

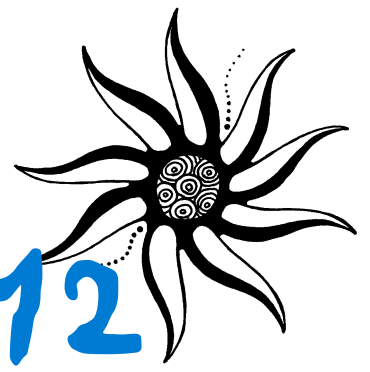
# Aboriginal Education K-12



Resource guide



# Aboriginal Education K-12



Resource guide

## Acknowledgments

*The Aboriginal education K–12 resource guide* has been developed by the Aboriginal Studies Team in collaboration with the Library and Information Literacy Team, Professional Support and Curriculum Directorate, and the NSW Aboriginal Education Consultative Group Incorporated.

The NSW Department of Education and Training would like to acknowledge those state, regional and local Aboriginal Education Consultative Group Inc members, and other educators, who contributed to this development of the *Aboriginal education K–12 resource guide*.

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## Specialist reviewers for this project

Information about reviewers can be found on page 125.

A special thank you to the suppliers of resources for this project. See page 125 for further details.

## Cover illustration

Elaine Russell, ©2002

## Information and support

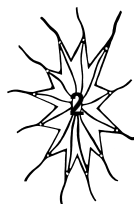
For policy advice and curriculum support for Aboriginal Studies K–12 contact the Aboriginal Studies Team on phone (02) 9886 7675.

For further information about reviews contact the Review Coordinator on phone (02) 9886 7478.

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Aboriginal education K–12 resource guide

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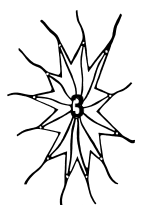
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# Foreword

The NSW Department of Education and Training supports the ongoing commitment of schools and Aboriginal communities to the teaching of Aboriginal studies across all curriculum areas.

The *Aboriginal education K–12 resource guide* will benefit teachers, Aboriginal education workers and community members. All students have an entitlement to quality, culturally appropriate resources to enable them to achieve equitable educational outcomes.

It is through teachers having access to and knowledge of these appropriate resources that all students can learn about Aboriginal Australia and gain a proper understanding of Aboriginal cultures, communities and histories. In this way cross-cultural understanding is improved and the processes of Reconciliation are strengthened.

In developing the *Aboriginal education K–12 resource guide* the NSW Department of Education and Training has strengthened its partnership with Aboriginal communities throughout New South Wales. In addition, stronger links with the NSW Aboriginal Education Consultative Group Incorporated have been achieved.

The *Aboriginal education K–12 resource guide* will assist schools and communities in teaching Aboriginal studies and demonstrating how to successfully provide culturally appropriate resources for the teaching of Aboriginal studies programs.

I commend the *Aboriginal education K–12 resource guide* to you, and know it will have a positive impact on the teaching and implementation of Aboriginal studies across all of the key learning areas.



Robert Randall  
Director  
Professional Support and Curriculum





# Introduction

The NSW Aboriginal Education Consultative Group Incorporated (AECG Inc.) is committed to assisting in developing programs to teach Aboriginal studies in NSW schools. Teaching Aboriginal studies will strengthen the cultural identity of Aboriginal students in NSW schools, enhance Aboriginal community involvement, and promote understanding by all students of Aboriginal culture, history and current issues.

The *Aboriginal education K–12 resource guide* has been developed to assist schools and communities to implement Aboriginal studies across all key learning areas. The NSW AECG Inc. has a strong partnership with the Office of the Board of Studies, NSW and the NSW Department of Education and Training in promoting and resourcing the teaching of Aboriginal studies in NSW schools. The local and regional networks of the AECG are available to assist schools in developing and implementing Aboriginal studies. The NSW AECG Inc. is a source of community contact for NSW public schools.

Schools must ensure that Aboriginal people are partners in the development, implementation and evaluation of Aboriginal education programs and resources.

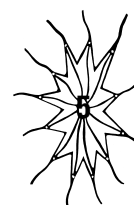
I highly recommend the *Aboriginal education K–12 resource guide*. The use of effective and appropriate teaching resources is a major step towards strengthening our culture and values. People need to understand that issues around Aboriginal studies are extremely sensitive and deeply felt by Aboriginal people. Many of the resources listed in this guide can help in this understanding.



Charles Davison

President

NSW Aboriginal Education Consultative Group Incorporated





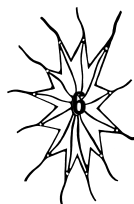
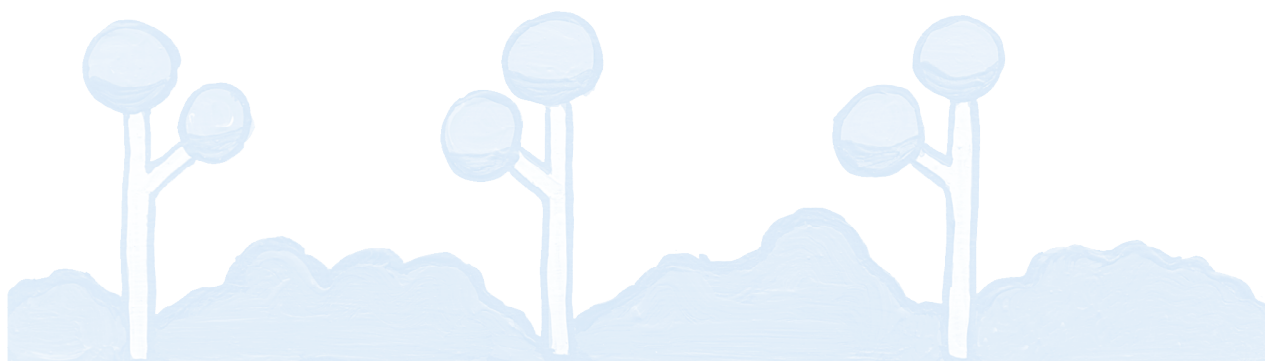
# Statement of purpose

The aim of this guide is to provide a framework to assist all teachers and other educators in government schools to select and use resources which are culturally appropriate, and in keeping with the NSW Department of Education and Training's *Aboriginal Education Policy*.

The guide will assist teachers in identifying and utilising culturally appropriate materials in the teaching of Aboriginal Studies, and Aboriginal studies perspectives. In the guide we have tried to look at a wide variety of resources and media, ranging from books to Internet sites.

The use of this resource guide will assist in raising an awareness in teachers of the need to use resources that do not reinforce racist and stereotypical views of Aboriginal peoples and cultures. For this reason, some reviews of resources which require sensitive use have been included in the guide to help clarify such issues.

The guide will also assist the development of skills in evaluating culturally appropriate materials in order to encourage understanding and critical awareness when using resources. These skills will be invaluable for educators in evaluating new resources as they become available and when considering resources that are not included in this guide. Additional reviews can be found in the quarterly journal, *Scan*, and on the Department's website at:  
[www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/](http://www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/)





# How this Resource Guide works

This *Aboriginal education K–12 resource guide* consists of three sections. The first section includes background information for users of the guide. The second section provides guidance for the evaluation and selection of materials to be used in Aboriginal studies. The third section contains an annotated bibliography of a range of resources, which have been reviewed by Aboriginal and non-Aboriginal educators.

The **Selection criteria** for evaluating Aboriginal studies resources have been developed from a number of workshops conducted with teachers, educators and NSW AECG Inc. community groups. The criteria provide a guide to assist in the selection of culturally appropriate resources which present balance, respect and the cultural diversity of Aboriginal peoples. The criteria will also assist teachers to understand the importance of a critical approach to using resources to support Aboriginal studies. This will inform strategies to develop critical analysis skills. The reviews also provide some starting points.

