

EDITORIAL

The first edition of *The Aboriginal Child at School* for 1994 continues the journals' delivery of useful reading for its subscribers. The three articles in this edition continue the good quality reporting of special projects and work in progress of people studying and working in the broad field of Aboriginal and Torres Strait island Education.

Potter's views on the place of mathematics in the education of Aboriginal children is a valuable contribution to this development and readers should be encouraged to consider their own approaches to this matter both from the point of view of teachers (both mathematics and non-mathematics) and from students as well as that of parents and family. Glover provides us with an interesting and useful model from which to view the necessary cultural considerations associated with the important area of Early Childhood education while we are given timely insights into the historical picture of writing Aboriginal languages.

The value of such work is in its ability to alert readers to what their colleagues are doing in various fields of interest and this journal is an important link to what is being done in school, related areas and within the context of higher education.

The Aboriginal and Torres Strait Islander Studies Unit at The University of Queensland is pleased to continue its association with the Education Department of The University of Queensland by providing the infrastructure for the production of the journal. The editing responsibilities for the journal are now being expanded with the establishment of a more broadly representative Editorial committee which has more Aboriginal and Torres Strait Island members of staff involved in all aspects of the journals' production.

The future for the journal looks well established and in coming editions we will be asking readers for suggestions regarding improvement in its format.

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