

EDITORIAL

*In this, the last issue of *The Aboriginal Child at School* for 1983, we have four contributions from teachers. Two describe instances of curriculum development in Australian race relations and Australian history. The third compares Aboriginal and non-Aboriginal teaching styles and the fourth presents a school profile of Aurukun. Each article is sharing with teachers across Australia ideas and insights that add to the store of professional knowledge available to teachers of Aboriginal children.*

*1983 has slipped away so quickly that many teachers have not had the time to record and reflect upon their experiences and initiatives over the past year. There will be a significant number of teachers taking up positions for the first time in schools with Aboriginal children at the beginning of the next school year. It would be appropriate if the first issue of the coming year's *Aboriginal Child at School* could be directly oriented towards these teachers by devoting the whole issue to contributions from practising teachers around Australia, who might care to share their experiences of successful approaches to the education of Aboriginal children, and so help the induction of new teachers and transferring teachers into their new school settings.*

Very best wishes to you and your students for 1984.

Dawn Muir.

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