

EDITORIAL

The idea that literacy in the dominant language can help to empower those who belong to minority groups and who are disadvantaged by and alienated from the mainstream society has been with us for some time. Many programs have been developed in the field of adult literacy in response to this idea. Whether such programs are successful in terms of either achieving general literacy competence for their students, or actually enabling/empowering them to have greater choice and control of their lives is often not clear or even attainable, in view of the narrow and limited scope of programs which focus on adult literacy as skill development, at best, or time-filling at worst.

The very nature and purpose of programs of adult literacy in general, and Aboriginal adult literacy in particular, need to be clearly defined. The goals of such programs must be developed with client contribution and commitment, as must both the teaching and evaluation of such programs.

This issue of *The Aboriginal Child at School* focuses predominantly on adult literacy learning, and the articles included range from their consideration of the political nature of literacy acquisition, to literacy programs that have proved to be successful for both the Aboriginal adult participants and the wider Aboriginal community.

*The Aboriginal Child at School* has many readers who are in the field of Aboriginal adult learning/teaching and an invitation is extended to those in this field to respond to the issues raised in these articles, and to share successful teaching techniques.

Best wishes

*Dawn Muir*

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