



The Australian Journal of **INDIGENOUS EDUCATION**

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PORT LINCOLN SOUTH PRIMARY RESOURCE CENTRE



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The bringing of Aboriginal culture to European children as well as urbanised Aborigines has long been a fundamental concern. I guess that my four years in a tribal situation (Indulkana, S.A.) brought the situation even more realistically to me. I often wondered what the reaction of teachers was when it came to the time to "do Aborigines" in the Social Studies curriculum, or on National Aborigines' Day. Even for the most sympathetic teacher, the lack of materials, books and references etc. must have made the task daunting. All too often, I suspect that the subject was mentioned, glossed over and forgotten as quickly as possible, and for that, from a resource point of view, one cannot blame the teacher.

The Aboriginal Libraries Scheme, introduced by the Libraries Branch of the Education Department of South Australia, made the first move in the resource section some time ago. Lincoln South joined the scheme this year. However, I could not help but feel that books only served one aspect of the whole problem. Ned Story from the Museum of South Australia summed up the other side - the need to look, to see, to touch and to feel. Obviously, resource materials were needed, and with this aim in mind, an application was made to the Aboriginal Arts Board for a grant to set up the centre. This grant application has been approved.

The grant will cover the following :-

1. The establishment of a general collection of Aboriginal artifacts, weapons and craft examples from a wide area of Australia, with emphasis being placed upon kit style series, for example, the stages involved in spear making.
2. The establishment of a collection of sophisticated and more unusual items.
3. The printing of a catalogue, identification signs and teaching notes.

4. The purchase of one Aboriginal Heritage kit.*

Additional to this, but not included in the grant, will be the library books placed in the school under the libraries scheme, magazines, posters, articles, etc. etc.

Schools within the area of Eyre Peninsula will be circularized with lists of materials available and will be able to have materials sent to them for either display or teaching purposes. Materials will also be available for community display. This is Stage I of the scheme. Stage II envisages an extension into the fields of craft, music and dance, where it is hoped that children will learn through the experiences of doing, touching, seeing and communicating directly with Aboriginal people. This stage will depend largely upon the initiatives of the Aboriginal Arts Board.

It is realized that this program is an ambitious one that will undoubtedly meet with frustrations and setbacks, but I have great faith in children and their ability to be the architects of social change "...out of the mouths of babes and of little children..."

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* *The Australian Aboriginal Heritage* - see *The Aboriginal Child at School*, Vol.2 No 4 September, 1974, Book Reviews, 60.

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RESOURCE BOOK FOR SECONDARY TEACHERS OF UNMOTIVATED
ABORIGINAL STUDENTS

During 1973 and 1974 an Action Research Project into the Secondary Education of Aborigines was conducted in South Australia. During the course of the project it was found that considerable modification of the schools' curriculum was required if the interest and motivation of students was to increase.

Teachers who have had experience teaching unmotivated or disinterested Aboriginal and white students at higher primary or secondary level, and who have invented or adapted topics which have interested and motivated students, are invited to contribute