

EDITORIAL

INDIGENOUS PEOPLES' EDUCATION AND OTHER FIELD STUDIES

The nature and objectives of the education of indigenous people has been a subject of study in Canada for quite some time, and a considerable body of literature has been developed in that area. Several Canadian universities have notable programs in Native and Northern Education, and McGill University has been the site of one of the best known of these programs. It is, then, with some interest that we read of research relative to indigenous education in Australia, New Zealand, and several locations in North America.

In this issue, we are publishing the findings of a study done by Maxwell, Hansford, and Bennett, in Australia, relative to Aboriginal students' perceptions of school. The authors make a distinction between traditional and nontraditional Aboriginal students and this makes for an interesting perspective when doing research with indigenous or native peoples. Their study draws some interesting parallels between Australian and Canadian education of native peoples.

Their paper is followed by a study of indigenous peoples' extended family relationships. The author, Douglas James Smith, explores how the nature of extended family relationship has potential in designing new classroom structures. In a sense, Smith's study is somewhat cross-cultural in that he draws on exciting and informative anecdotal material from several indigenous cultures to make his point.

Following these culture-based studies, Eskedal and Behbehani report on an extensive project in Kuwait. Their task has been that of setting up and developing a graduate program in mental health counselling at Kuwait University as a follow-up need to the prevalence of posttraumatic stress disorder resulting from the Iraqi invasion of that country. Their

report gives an insight into the dynamics involved when two university communities in separate countries work cooperatively to set up a much needed education program.

School board elections is not a frequently published topic in scholarly journals. Massicotte's paper on school board elections in Quebec is well documented and examines the topic in a clear, concise manner. He not only raises questions about why there is such low voter turnout for these Quebec elections, but, in addition, makes some substantial proposals on how to increase the electoral turnout.

We conclude this issue with a field-based study in arts teacher education. Prof. Andrews, of Ottawa University, examines the effectiveness of a partnership program with students who had obtained teaching experience within one year of graduation. The students who participated in on-campus activities with expert teachers report the benefits they experienced in this program.

W.M.T.