

EDITORIAL

In this issue we focus some attention on the situation of Aboriginal adolescents. Mr. Lewis describes approaches being taken in New South Wales to aid Aboriginal adolescents in their vocational decisions and from Western Australia we hear details of courses specially devised to meet the needs of some Aboriginal adolescents in remote areas.

Many teachers in secondary schools expressed to me their deep concern about establishing ways of helping Aboriginal adolescents, especially those whose primary achievements are somewhat limited. We hope that the new developments occurring at pre-school and primary levels will ensure that, in the future, Aboriginal secondary students will have a firm grounding in the basic skills and that they will be able to reach out to and profit from a variety of offerings from the secondary school. But, meantime, there are youngsters at this level who, for a variety of reasons, are not able to derive benefit from the traditional programs of the secondary school. How can we help these students?

I am sure that, across Australia, many teachers are developing and implementing successful programs. Several South Australian secondary schools, for example, are participating in an action-research program. I would appeal to teachers who feel they are meeting the needs of their students to share with other teachers, through this Journal, your insights and suggestions. I would like to think that, in each issue from now on, we can offer positive suggestions to high school teachers.

My very best wishes to you and your students.

Betty W. Gatty

P.S. Do you want to start a new section in the Journal : Letters to the Editor?

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