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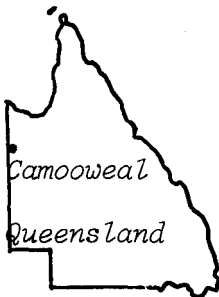
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present (that is, at present it involves the local community's determining how to spend large amounts of outside financial subsidy). Ultimately "self-determination" will surely have to give way to "self dependence", and it is this latter situation to which a Manual Training teacher needs to gear his program.

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"THE LIVING WALLS"

A FOCUS ON SOCIAL STUDIES

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The project I am about to describe was born out of a necessity to encourage children to realize that there are *PEOPLE, PLACES and THINGS* outside Camooweal. To most of us, this statement is obvious, but to some of the children of this insular community such an awareness appears to be neither important nor even necessary.

At the very outset let me assure you that this project was not our only method of teaching Social Studies, but rather an approach which we thought might stimulate the children of this area firstly to accept and then to enjoy learning about the ways of life of other people. Social Studies in a remote area can be uninspiring if initially the only method of gathering knowledge is through books and an occasional out-dated film. Since the children I teach respond to the visual approach, I decided to "paint-out" our Social Studies discussions. The place we chose for such an experiment was under the school where there were available large panels of wall space as well as several cement columns.

THE GROWTH OF AN IDEA

Preparatory to class discussions I was able to engage the voluntary services of a signwriter who painted the two large opposite

walls grey and white. Naturally our first discussions centered on the visual effects of the grey and white walls. The terms 'receding' and 'advancing' colours were introduced, but these were quickly translated by the children into their own terms - dull colours and bright colours - and so, as a consequence, these two walls were referred to as the "Dull Wall" and the "Bright Wall". That the terms dull and bright dominated the discussions was convenient, as this accommodated further questioning which led the children to intimate that, with reference to peoples' lives, the dull things were the problems and the bright things were the solution, or even the prevention of such problems. Having made such a resolution, it was accepted that the walls now be named "*THE PROBLEM WALL*" and "*THE SOLUTION WALL*".

CO-OPERATIVE PLANNING

The *PROBLEM WALL* was not to remain blank for long, as you can no doubt anticipate the flood of suggestions received from the question "And what are some of the world's problems?"

In response to the suggestions made co-operatively by the children, the resource visitor and myself, I set to work and randomly listed with charcoal every suggestion offered. When I had concluded, it was determined that we should approach the problem of putting some order into our suggestions. It was decided that we might group together all the suggestions that had some affinity. After the grouping process was completed, the children ended up with such headings as:

Natural Disasters, Man-made Disasters, Overcrowding,
Pollution, Crime, Poverty, Suffering, War etc.

We decided, at this point, to break into small groups, each of which would be responsible for a particular heading. Within their own groups children discussed how they might visually depict their heading. When a group agreed on a visual translation of their heading, they then approached our signwriter visitor and entreated him to place a charcoal outline on the wall. One group, during its discussions, suggested that we should all reassemble to discuss the theme for the layout of the whole wall. One inspired pupil proposed that we paint as the focal point of the wall, a coloured man and a white man holding the globe in their hands, and at the same time being both shackled to all the other problem visuals. She was obviously intent on the fact that "colour" is one of our problems. Her idea was unanimously accepted and the task of painting the *PROBLEM WALL* began.

PUTTING THINGS TOGETHER

Children worked eagerly to complete their visual, but soon realized that they did not have the necessary technical skills to paint what they intended. This offered an excellent opportunity to re-introduce the signwriter resource visitor, who was only too willing to supervise the project. He introduced paint mixing, high-lighting, washing, letter shading, perspective, shade gradation, outlining, stippling, colour value, contrast, design and balance. The children learnt these skills quickly and after several weeks were deeply engrossed in their work. Many more ideas were added to the wall in the ensuing weeks, until it was finally completed.

Having completed the *PROBLEM WALL* our attention turned to the *SOLUTION WALL*. Through further discussion we arrived at the conclusion that the solution for each problem visual should be painted directly opposite. The same mode was followed as with the *PROBLEM WALL*, and when the grouping of ideas had taken place, such headings were revealed as:

Natural and Man Made Disasters	-	Emergency Services
Overcrowding	-	Decentralization
Vandalism	-	Law and Order
Crime		
Wrong Use of Drugs & Alcohol	-	Health Education
Poverty, Starvation, Famine	-	Full employment Increased Knowledge
Ignorance, Intolerance	-	Better Relations
Pests	-	Scientific Discovery
Suffering	-	Charitable Organizations

and so on.

The next part of the project saw the children paint the brick columns black, and label them - *PEOPLE, PLACES, THINGS*. At this juncture, the children contributed freely to these lists, and many additional unknown items were included by the teacher. The words on these columns, as well as the terms painted on the *PROBLEM WALL* and *SOLUTION WALL*, provided a ready stimulus to introduce the reference skills necessary in locating in the encyclopedia, dictionary and atlas, any required information or explanations. To highlight the various components of Social Studies, the smaller panels under the school were next painted. The panels included such topics as :-

Important Dates, Famous People, Rivers of the World,
Flags of the World, Cities of the World, Major Oceans.

The information for each of these panels was totally prepared by each individual group.

CHECKING THINGS OUT

The painting part of the project now ceased and situations were structured so that it could be gauged whether or not the children understood and could apply to everyday life situations the social studies concepts which had been painted on the walls. It was here that the teacher aide came into play. It was her task to record on cassette tape a weekly program of current events. These events were replayed to the children who were encouraged to select the visual which most closely related to the item of news. When discussion, questions and explanations of the appropriate painting had been concluded, the children were then encouraged to select from the Solution Wall the best possible method of overcoming the problem.

THE BEGINNING

Naturally, the walls didn't exhaustively list every problem and every solution, but they did contain sufficient ideas to promote discussion. The daily newspaper became more sought after and there seemed to be an increased interest in magazines and periodicals.

The question now confronting me as a classroom teacher, seemed to be, "Is it time to introduce a more formalized course of Social Studies instruction?"

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