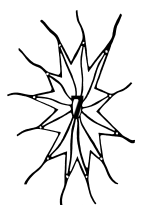
The format used for **Evaluating resources** includes, “questions to ask”, and “what to look for” when considering the appropriateness of resources for education.

This guide provides an evaluation process for selecting culturally appropriate material to support Aboriginal studies. Fundamentally, human resources are the most effective and valuable resources available to educators in determining the appropriateness and suitability of materials.

Effective consultation will ensure that resources addressing the Stolen Generations, Aboriginal Deaths in Custody and Reconciliation are being appropriately implemented in teaching and learning programs. Care must be taken to consult because some materials may be sensitive or unacceptable to particular Aboriginal groups.

The NSW Aboriginal Education Consultative Group Inc. is recognised by the NSW Department of Education and Training as the principal source of community-based advice on Aboriginal education. This advice is provided at local, regional and state levels and ensures that Aboriginal community views are reflected in policies, programs and resources.

The compilation of resources in this guide does not constitute the full range that is available for use in teaching Aboriginal studies.



# Section 1: Background information

## Commitment to the teaching of Aboriginal studies

*The Department of School Education is committed to promoting the educational achievements of Aboriginal students and to enhancing the knowledge and understanding of all students about Aboriginal Australia.*

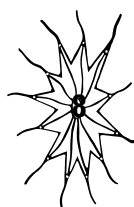
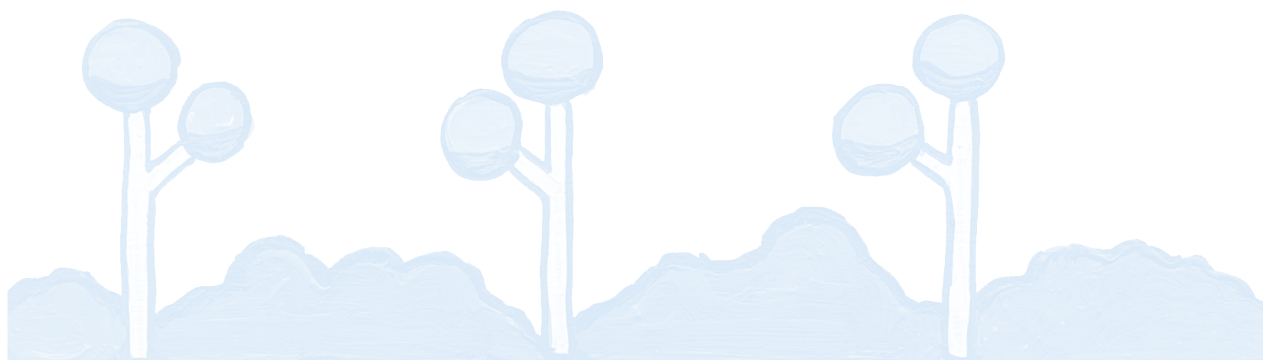
Ken Boston, Director-General

Director-General's Statement in *Aboriginal Education Policy*. Sydney. NSW Department of School Education 1996

*Aboriginal education is not only the appropriate education of Aboriginal students but also must involve the education of all Australian students about Indigenous Australia. Participation and outcomes of Aboriginal students will improve when Indigenous cultures, history and contemporary issues are integral to the curriculum for all students.*

Linda Burney, Director-General, NSW Department of Aboriginal Affairs (formerly President of NSW AECG Inc.)

President of NSW AECG's statement in *Aboriginal Education Policy*. Sydney. NSW Department of School Education 1995





## Historical background to the development of resources

An increasing number of resources are constantly being developed by Aboriginal people or in conjunction with Aboriginal people in an attempt to give accurate and balanced views which reflect the cultural diversity of Aboriginal societies in Australia.

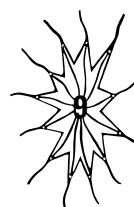
Many resources written and produced about Aboriginal people and their cultures in the past contained inaccurate, negative and stereotyped information. Most of these resources were written by non-Aboriginal people, without consultation with Aboriginal people. When using this material educators are advised to take a discerning and considered approach, and be aware of cultural bias and stereotypes.

*Fundamental to the thinking of those who wrote for school children was the idea that humanity was divided into races and that only some of those races were 'civilised'. The others stood in need of being civilised; a task best accomplished for them by... the one truly civilised race, the British. (Firth & Darlington, 1993:80)*

*Members of a race intellectually and socially far inferior to people of European descent... The effect of depicting Aborigines in this way was to justify the British occupation of the continent. (Firth & Darlington, 1993:82)*

Implementation of the *Aboriginal Education Policy* in NSW schools has resulted in sensitivity to and consultation with local Aboriginal and Torres Strait Islander people and the use of more accurate and balanced materials in schools. There is also a greater understanding of the judgements that need to be made about resources, and the need for consulting with the Aboriginal community when using them.

There is now a multitude of resources and materials written by, or in consultation with, Aboriginal peoples, which contain information about a variety of individuals and communities, thus reinforcing the diversity and complexity of Aboriginal and Torres Strait Islander cultures.



## Community consultation in the development of resources

The launch in 1996 of the NSW Department of Education and Training's *Aboriginal Education Policy* resulted in many achievements across NSW. The *Aboriginal Education Policy* reinforced the need for consultation with Aboriginal and Torres Strait Islander communities. The Department of Education and Training and the NSW State AECG Inc<sup>1</sup> have entered into an agreement which will strengthen the partnership between the two.

One of the commitments under the agreement is the need to:

*...consult on the targeting of resources that ensure equitable outcomes for Aboriginal students.*

When considering resources for teaching Aboriginal studies or perspectives, a range of local Aboriginal organisations should be approached in person. To ensure that all local communities are reached and consulted, the process should be ongoing and will take time. The way to do this is with a local, regional and State focus in all areas and levels of education. The NSW Department of Education and Training, in conjunction with the NSW State AECG Inc., have developed this resource guide in the hope that teachers and educators are able to develop their skills in selecting and analysing appropriate resources, with assistance from their local or regional Aboriginal communities, e.g. local AECG or ASSPA groups.

## What are Aboriginal Studies and Aboriginal studies perspectives?

Teaching Aboriginal studies has special difficulties for non-Aboriginal people. Very little in their education or experience has prepared them for an in-depth knowledge of Aboriginal peoples and cultures. Knowledge about Aboriginal people is too often derived from popular myths or from a media which sensationalises, distorts or omits Aboriginal issues.

Aboriginal studies should have a contemporary focus, yet too many people still think in so-called "traditional" terms, e.g. "the man on the rock with spear," which perpetuates those exotic and dated stereotypes inherited from a colonial past.

Aboriginal history is Australian history; it belongs to us all.

## Aboriginal Studies

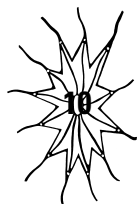
Aboriginal Studies is a subject or syllabus in its own right. Aboriginal Studies courses focus on Aboriginal content, achievements and issues. They are essential for in-depth understanding of Aboriginal history and culture.

The two Aboriginal Studies syllabuses in the NSW curriculum are:

- *Aboriginal Studies 7–10*
- *Aboriginal Studies: Stage 6 syllabus.*

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<sup>1</sup> The NSW Aboriginal Education Consultative Group is the peak advisory body for the NSW Department of Education and Training. In 1999 both the NSW AECG Inc. and NSW Department of Education and Training signed a partnership agreement.





## Aboriginal studies perspectives

A perspective is a way of viewing the world, the people in it, their relationship with each other, and their environment. The ability to recognise our own perspective, and the perspectives of others, can extend our view and increase our understanding of the world.

An Aboriginal perspective is something that recognises and values Aboriginal culture and identity.

Aboriginal studies perspectives are included in content and issues of a general nature or cross-cultural nature. They ensure that Aboriginal people and their interests, achievements and viewpoints are reflected in the content or issues to provide a broader view of the topic and develop cross-cultural understandings.

