education Committee, which we reported on in the last issue, is the most recent manifestation of this trend in Australia.

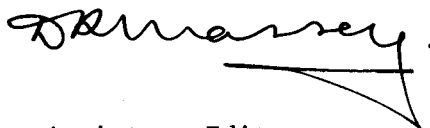
It is at the school level, however, that such involvement and meaningful consultation is vitally necessary.

In this issue we bring you a report on an Indian school in Chicago in which Indian parents and community members are intimately involved in the functioning of the school. Another interesting feature of the school is the way it has fostered and maintained the Indian students' dignity, self-respect and cultural identity.

Readers may like to consider how they can ensure that the Aboriginal people in their community can have more influence and responsibility for the education of their children, and more power to make the decisions that shape their destiny.

They may also contemplate how they might best encourage the development of their Aboriginal students' self-respect, and promote in their school an atmosphere which recognizes, respects and appreciates Aboriginal values and cultural traditions.

My very best wishes to you and to your pupils.



Assistant Editor

All correspondence should be addressed to:

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