



The Australian Journal of **INDIGENOUS EDUCATION**

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THANKS TO OUR GRANDPARENTS

*E.M.Young

Since the colonization of Australia, Aborigines were subjected to cruelty, slavery and degradation.

Many of our people were slaughtered throughout the states, and forced to live like dogs.

The 1967 Referendum gave the right for our people to vote, attain land, socialize in public places, and most of all, be regarded as human beings.

Many organisations receive government funds to provide services to the Aboriginal people.

The Education system provided the training to equip our people with the skills and knowledge to fight for land rights, freedom, and most of all, to keep the dignity that was rightfully theirs before the white man came.

One of the most historic and celebrated events which took place for Queensland Aborigines in 1986 was the returning of some land to the people through the Deed-of-Grant-in-Trust.

So we, the today Aborigines, can say -

"Thank you, Grandfather and Grandmother of yesterday for the struggle you've endured during those early days, and the memories you've kept that one day your children of tomorrow could stand up and fight for their rights."

*Mrs E.M.Young, concerned parent, Woorabinda, Queensland.

Today we can look around and see what has been achieved throughout the states - legal and medical services, housing, education, land rights and Aboriginal controlled communities. Young men and women graduating from Law School, Medical School, becoming teachers, nurses, qualified tradesmen, agriculturists, sportsmen and many more.

We, the older people of this generation must inspire and educate children to continue the struggle to fight for our rights.

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SOME CLASSROOM EXPERIENCES

*J. Marsden

I am an Aboriginal teacher aide working in State schools. When I was offered the job, I just thought that it was a chance to earn extra money. I thought I had a balanced, well-adjusted, confident outlook on life, until I actually started working in schools. The school is a busy bubbling hive of activity and the children quickly sort you out.

I first worked with a mixed group of boys and girls, mainly listening to them read or measure things. As time went by and I got to know the children (in particular Aboriginal children) my interest grew and I wanted to help them as much as I could. It took about 14 months to get the teacher's confidence in me, and courage for me to ask the teacher if I could work with that child to try to help him/her in a particular area. I got a good response from the teacher and the child. My confidence grew and so did the children's

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