

EDITORIAL

In this journal we focus our attention primarily on the Australian experience. However, we have much to learn from the overseas experience. You might like to consider the applicability to your situation of the three following statements from overseas educators:-

Pidgeon, D.A., 1970: *Expectation and Pupil Performance*. N.R.E.R., Great Britain.

The main contention of this monograph is that the level of performance that children produce in school is governed to no small extent by factors which motivate them to work. It is also maintained that one of the major motivating factors is the expectations that teachers have of the level of performance their pupils are capable of achieving. If a teacher expects his pupils to achieve at a high level, then the pupils will be urged on by this very fact; on the other hand, if the teacher has only low expectations, this will be conveyed to his pupils, albeit subconsciously, and they will have no incentive to perform at higher levels. (p.122)

Thornburg, H.D. and Grinder, R.E., 1975: Children of Aztlán: the Mexican-American Experience. In R.J. Havighurst (Ed.), *Youth*. The 74th Year Book of the National Society for the Study of Education. Part I. University of Chicago Press.

In general, teaching strategies have not been adequately planned for Mexican-American students. Rather, they have been the victims of tracking, the process whereby the teacher assesses the student's capabilities and subsequently guides the students towards a goal thought to be within the student's reach. This has caused many Mexican-American youths to be assigned to vocational-agriculture types of classes since they are expected to be able to learn with their hands and back, but not their minds. This is a condescending way to look at the Mexican-American student, especially since an academic program based on positive reinforcement techniques can facilitate learning among Mexican-Americans as well as among more educationally advantaged adolescents in school. (p.365)

Bloom, B.S., 1972: Innocence in education. *School Review*. 80, 333-351.

These advances in our understanding of education and related phenomena have not always been reflected in our educational practices. I am convinced that little will be done until the meaning and consequences of these new advances are understood by educational scholars, educational leaders, and teachers. I have suggested that these new insights and understandings may be conceived of as the loss of *innocence* about the relations among educational phenomena. This way of posing the problem suggests that the burden of responsibility for appropriate actions and practices rests with the professionals in the field once new ideas are adequately communicated. But long experience in education has left me with the impression that innocence is not easily relinquished and new responsibilities are avoided as long as possible. (p.349)

Do these thoughts have any relevance to you?

We would be very pleased to publish in *The Aboriginal Child at School* your reflections on these matters.

My very best wishes to you and your students.

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