

THE ABORIGINAL CHILD AT SCHOOL

A National Journal for Teachers of Aboriginals.

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Editor: Emeritus Professor B.H. Watts,
Honorary Research Consultant to
Department of Education,
University of Queensland, St Lucia, 4067.

Associate Editor: Dawn Muir,
Department of Education,
University of Queensland, St Lucia, 4067.

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Cover Photograph: Mrs Miriam Dadler shows students tracking
skills and sand games.

*Photograph by courtesy of Ms Meredith Edwards, Port Augusta High
School, South Australia. (See article Vol.10, No.1, p.32)*

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the editor.

In this issue I would like to give public recognition to the contribution made to this Journal by Mr David Massey who was Assistant Editor from 1975 until May 1982. Mr Massey has now left the editorial office.

Many of you will have had direct interaction with him primarily through correspondence and you will have personal knowledge of his efficiency, courtesy and helpfulness. He has, for the past seven years, given sterling service to the cause of Aboriginal education and I know readers would want to join with me in wishing him well in his future activities.

A handwritten signature in black ink, appearing to read 'B. A. Watts', with a stylized flourish at the end.

Editor

Editorial

It gives me great pleasure to be guest editor for this issue of *The Aboriginal Child at School* and to renew my contact with Aboriginal education.

The mathematical competencies of children is generating much interest and concern in Australia at present, and this interest is reflected in two articles in this issue. The Australian Mathematics Education Project provides the first national statement of basic mathematical skills and concepts which children need to acquire for effective and satisfying participation in Australian society. Teachers might become involved in the articulation of the A.M.E.P. guidelines and consider how mathematics curricula and teaching strategies could be developed to meet the special needs of Aboriginal children.

Ms Graham's article on mathematics teaching, Mr Christie's on the teaching of reading, the N.A.E.C. draft statement on Aboriginal Studies and Mr Massey's book review highlight the need for care in developing learning experiences for Aboriginal children that take account of their cultural learning styles and individual conceptual backgrounds. Learning style, those specific patterns and skills of learning and remembering that children bring to any learning task, is one of the major determinants of effective learning. In teaching, *how* children learn is as important as *what* they learn. We would be interested in how other teachers are making provision for their pupils' learning styles in their teaching.

Best wishes

Dawn Min.

All correspondence should be addressed to:

The Editor
"The Aboriginal Child at School"
Aboriginal Education (Munro Street)
University of Queensland
ST LUCIA 4067

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