Aboriginal perspectives increase student exposure to Aboriginal education and place Aboriginal experiences in the context of Australian and global societies.

Aboriginal people will bring diverse Aboriginal perspectives to each situation and each must be respected.

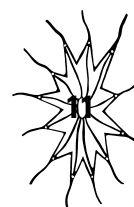
*When adopting an across-curriculum approach, schools need to ensure that it is comprehensive and accurate. They should also ensure that it has depth and meaning and does not trivialise the cultures and beliefs of Aboriginal people. In particular, curriculum developers must be aware that most aspects of these cultures cannot be confined to just one area of the curriculum.*

Curriculum Corporation, *You can do it too: Aboriginal and Torres Strait Islander studies across the curriculum*. Carlton, Vic, 1996.

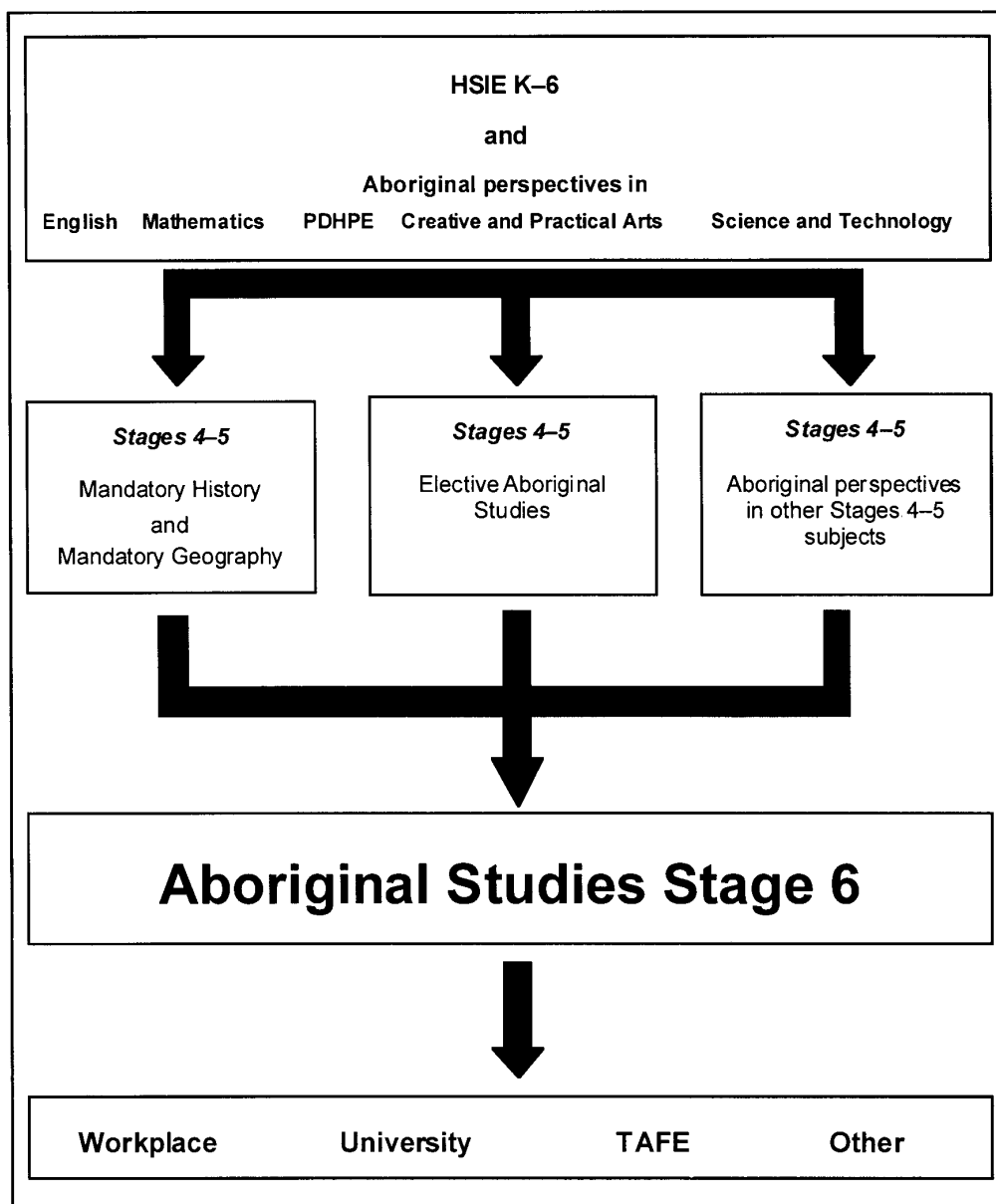
## Curriculum links

This resource guide links resources with the Department of Education and Training curriculum key learning areas, from Early Stage 1 through to Stage 6. Resource reviews featured in this guide will help teachers to better select material to use in units of work.

These curriculum links are vital as there is a continuum of learning for Aboriginal studies from K–12. The *Human Society and Its Environment K–6 syllabus* has mandatory perspectives in Aboriginal studies, and syllabuses in the other key learning areas also include Aboriginal perspectives. The continuum of learning for Aboriginal Studies Stage 6 students is reflective of this overall continuum for Aboriginal Studies K–12 (see extract from *Aboriginal Studies: Stage 6 syllabus* next page).



## Continuum of learning for Aboriginal studies

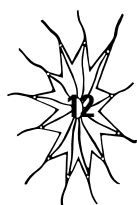


Mandatory History in Stage 4 includes the unit of study, *Indigenous Peoples, Colonisation and Contact History*, through which students explore the nature and impact of colonisation and contact between Indigenous and non-Indigenous people in Australia and in one other location. In Stage 5 students study the shared history of Australia in the twentieth century, including a major focus on the changing nature of Aboriginal and non-Aboriginal relations.

Mandatory Geography in Stage 5 includes the study of Aboriginality and the Australian identity, concepts and experiences of citizenship for Australian Aboriginal communities and strategies for reconciliation between Aboriginal and non-Aboriginal Australians.

The *Aboriginal Studies Stage 6 Syllabus* builds on this knowledge and understanding.

Reprinted with permission from *Aboriginal Studies: Stage 6 syllabus*, p 7. ©1999, Board of Studies NSW





## Glossary

It was decided to include in the guide a glossary of appropriate terminology. When we talk about appropriate terminology we mean the correct terms to use when referring to Aboriginal peoples and their cultures.

Below is a list of current appropriate terminologies along with their definitions.

### **Aborigine Aboriginal (capital A)**

*Aboriginal* and *Aborigine* are Latin-derived English terms which when written with a lower case “a” are used to describe any original inhabitants throughout the world. Using upper case denotes a racial group and respect for that group. Example: Italian, English, Aboriginal people/groups. It is important to note that the term ‘Aboriginal’ is more appropriate than ‘Aborigine’, and should always be used when referring to Aboriginal people, their history and culture.

### **Aboriginal English**

Aboriginal English is a dialect of English. It is the first language, or home language, of many Aboriginal children in NSW and throughout Australia. Aboriginal English is a recognised form of communication in NSW government schools.

### **Custodians and owners of language groups**

We can define custodian and owner in two ways: (1) A custodian is the keeper of the targeted language group, whereas the owner may not be the custodian. The owner may give rights to a person to look after and teach the language, who is thus called the custodian. The custodians are the community itself. (2) Owners can also be the custodians, if the owners feel that there is no one else to look after the language, or when they feel that no one else can be true to the language. Not all Aboriginal communities will have identifiable owners and custodians. The best thing to do would be to consult your Aboriginal community through the local AECG or community organisations.

### **Cultural diversity**

Cultural diversity refers to the varied and different beliefs, attitudes, skills and tools by which communities structure their lives and interact with their environment.

