



The Australian Journal of **INDIGENOUS EDUCATION**

This article was originally published in printed form. The journal began in 1973 and was titled *The Aboriginal Child at School*. In 1996 the journal was transformed to an internationally peer-reviewed publication and renamed *The Australian Journal of Indigenous Education*.

In 2022 *The Australian Journal of Indigenous Education* transitioned to fully Open Access and this article is available for use under the license conditions below.



This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

EDITORIAL

What do Aboriginal students ask of the school system? What goals do they aspire to and how can education help them achieve these goals? What sorts of teachers do they like? What sorts of teaching-learning situations do they find helpful, stimulating, rewarding?

How many of us know the answers to questions such as these? How many of us, indeed, even ask such questions? How many of us feel that such questions should be asked?

Some readers of this Journal might like to pose these or allied questions to their Aboriginal students. I am sure most of our readers would find the students' answers thought-provoking and helpful to them in their continuing search to make education more relevant, more meaningful and more rewarding to their students.

We would be delighted to publish in this Journal the youngsters' comments and views. Will you help?

My very best wishes to you and your students.

Bruce H. Barton

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