

## EDITORIAL

One of the primary concerns for teachers in their search for appropriate teaching strategies is the identification of learning styles characteristic of their students. A number of articles in this issue of *The Aboriginal Child at School* offer insights into individual learning styles and techniques. Dr M. Sharpe's article suggests how to elicit information without offending the Aboriginal student or the community. Dr J. Kearin's article investigates Aboriginal children's intellectual performance on tasks involving memory abilities. Mr McGrath discusses Aboriginal adult learning styles.

With the increasing interest in and focus upon adult learning and continuing education the identification of individual differences in adult learning styles is extremely important. Effective teaching resulting in productive learning is assured only when the teaching strategy selected matches the learners' idiosyncratic ways of learning.

For those teachers who are actively involved in the study of the nature of reading and the development of reading programs, the article by G. Davidson, "Learning to Read the Aboriginal Way" has been reproduced.

Of special interest in this issue of *The Aboriginal Child at School* is the report by Ms A. Graham on the development and implementation of an Aboriginal language (Arrernte) course for non-Aboriginal high school students. This is the first project of its kind the journal has written up. Are there others?

Best wishes,

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