

EDITORIAL

The following quotation catches the essence of successful classroom writing:

When writing a piece that says 'just anything' we, as teachers, should be looking for ways to help students to go just a little bit further so that they say 'something'.¹

Helping Aboriginal students go that little bit further has been undertaken very successfully by the authors of two articles in this issue of *The Aboriginal Child at School*.

In the first article, *Transferring to English: Grade 3-4-5 at Lajamanu School*, Sandra Roche, Ron Watt and Lee Cataldi show how to foster the kind of writing that places stress on the pupil's own experience and ways of handling language. Helen McDonald, in the second article, *Teaching Writing in the Aboriginal and Islander Teacher Education Program*, describes a writing program for Aboriginal and Islander students within the university setting.

Another teaching technique of potential value is that of *Writing groups*. Ann Davenport describes how group activities in adult literacy programs

not only stimulate learning and encourage language development, but also personal development in terms of self-confidence and clarification of thoughts and feelings.²

As the school year draws to a close, Mary Hammill joins me in wishing you and your students a most enjoyable vacation and all the very best for 1987.

Dana Klein

Hon. Editor

¹ Brennan, M., (Ed.) 1986: *Making Messages Making Meaning*. Australian Reading Association, Carlton, South Victoria.

² Davenport, A., 1984: Adults discover pleasure in writing. *Australian Journal of Writing*, Vol.7 No.2, pp.80-88.