

EDITORIAL

One of the particular characteristics of *The Aboriginal Child at School* is the diverse and wide-ranging topics that the journal is able to bring to readers. The articles in this issue of the journal range from bilingual education, Stephen Harris's article on "Differences Between Bilingual Education and Two-way Schooling" to a project in which multimedia technology and interactive learning materials have been shown to be successfully used in the Remote Area Teacher Education Program in northern Queensland.

"Ayeye Ntyarlke-kerte" is a record of a community art project in an Aboriginal Unit Program in Alice Springs, designed to "record and retell in visual art form an aspect of Arrernte culture. It provides an excellent model for school-community interaction and provides for the enriching of the school culture. The project provided many opportunities for shared and collaborative learning which general educational research is increasingly supporting as a viable and very successful teaching strategy.

The article by Stephen Gibson develops the notion that we need schools with a "positive orientation to cultural pluralism" to cater successfully for urban Aboriginal and Torres Strait Islander learners.

Kind regards,



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Hon. Editor

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