### **Dreamings, Creation stories, Dreaming stories**

NSW Dreamings, Creation stories or Dreaming stories are the appropriate terms as they describe Indigenous beliefs as ongoing today. *Dreamtime* is used by many people to refer to the period of creation.

### **Elders**

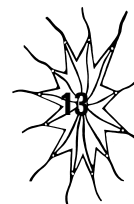
Elder is a custodian of knowledge and Lore. Elders are those people chosen and accepted by their own communities as people who have permission to disclose cultural knowledge and beliefs. Elders are highly respected people within Aboriginal communities. Proper consultation with local Aboriginal communities will lead schools to recognised Elders.

### **Indigenous peoples**

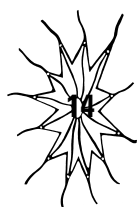
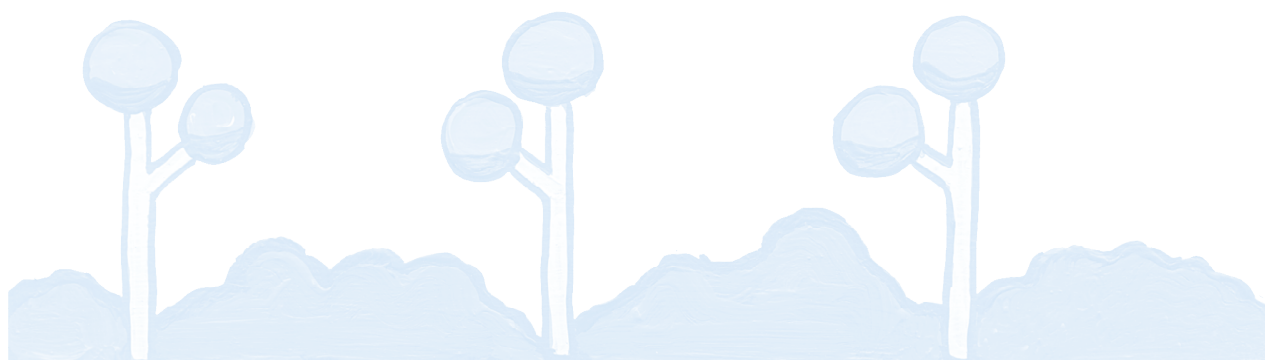
In Australia, Indigenous people are Aboriginal and Torres Strait Islander peoples.

### **Invasion**

An invasion is the forced takeover of land and the subjugation of its people.



<b>Language group</b>	A language group is an Aboriginal group identified by the use of a common language (both verbal and non-verbal) and identified with a particular territory.
<b>Protocols</b>	Protocols are guidelines for all people to follow to establish and maintain positive and mutually beneficial relationships between Aboriginal and non-Aboriginal people, communities and their organisations.
<b>Reconciliation</b>	Reconciliation is a Commonwealth initiative to promote understanding between Aboriginal and Torres Strait Islander peoples and the wider community. The process seeks to reduce Aboriginal and Torres Strait Islander disadvantage.
<b>Respect</b>	<p>Respect is a term used commonly in NSW Aboriginal communities. It refers to the way an individual treats others. Showing respect occurs in many ways, such as waiting to speak, not asking too many direct questions, ensuring that people are not made to feel uncomfortable or uneasy, and generally showing regard for the ideas, beliefs and cultures of others.</p> <p>Respect is related to protocols. When consulting, showing respect implies that community opinion is sought from all, or a wide range of, Elders and other community members.</p>





# Section 2: Selection criteria

The selection criteria consist of key concepts that assist teachers and other educators when selecting appropriate resources in all formats (print, audio, pictorial, Internet, CD-ROM). Each concept will provide a list of possible questions to ask, what to look for and what to do. There may be areas that have not been shown that you may think of. Adding these to the list will make this guide stronger.

## Key concepts in evaluating resources

Resources and support materials for Aboriginal studies must value the diversity of Aboriginal cultures. It is important that the materials and resources recognise contemporary Aboriginal input as an indication of the cultural diversity of Aboriginal communities and present them as living, dynamic and changing cultures. Resources that contain text that is demeaning to Aboriginal people and their cultures should be avoided.

The key concepts listed below are a guide for teachers and community people to follow when appraising resources. Each area will provide you with a list of possible questions to think about.

### Authenticity and accuracy

Before 1990 a lot of materials produced contained stereotyped and generalised information about Aboriginal people. Since this time there have been numerous resources and materials written by, or in consultation with, Aboriginal people which contain information about particular groups or communities and reinforce the diversity and complexity of Aboriginal life. The NSW Department of Education and Training and the NSW AECG Inc. have been working to provide teachers and the wider community with a more authentic and accurate view of Aboriginal peoples and their cultures, particularly in NSW.

### Balance

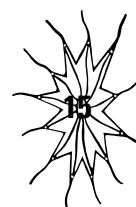
Resources and support materials for Aboriginal studies must value the diversity of Aboriginal cultures.

### Participation and support

It is important that materials and resources recognise contemporary Aboriginal input as an indication of the cultural diversity of Aboriginal communities, and present these communities as living, dynamic and changing cultures.

### Exclusion and omission

Some resources with Australian content, including recent publications, make little or no reference to Aboriginal and Torres Strait Islander peoples, their perspectives and contributions. Simplistic information can be misleading. Being aware of this, and teaching students to recognise such issues when using resources is crucial to developing critical skills.



## Sensitivity

Some Aboriginal and Torres Strait Islander people may be upset if a resource includes material of a secret or sacred nature, which is not intended for public knowledge. This can include images of ceremonies, artwork, and names and photographs of people who are now deceased. Consultation with the local Aboriginal community will help ensure appropriate resources are used.

## Key questions in evaluating resources

### Is the material accurate: truthful, exact and free from error?

- Do illustrations and photographs portray Aboriginal people positively?
- Are stereotypes avoided?

### Does the material refer to Australian history as a shared history?

- Does the material give a true account of both the Aboriginal and non-Aboriginal history of this land? Does the material ignore Aboriginal resistance? Is there an assumption of *Terra Nullius*?
- Does the material address issues of social justice?
- Does the material provide a balance of views in its account of a particular history or histories?
- Does the material give a balanced view of Aboriginal societies in regards to traditional and contemporary cultural practices?
- Does the material address contemporary issues, such as the Stolen Generations, Land Rights and identity?

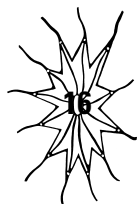
### Have Aboriginal people participated in the development of the materials?

- Are there Aboriginal voices presented in the material, e.g. as authors, as a source of information, or as a quote?
- Is the history of British colonisation of Australia presented as either “settlement” or “invasion” rather than both points of view being presented?
- Does the material address the cultural diversity in Aboriginal societies? For example, Australia has around 250 Aboriginal languages.
- Is the diversity of Aboriginal societies and cultures acknowledged?

### Does the material use appropriate terminology?

Inappropriate terminology could include the following:

- Ethnocentric terms: primitive, inferior, uncivilised, stone age, savage, myths, legends
- Generalisations: they, them all, for example, "All Aboriginal people are good at sports"
- Racist terms: half caste, full blood, quarter caste
- Biased historical interpretations: for example, "first settlers in Australia", "first explorers to cross the Blue Mountains", "Australia was discovered..."



## Selection criteria for resources

### Authenticity

- Is the material up-to-date?
- Is the material accurate?
- Does the material over-generalise?
- Are illustrations and photographs positive and accurate portrayals of Aboriginal people and Torres Strait Islander people, and relevant to the text?
- Are photographs accompanied by captions which name the Aboriginal and/or Torres Strait Islander persons and/or groups and where they come from?

### Balanced nature of material

- Are stereotyping and racist connotations present?
- Is the diversity of Indigenous societies acknowledged?
- Does the resource emphasise sacred and profound aspects of Indigenous culture to the exclusion of other cultural groups?
- Does the material use derogatory terms that offend Aboriginal people and Torres Strait Islander people?
- Does the resource trivialise Aboriginal and Torres Strait Islander technologies?
- Is the material biased and/or does it distort the real issues?

