

EDITORIAL

We are entering the 6th year of the production of *The Aboriginal Child at School*. Our original intention was to create an avenue whereby teachers across Australia might share with one another their ideas and those of their practices which enhance the learning of Aboriginal children.

From the correspondence that we receive in this office, it would seem that teachers do find benefits in the Journal, and we look forward to bringing you further helpful articles during 1978. You will, of course, appreciate that this can happen only if you, the teachers, both Aboriginal and non-Aboriginal, send in your contributions. We look forward to receiving them.

We are presently in a time of much questioning and experimentation in the education of Aboriginal children. There is currently emphasis on a great variety of goals, and professional people hold differing views on where priorities should lie.

I would be very pleased to begin a section dealing with correspondence (to the Editor) if you would like to write in raising some of the issues and controversial areas.

I am currently undertaking, at the request of the Education Research and Development Committee, a review of research and development and related policies in Aboriginal education. I plan to complete the report on this review by August of this year. I would be delighted to hear from any of our readers on issues that seem to them of central concern in such a review.

Meantime, of course, the major enterprise in which most of our readers are engaged is the classroom enterprise - the fostering of Aboriginal children's successful learning.

We extend to you our best wishes in this enterprise.

B.H. Latta

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