



The Australian Journal of **INDIGENOUS EDUCATION**

This article was originally published in printed form. The journal began in 1973 and was titled *The Aboriginal Child at School*. In 1996 the journal was transformed to an internationally peer-reviewed publication and renamed *The Australian Journal of Indigenous Education*.

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- 1) The opportunity to meet with other Aboriginal students and share experiences of group identity;
- 2) the opportunity to find out about other Aborigines, and about aspects of Aboriginal culture;
- 3) the encouragement to think about careers and where they themselves "are going" and to plan for their futures;
- 4) the assistance with planning study routines.

Significantly, many students suggested that the camp needed to have been longer - that even with the 10 hour working days, more time was needed to get through the amount of work required. None suggested less work, more recreation.

References

- Duncan, Q.T.: Aboriginal participation in an industrialized economy.
Human Consequences of Technological Change, 1972, 7:17-31.
- Sue, S.: Psychological theory and implications for Asian Americans.
Personnel and Guidance Journal, 1977, 55:381-389.

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ERRATA - Vol.7 No.4, p.17, para 2, line 8.

It is regretted that in transcribing B. Chamber's article for our last issue, a line was omitted. Please substitute the following:

I see very little evidence of re-socialization through Aboriginal Studies, whether it be at the tertiary, secondary or primary level of education. On the contrary, what I do see is an unexpected, or unplanned, outcome whereby the child is encouraged to see his/her personal identity in terms of ethnic identity - specifically in terms of labelling the 'out-group' - and is unwittingly part of a social change process that will foster cultural pluralism, with its separatist, stereotyped and static aspects, rather than cultural diversity. Children are not being encouraged to equally appreciate "the values of diverse cultures and denigrate none, so that there could be continuity in synthesis and resynthesis of the identities of pupils" (Falk, p.14), nor is there any evidence in the education system of planning for "shared values expressed in a 'stable symbolic canopy' for the whole society" (Falk, p.14), except where the status quo is maintained through forced compliance.