### Aboriginal and Torres Strait Islander participation

- Is the author an Aboriginal or Torres Strait Islander?
- Does the resource acknowledge Aboriginal and/or Torres Strait Islander participation in the research, writing and presentation process?

### Accuracy and support

- Has the material been endorsed by local, regional, state or territory AECGs or endorsed by other Indigenous groups?
- Is the material acceptable to the local community?
- Does the material utilise appropriate terminology?

### Exclusion of content of a secret or sacred nature

- Does the material show and/or talk about secret or sacred items?
- Does the publication use the name of a deceased person?

Adapted from: Craven, R. (ed) *Teaching Aboriginal Studies*, Allen & Unwin, 1999.

## References

*Handbook for school libraries*. New South Wales. Department of School Education. Curriculum Directorate, 1996.

*Information skills in the school*. NSW Department of Education, [1989].

*National principles and guidelines for Aboriginal studies and Torres Strait Islander studies K-12*. National Aboriginal Studies and Torres Strait Islander Studies Project. Curriculum Corporation, 1995.

*Resource guide for Aboriginal studies and Torres Strait Islander studies*. National Aboriginal Studies and Torres Strait Islander Studies Project. Curriculum Corporation, 1995.

*Teaching Aboriginal studies*. edited by Rhonda Craven, Allen & Unwin, 1999.



# Section 3: Resource reviews resource rev

## About the reviews

The reviews are designed to assist teachers and educators select relevant, culturally appropriate resources to support Aboriginal studies K-12 across all Key Learning Areas (KLAs), in keeping with Departmental Aboriginal Education Policy.

The reviews are arranged in the following broad categories:

**Abstracts** – of some key Departmental and Board of Studies documents or resources

**Primary fiction**

**Primary information, poetry and drama**

**Secondary fiction**

**Secondary information, poetry and drama**

**Internet sites**

**Professional resources**

Fiction or information resource reviews relevant to both primary and secondary students are repeated across both sections.

USER LEVELS are given in Stages as follows:

**Early Stage 1** (for *Preschool/Early Childhood*)

**Stage 1** (for *Lower primary*)

**Stage 2** (for *Middle primary*)

**Stage 3** (for *Upper primary*)

**Stage 4** (for *Lower secondary*)

**Stage 5** (for *Middle secondary*)

**Stage 6** (for *Upper secondary*)

**Community** (for *Community/Parent/Adult*)

**Professional** (for *Teachers*)

The category **KLA** is intended to provide a guide as to which Key Learning Area the resource supports. These, and the **USER LEVEL**, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

<b>CA</b>	<i>Creative Arts (primary &amp; secondary);</i>
<b>English</b>	<i>English (primary &amp; secondary);</i>
<b>HSIE</b>	<i>Human Society &amp; its Environment;</i>
<b>Languages</b>	<i>Languages other than English;</i>
<b>Mathematics</b>	<i>Mathematics (primary &amp; secondary);</i>
<b>PDHPE</b>	<i>Personal Development/Health/Physical Education;</i>
<b>Science</b>	<i>Science (secondary);</i>
<b>TAS</b>	<i>Science &amp; Technology (primary);</i>
<b>ST</b>	<i>Technology &amp; Applied Studies (secondary);</i>

and

**VOC ED**  
**CEC**

*Vocational Education*  
*in front of a syllabus denotes that it is a*  
*Content Endorsed Course.*

Information about the reviewers and suppliers of the resources can be found at the end of the reviews.

The *Easy guide and curriculum links* matrix that follows the reviews allows teachers and educators easy access to resources they may be interested in by title, KLA, and media type (book, kit, video etc).

Up-to-date reviews, as they are completed, will continue to be published in *Scan* and on the NSW Department of Education and Training's website, at: [www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/](http://www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/)

## Abstracts of key DET & BOS documents & resources

*Resources are in Dewey order.*

*For further information on the availability*

*of Departmental documents contact DET*

*Sales, Fax (02) 9793 3242; for further*

*information on resources published*

*by the Board of Studies NSW,*

*Fax (02) 9262 6270.*

## Aboriginal education: training & development resource. School support document

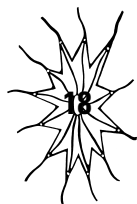
NSW Dept. of Education and Training, [1998]

ISBN none

[305.89]

ABSTRACT

This manual was produced to assist schools to implement the *Aboriginal education policy*. The information provided fosters development of understanding of Aboriginal history and cultures, with the central theme being the promotion of educational achievements of Aboriginal students within the context of educating all Departmental staff and students about Aboriginal Australia. Three focus areas are targeted: Aboriginal





students; all DET staff and students; and Aboriginal communities. Sections include: **Historical sources**; **The Royal Commission into Aboriginal Deaths in Custody**; **Separation of Aboriginal children from their families**; **Reconciliation**; **Aboriginal languages and Aboriginal English**; **Aboriginal studies**; and **Health issues**. A supporting video, *It's about time, it's about change... and it's about time*, features the work of several schools working to achieve the aims of the document.

**USER LEVEL:** Professional  
Distributed to all DET schools SCIS 974145

## **Big mob books for little fullas [kit]**

/ edited by Kate Merrifield; produced by the Board of Studies NSW and the NSW Dept. of School Education, 1997 (Aboriginal emergent readers kit)

ISBN none [305.89]  
ABSTRACT

The purpose of this kit is to: increase the levels of literacy among students K-6; inform and educate teachers about Aboriginal language and related protocol; and encourage the introduction of local Aboriginal language into the classroom, in consultation with the local Aboriginal community. Designed primarily for use in literacy programs, there are ideas for use with all KLAs. There is a strong focus on encouraging local community involvement in the classroom. The kit includes, for example, stories and songs from Aboriginal communities, in a range of Aboriginal languages. The majority of artwork and text is by Aboriginal children and adults from across New South Wales. The big books feature Aboriginal people, and the language used includes Aboriginal English. Reflecting the diversity of Aboriginal communities, these elements of the kit also present positive, contemporary images of Aboriginal life in New South Wales, and accurately represent the views of Aboriginal people. Of benefit to both Aboriginal and non-Aboriginal students, the kit has four satchels. Those for Early Stage 1, Stage 1, and Stage 2 each contain five big books and four or five accompanying small books. The fourth satchel includes: teacher's blackline proformas; a teacher's handbook; an additional big book for teaching; and an audiotope. Information for teachers includes strategies, and a discussion of some issues related to literacy and Aboriginal communities.

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
Professional

**KLA:** English; HSIE K-6

**SYLLABUS:** English K-6; HSIE K-6  
Distributed to DET primary and central schools

Some of the titles in the kit are:

<b>After school</b>	SCIS 918146
<b>Big mob books for little fullas</b> [sound recording]	SCIS 919082
<b>Blackline masters: big mob books for little fullas emergent readers kit</b>	SCIS 919080
<b>The Bunyip</b>	SCIS 918169
<b>Cathy Freeman's story</b>	SCIS 918152
<b>Ears</b>	SCIS 919079
<b>Johnny cakes</b>	SCIS 918142
<b>My body</b>	SCIS 918156
<b>My mob</b>	SCIS 918155
<b>Teacher's handbook: big mob books for little fullas emergent readers kit</b>	SCIS 919081
<b>Ten little jarjum</b>	SCIS 918161
<b>What am I?</b>	SCIS 918186

## **Talking identity: an Aboriginal perspective [kit]**

NSW Dept. of Education and Training, 2002

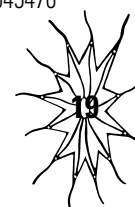
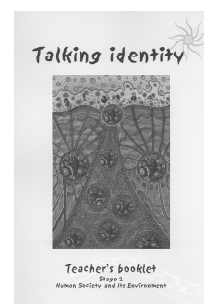
ISBN none [305.89]  
ABSTRACT

*Human Society and Its Environment* K-6 syllabus for Stage 2 outcomes that deal with identity, primarily from an Aboriginal perspective, are supported by this specially developed unit of work. It comprises a teacher's booklet, a copy of Diana Kidd's novel, the picture book *Rak Niwili* and the accompanying audiotope of the *Rak Niwili* song. In keeping with departmental policy, the program recommends that community consultation be integral to the incorporation of this unit into school programs. The unit comprises nine topics. Suggested teaching programs include notes and background information for consultation and protocol issues with Aboriginal communities. Overheads and student worksheets are also available. Additional readings to extend students' knowledge and understanding of Aboriginal identity and Aboriginal Australia are provided.

