Editorial

Welcome to the first issue of *The Australian Journal of Indigenous Education* for 1997. I apologise to those of our contributors and readers who have experienced delays in our communications with them over the last few months. We were without a General Editor for some time for reasons beyond our control and I would like to thank you all for your patience over this time. Fortunately Christine Stratigos was available to take up the General Editor's duties again on a temporary basis to help clear up the back-log.

This issue reflects a broad range of theory and practice. Josephine Ryan, prompted by Jo Lampert's research article that appeared in Vol. 24 No. 1 of this journal, has provided us with some insights into her own experience with students teachers at the Australian Catholic University at Ballarat and their response to the introduction of Australian Indigenous perspectives into a single unit within a Bachelor of Arts/Bachelor of Teaching program. Christine Turner writes of an interesting response by the Injinoo community of Cape York who campaigned to have a bilingual program introduced into the Injinoo school that uses Torres Strait Creole, the home language of the community. She says the Injinoo Home Language Program evolved as a result of School/Departmental/Community liaison. Bob Smith discusses a number of teaching models and strategies that could be employed in community schools. Alan Meyer's paper takes an in-depth look at the issues of culture and identity and provides a discussion of these matters within the context of Aboriginal education. Johann le Roux provides a cross-cultural perspective reflecting on and comparing the situations of Indigenous peoples here in Australia and South Africa. His article discusses some manifestations of what he terms 'a culture of poverty' and evaluates its relevance to both contemporary Australian and South African societies.

Arthur Smith provides us with a carefully considered non-Indigenous perspective on Indigenous research ethics and covers issues such as protocol, policy and practice. He suggests strategies and processes appropriate for Indigenous research including resource materials and policy documents and guidelines that are available for researchers. Nicola Yelland and her colleagues report on a project that was designed to enhance the academic success of Aboriginal and Torres Strait Islander students at the Queensland University of Technology through increased proficiency with, and awareness of, computer technology. Those students involved with the project demonstrated increased confidence and proficiency with computer applications.

This issue also contains book reviews and notices. We hope that the journal will continue to provide an opportunity for educators to receive up-to-date information and a chance to reflect on theory.

We remind you at this time that we welcome all contributions to the journal, although, of course, we cannot publish everything that we receive. However, we encourage responses to articles published and consider such dialogue healthy and important. Please keep it coming and remember that the views expressed in this journal are not necessarily those of the Editorial Committee. Instead, they are the views and ideas of readers of this journal who engage in teaching, running programs and schools, and researching issues of relevance to Aboriginal and Torres Strait Island education.

The Executive Editor

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