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EDITORIAL

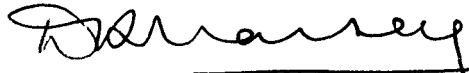
In this issue Mr Harris presents the first part of a two part article on the history of education in New South Wales public schools. He argues that it is important for teachers to be aware of past practices and policies in order better to understand Aboriginals' attitudes to schooling at present.

One consequence of the past practices of exclusion and rejection has been the reluctance of many Aboriginals to become meaningfully involved in the education of their children. Mr Budby, in his article, stresses the necessity for Aboriginal parental involvement, and Mr Cotterell suggests ways in which schools can foster parental participation in the educational process.

Not only is it necessary to be aware of the past to help us understand the present, but also it is useful to have a vision of the future. Mr Lunnay, in an article about a seminar for Aboriginal secondary students in Adelaide, describes how the students were presented with a positive view of their Aboriginal heritage and an awareness of career opportunities to enable them to face the future with dignity and hope; and Mr Coker urges teachers to work with, not for, Aboriginals, and encourages them to give their students more opportunities to adopt leadership roles within the school so that, in the future, they may play a significant part in the development of their communities.

So, guided by the past, and looking towards the future, teachers are better able to offer their students educational experiences that are relevant, satisfying and worthwhile.

Our best wishes to you all.


Assistant Editor

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