**USER LEVEL:** Stage 2  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
Distributed to all DET schools SCIS 1104022

Titles in this kit are:

<b>The fat and juicy place</b>	SCIS 700521
<b>Rak Niwili</b>	SCIS 859716
<b>Rak Niwili</b> [sound recording]	SCIS 859731
<b>Talking identity: teachers handbook</b>	SCIS 1045470



## **Working with Aboriginal communities: a guide to community consultation and protocols**

Board of Studies NSW, 2001

ISBN 0731349385

[371.19]

ABSTRACT

Produced to assist schools with initiating and maintaining consultation with local Aboriginal and Torres Strait Islander communities, this is a support document for the development of effective teaching and learning programs which incorporate Aboriginal perspectives across the curriculum. **Introduction** considers the broad curriculum framework: definitions of consultation and protocols; why consultation is necessary; sensitive issues; and developing a coordinated approach to Aboriginal education. **Consulting with Aboriginal communities** identifies effective consultative processes for forming close community and school partnerships. **Working with Aboriginal people and communities** works through various curriculum scenarios which, in the past, have been cause for concern to both schools and communities. A poster accompanies the document.

**USER LEVEL:** Community Professional SCIS 1075382

## **Aboriginal education policy**

Aboriginal Education Unit, NSW Dept. of School Education, 1996?

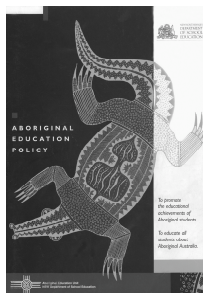
ISBN none

[371.97]

ABSTRACT

The core theme of this policy is to promote educational achievements by Aboriginal students in the context of educating all students about Aboriginal Australia. The policy statement provides a comprehensive set of outcomes, performance strategies, and stated areas of responsibility to guide all school staff, students, and their communities in achieving the overall goals for Aboriginal education. The policy also includes: an Aboriginal statement; a Torres Strait Islander statement; a rationale; and information on the annual monitoring, reporting, and review that schools and state office directorates are required to undertake.

**USER LEVEL:** Professional  
Distributed to all DET schools SCIS 874619



## **Aboriginal education: training & development resource. Participants' handbook**

NSW Dept. of School Education, 1996?

ISBN none

[371.97]

ABSTRACT

Modules to assist in the exploration of implications of the *Aboriginal education policy* (1996) for school and teaching programs are provided in this ring bound manual. The document is intended for use in courses led by trained presen-

ters, or for individuals or small study groups. The initial printing contained three sections, but the binder permits additional material to be added. Currently, there are six modules: **Aboriginal Education policy - introduction**; **School planning**; **Monitoring and evaluating for further planning**; **Aboriginal students**; **All Department of School Education staff and students**; and **Aboriginal communities**. Some modules direct users to further reading or provide text for **Readings**. A **Cultural awareness simulation game** is also included.

**USER LEVEL:** Professional  
Distributed to all DET schools SCIS 924879

## **Securing a collaborative partnership into the future: consolidating a 21 year working relationship**

NSW Dept. of Education and Training & NSW Aboriginal Education Consultative Group, 1999

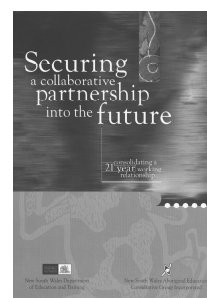
ISBN none

[371.829]

ABSTRACT

A six page brochure, this document sets out statements about the **Partnership agreement** between the New South Wales Dept. of Education and Training (DET) and the NSW Aboriginal Education Consultative Group (AECG). Mutual respect, consultation, inclusive decision making, and participation of Indigenous people in setting goals and directions are key elements, benefiting Aboriginal and non-Aboriginal Australians. Also included are: formal **Statements of commitment**; the role of **The NSW AECG Inc**; and **Securing a collaborative partnership** (which features location maps of AECG regions, plus country and metropolitan **School district offices** and institutes of TAFE NSW). There is also a list of relevant **Contacts**.

**USER LEVEL:** Community Professional  
Distributed to all DET schools SCIS 987156



## **Aboriginal literacy resource kit [kit]**

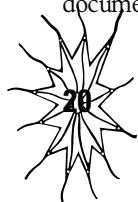
Aboriginal Curriculum Unit, Board of Studies NSW, 1995

ISBN 0731033973

[427]

ABSTRACT

The aim of this set of resources is to assist K-6 teachers with Aboriginal students to improve students' language skills through a series of stories and handbooks. The boxed kit focuses on the importance of language, its varieties and its relationship with students' Aboriginal identity. It consists of: three teacher's handbooks; seven picture books; and a cassette of music to accompany two of the titles. The picture books are a mixture of Dreaming stories and contemporary narratives. The song **Gami's place** contains some Gumbaynggirr words; the song **Rak Niwili** was co-written by Pilawuk. A copy of a book (1994) about otitis media, a communicative disorder in children, has been included in the kit.



**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
Professional  
Distributed to primary schools; all items also  
available separately SCIS 859845

*Titles in this kit are:*

<b>Aboriginal English</b>	SCIS 859734
<b>Did the fox make friends when he came to Australia?</b>	SCIS 859842
<b>Gami's place</b>	SCIS 859726
<b>The gilla the moon</b>	SCIS 859841
<b>Mud cakes at the Mish</b>	SCIS 859840
<b>Otitis media and Aboriginal children: a handbook for teachers and communities</b>	SCIS 818469
<b>Rak Niwili</b>	SCIS 859716
<b>Rak Niwili; Gami's place</b> [sound recording]	SCIS 859731
<b>Robin's plum duff</b>	SCIS 859843
<b>The way we learn: the nature of the learner</b>	SCIS 859837
<b>The way we speak: the nature of the speaker</b>	SCIS 859838
<b>Why the emu cannot fly</b>	SCIS 859839

## **The way we speak: the nature of the speaker**

Board of Studies NSW, 1995 (Aboriginal literacy resource kit)  
ISBN 0731063015 [427]  
ABSTRACT

A component of the *Aboriginal literacy resource kit*, this document informs educators about Aboriginal English, and the home language dialects of children, parents and caregivers in local Aboriginal communities. It supports teachers in providing an environment for students that nurtures and promotes Aboriginal students' use of Aboriginal English and development of positive self image. **Classroom setting** describes appropriate strategies of classroom management and hints for displays. Working with the Aboriginal Education Assistant (AEA) and positive student discipline strategies are emphasised in **Teaching relationships**. The holistic activities suggested in **Nuturing home language in the classroom** are not to be used to teach Aboriginal English to students, but could be incorporated into existing language programs.

