



The Australian Journal of **INDIGENOUS EDUCATION**

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EDITORIAL

This issue of *The Aboriginal Child at School* brings to you five articles on a wide range of topics within the field of Aboriginal Education and includes a research study undertaken by W. Langlands, in collaboration with two teachers from the Special School at Jigalong in Western Australia. Teachers need to have knowledge of the book preferences of the children they teach, as interest (as well as reading age) is one factor to be considered in developing effective reading and language arts programs. The Jigalong study shows how children's book preferences can be determined within the classroom context and offers a number of characteristics of books that appealed to the Jigalong children.

The article by Tony Austin considers the social and cultural education in Northern Territory Aboriginal schools with the development of a recommended curriculum for rural Aborigines in the context of bilingual and bicultural education. The role of the Aboriginal community and teachers in such education is explored. Comment on the establishment of such curricula in other states is invited.

Paul Roberts' paper raises a number of points within the field of Aboriginal Teacher Education that merit further discussion; namely, the nature, aims and underlying philosophy of Aboriginal Teacher Education.

The issues and problems relating to language skills in a cross-cultural setting are investigated by Christine Walker, who argues for care in the use of tests developed for different populations of children to assess Aboriginal children's language skills, and caution in the interpretation of results obtained from such tests. Are any teachers developing their own assessment techniques that are proving more helpful than 'external' ones?

Mary Anne Gale, in her article "Why Can't Jangala Write?" describes important cultural and family factors that play a vital role in the successful attainment of literacy skills. If other teachers who have acquired understanding of these factors would be willing to share their experiences with teachers coming recently to teaching Aboriginal students, *The Aboriginal Child at School* would be very pleased to publish such articles.

Best wishes,

Dawn Muir.