

The fortitude of a failure to believe in educational borders: Lessons from Albert Camus

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This paper explores the question of educational boundaries, and in particular the boundaries created around the experience of school. School boundaries are challenged from multiple positions: the truant who learns about life from outside of the school gates; the transitional boundary between early childhood education and primary school; and the boundaries that generate just who can teach and how they should teach. The educational terrain of these boundaries is navigated through a reading of the experience of Albert Camus during the decolonisation of Algeria. Camus was situated in a lonely space. He supported both the colonist and Arab populations, and refused to support any kind of polemic resolution to the problems that faced the Algerian communities. For this position he was severely criticised, and ostracised. However from this position he challenged, regardless of whether he was right or wrong, the construction of the borders in Algerian society. His brand of humanism (arguably) put to his contemporaries that there were no borders. How then might his essays, taken mainly from *Resistance, Rebellion and Death* be put to use again? What disruptions can and should be considered in relation to the educational boundaries considered above?