**USER LEVEL:** Community Professional SCIS 859838

## **An Aboriginal perspective [videorecording]**

Media Production Unit, OTEN, 1996 (Early Literacy Initiative 5/  
Learning & literacy 5) (58 min.) [428.407]  
ISBN none  
ABSTRACT

Designed as a stimulus to discussion in schools working to improve literacy outcomes, this program concerns the *Yulawirri project* at Gilgandra Public School, which has introduced an Aboriginal perspective to literacy at all levels. Aboriginal English is recognised and used in the literacy program, which owes its success to universal support in the community. In interviews with the

Aboriginal community and school personnel who operate the project, the social and welfare benefits for students (attendance; positive role models; friendships; and valuing each other) and community members (Reconciliation; cultural valuing; self esteem; and educational advances) are described. Available resources are discussed by the project officer. A fourteen page booklet accompanies the video, providing: an **Overview** of the broadcast; **Suggestions for using the package**; a Level 1-2 unit of work, **How the birds got their colours**; and an **Aboriginal resources directory**. The video is a companion resource to *Working with Aboriginal students. Parts 1 and 2*, Program 18 in this series.

**USER LEVEL:** Professional  
Free to DET schools SCIS 938781

*Also available in this series:*

**Working with Aboriginal students. Parts 1 and 2.** SCIS 939350

## **Working with parents [videorecording]**

Media Production Unit, OTEN, 1996 (Early Literacy Initiative 8/  
Learning & literacy 8) (60 min.) [428.407]  
ISBN none  
ABSTRACT

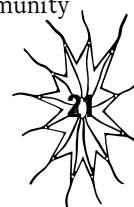
Several programs designed to create parent-school partnerships in K-3 literacy learning are described and evaluated in this video. *Talk to a literacy learner (TTALL)* informs and encourages parents about: people as learners; the reading process; support strategies; using libraries; writing; and researching. *Introducing English K-6 to parents & community* is a parent devised program, presented statewide by trained parents. An adaptation of *TTALL* for city Aboriginal parents and the *Parent partnership program*, a follow up to *TTALL*, are also featured. The 27 page booklet which accompanies the video provides: an **Overview** of the broadcast; **Suggestions for using the package**; a participants' discussion topic on home-school communication and parent involvement; articles for further reading; and a list of references. A companion video is *Working with communities*, Program 22 in this series.

**USER LEVEL:** Professional  
Free to DET schools SCIS 938801

## **Working with communities [videorecording]**

Media Production Unit, OTEN, 1996 (Early Literacy Initiative 22/  
Learning & literacy 22) (75 min.) Container title: *Community and learning* [428.407]  
ISBN none  
ABSTRACT

A companion video to Program 8 *Working with parents*, this video aims to generate discussion in schools working to improve their home-school links. Ideas are presented on how school communities can plan and work together to improve the literacy of young students, particularly in low socioeconomic status (LSES) contexts. The importance of home-school "congruence" is explained. Footage includes that from: Hillvue Public School, which has developed an extensive K-6 strategy with community





involvement; and Nowra East Public School, where three way reporting (teacher, parent, child) has been implemented following an extensive community survey. Schools with large Aboriginal communities are featured. The video is accompanied by a 24 page booklet which includes an **Overview** of the broadcast, and **Suggestions for using the package**. Readings for participants are by Jenny Ruge (discussing deficit models of "training" parents and problems associated with "packaged" parent programs) and Professor Peter Freebody (focusing on homework sessions).

**USER LEVEL:** Professional  
Free to DET schools SCIS 973482

### **New South Wales Aboriginal languages interim framework K-10**

Board of Studies NSW, 1998  
ISBN 0731313666 [499]  
ABSTRACT

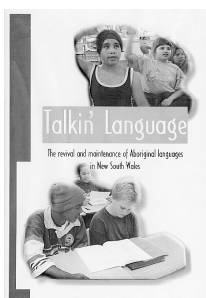
Aboriginal languages hold and communicate the laws, knowledge, technology and survival of the world's oldest continuous culture. Teaching Aboriginal languages in schools is recognised as a way to: improve outcomes for Aboriginal and Torres Strait Islander students; reinforce contemporary usage; and further the Reconciliation process. This document is not a specific language syllabus, but a generic framework. Four **Program types** are covered in **Section I**: first and second language speakers; language revival; and language awareness. Key terms and a more extensive Glossary are included. **Section II** discusses **Developing Aboriginal language programs in NSW** and presents: **Aims**; **Objectives**; **Outcomes**; and **Assessment and reporting strategies**. Possible student activities and **Contacts and key stakeholders for establishing language courses** are located in **Appendices**.

**USER LEVEL:** Community Professional  
Distributed to all DET schools SCIS 935621

### **Talkin' language [videorecording]**

Curriculum Support Directorate, NSW Dept. of Education and Training, 1999 (31 min.)  
ISBN 0731358058 [499]  
ABSTRACT

The revival and maintenance of Aboriginal languages in New South Wales is the focus of this video. It is designed to assist schools interested in establishing Aboriginal language programs. Interviews with students, teachers, and Aboriginal community members from schools already implementing such programs are featured. These include: Green Hill



Public; and Wilcannia, Bowraville and Woodenbong Central. The importance of consultation and collaboration with Aboriginal Elders and communities is emphasised. An accompanying 23 page booklet includes: **Historical background of Aboriginal languages**; **Issues to consider**; and the personnel involved in developing and implementing local Aboriginal language programs. The document, *NSW Aboriginal languages interim framework K-10*, should be used in conjunction with this video.

**USER LEVEL:** Community Professional  
Distributed to all DET schools SCIS 960793

### **Teaching Aboriginal languages: case studies**

Board of Studies NSW, 2000  
ISBN 0731342631 [499]  
ABSTRACT

Supporting the revival and maintenance of Aboriginal languages has become accepted and appreciated by schools and their communities. This resource is intended to be used with the Dept. of Education and Training's *NSW Aboriginal languages interim framework K-10*, and the video *Talkin' language*, as a tool for setting up Aboriginal language programs in New South Wales schools. Six case studies are presented to demonstrate the four types of programs that can be developed: first language speakers; second language speakers; language revival; and language awareness. The schools include: Bowraville Central; Shepherds Park SSP; Brewarrina Central; St Joseph's Primary, Walgett; Walgett High; and Yipirinya in the Northern Territory.

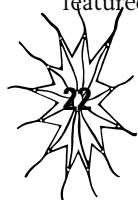
**USER LEVEL:** Professional SCIS 1018536

### **Affirmations of identity: Aboriginal and Torres Strait Islander visual artists resource kit [kit]**

Board of Studies NSW, 2000  
ISBN 0731346491 [709.94]  
ABSTRACT

Designed specifically for use with Stage 4 and Stage 5 students studying visual arts, and as support material for Aboriginal Studies, this kit is also intended to complement history and geography resources. The *Teacher's handbook* includes a **Map of areas associated with the featured artists**, a timeline, and eight units of work: **A cultural journey**; **Ceramic sculptures**; **Unforgettable tucker**; **Ancestors**; **Reconciliation**; **Fibre arts**; **Representing the cultural**; and **Place: possession and dispossession**. 24 Indigenous artists and groups are profiled in *New South Wales artists*, with 29 in *National artists*. Nine artworks are reproduced as loose pictures, and there are 71 colour slides. *Protecting Australian Indigenous art* has: Background information; Implications for teaching and learning; and Case studies of copying and appropriation.

**USER LEVEL:** Professional  
**KLA:** CA; HSIE





**SYLLABUS:** *Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Geography Stages 4-5; Visual Arts 7-10*  
Distributed to all NSW secondary schools  
SCIS 1041206

*Titles in this kit are:*

**Affirmations of identity: Aboriginal and Torres Strait Islander visual artists resource kit. Teacher's handbook** SCIS 1041207  
**National artists** SCIS 1041209  
**New South Wales artists** SCIS 1041210  
**Protecting Australian Indigenous art** SCIS 1041208

### ***This is not a dress rehearsal, this is life!: maintain the Dreaming: celebrating Malcolm Cole*** [videorecording]

Specific Programs Focus Directorate, NSW Dept. of School Education, 1995; reissued 1999 (25 min.)  
ISBN 0731355709 [792.8]  
ABSTRACT

This video celebrates the life and work of dancer and educator, the late Malcolm Cole. A founding member of the Aboriginal Islander Skills Development Scheme (AISDS) and host of television's *Blackout*, Cole worked in numerous New South Wales schools as an artist in residence. The resource is intended to raise student and teacher awareness of Aboriginal culture, acknowledging and maintaining Cole's contributions to Aboriginal Education and Reconciliation. The video features interviews with Cole, his colleagues, and former students. The accompanying booklet of teachers' notes presents a brief biography and profile, and expands upon key issues addressed by Cole in the video. Also included are: **Curriculum links**; classroom activities; and a **Creative dance exercise**.

