

Editorial

Reading is such an important skill in today's society where great emphasis is placed on literacy and numeracy. This is not to say that reading has, in itself, any intrinsic value but it is a tool essential for full and active participation in a complex technological society.

The effective development of reading skills is a highly idiosyncratic process involving the learner's past experience, present abilities, interests and motivations. To match teaching strategies to students' individual learning styles is a complex and demanding task for the teacher.

In this issue we are able to bring you three articles on the teaching of reading to Aboriginal students - all offering proven ideas on ways in which learning to read can become a purposeful and meaningful activity for Aboriginal learners.

It is very pleasing to have a number of articles by Aboriginal educators in this issue of the Journal. My Yunupingu has written of his experience of outstation schools, Ms Ganambarr on the development of science curricula for Aboriginal students and Mr Forrest has reviewed the book *Australian Aborigines - Towards a History*.

Could I please bring to your notice the advertisement for The Winston Churchill Memorial Trust and the position in the Alcohol and Drug Education in Aboriginal Communities Project?

As this is the last issue for 1982 of *The Aboriginal Child at School* I would like to say how very much I have enjoyed my associate editorship and wish you and your students all the very best for 1983.

Looking forward to hearing from you in 1983.

Best wishes

Dave Munro

All correspondence should be addressed to:

The Editor
The Aboriginal Child at School
Aboriginal Education (Munro Street)
University of Queensland
St Lucia 4067