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community Professional

**KLA:** CA; English; HSIE; PDHPE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English Stage 6; Dance Stage 6; PDHPE K-6; PDHPE 7-10; Society & Culture Stage 6  
SCIS 950499

### ***Invasion and resistance: untold stories: Aboriginal voices in Australian history*** [kit]

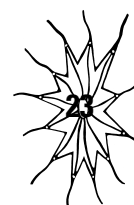
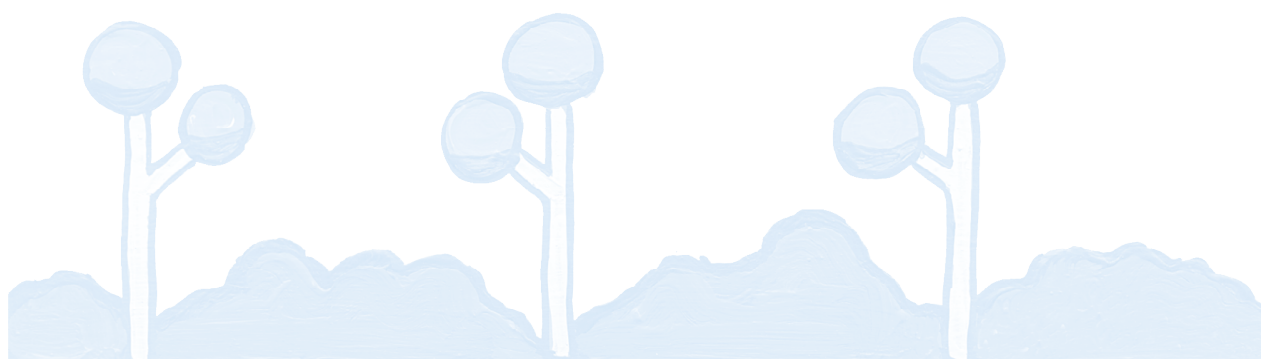
Board of Studies NSW, 1995  
ISBN 0731063325 [994]  
ABSTRACT

Curriculum resources contained in this kit provide a picture of Australia's past from a predominantly Aboriginal perspective. The kit directly supports mandatory question five of the History Stages 4 and 5 syllabus for New South Wales schools. The kit consists of four modules, an accompanying video with background information, and posters. The first module, *Talking Lapa: a local Aboriginal community history of La Perouse*, is a study of the process of a school class researching and exploring the history of a community. The second, *The myth of Terra nullius invasion and resistance: the early years*, is an interpretive history of the early years of Aboriginal resistance and colonial intrusion. Module three features a biographical approach to the lives of four women from this century, while the fourth module depicts significant events in Aboriginal post-contact history.

**USER LEVEL:** Stage 4 Stage 5

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4 & 5  
Booklets are available separately SCIS 856447

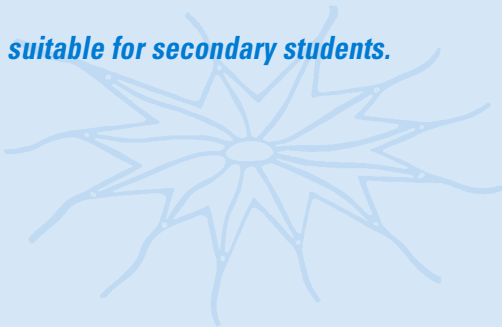


# Primary fiction

*Resources are arranged alphabetically*

*by author. Some of these are also*

*suitable for secondary students.*



BANCROFT, Bronwyn & MORGAN, Sally

## *Just a little brown dog*

Fremantle Arts Centre Press, 1997 (Sandcastle)  
ISBN 1863681736

In this second picture book collaboration between two well known Aboriginal artists, the runt of a litter of puppies, left after his mother dies and his litter-mates are sold, is given away by his owner. Young readers will recognise and empathise with the pup's playful antics, apprehensive response to new situations (and objection to unsought baths!), as well as his yearning for love and acceptance. The emotionally satisfying conclusion compensates for earlier depictions of loss and loneliness. Bancroft's unique, vibrant illustrations provide a strong, contemporary, Aboriginal art experience. The universality of the story and its treatment by both author and illustrator guarantee the book's wide appeal and acceptance. W. Smith

**USER LEVEL:** Stage 1 Stage 2

**KLA:** CA; HSIE

**SYLLABUS:** Creative Arts K-6; HSIE K-6 SCIS 895426

BELL, Helen

## *Idjhil*

Cygnnet, 1996  
ISBN 1875560610

Written as fiction by a non-Aboriginal author, but based on fact, this is the heart rending tale of an Aboriginal child of the Stolen Generations. At the tender age of nine, Idjhil is taken from his mother, removed from his people, his home in the Swan Valley, and the Nyungar way of life, and sent to live at a mission home to grow up with strangers. His story is told in a picture book which is striking in appear-

ance, and remarkable for its design and presentation. Unfortunately, given the important theme, the text seems overlong, at times ponderous and contrived, lacking the narrative tension so necessary for emotionally engaging and moving the reader. B. Richardson

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6 SCIS 869226

BRIGGS-PATTISON, Sue & HARVEY, Bev

## *Reading discovery. Aboriginal series* [series]

Scholastic, 1998-1999

Twenty-four stories from the Yorta Yorta people, in print and audio format, are included in this series. Written and illustrated by Aboriginal authors and illustrators, these resources are available as: a complete collection; in guided reading and single title packs; or as individual titles. Easy to read print is accompanied by highly supportive illustrations, which provide excellent visual cues that enhance meaning and assist students develop fluent, independent reading skills. Books can be easily matched to students' instructional level using the suggested Reading Recovery levels. The high interest books with their repetitive language patterns effectively support the explicit and systematic teaching of reading, especially guided reading, and the implementation of the *Aboriginal Education Policy*. Detailed teacher's notes, and two blackline originals for each title, provide a range of additional support. The audio-cassettes are read by Aboriginal narrators, with musical accompaniments and authentic sound effects, and include detailed information on the Cummeragunja community. **Side A** has signals to indicate page turning, and **Side B** features narration only. This is a useful resource to provide an Aboriginal perspective of cultures and lifestyle for the explicit teaching of the *Cultures* strand in the *HSIE K-6: syllabus*. J. Stratford

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2

**KLA:** English; HSIE

**SYLLABUS:** English K-6; HSIE K-6

*Titles in this series include:*

Red:

**Bedtime** SCIS 999733

**Camp fire** SCIS 999739

**Mmm turtle!** SCIS 937448

Blue:

**The Barmah bunyip** SCIS 937449

**Bath time** SCIS 937461

**Collecting firewood** SCIS 937463

**Fishing** SCIS 937458

**Fruit picking** SCIS 999753

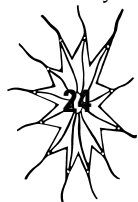
**A mob of kangaroos** SCIS 937456

**Waiting for yabbies** SCIS 937459

Yellow:

**Damper** SCIS 937457

**Last winter** SCIS 937447



<b>Let's go visiting</b>	SCIS 999748
<b>Moving</b>	SCIS 999740
<b>Possums on the roof</b>	SCIS 937460
<b>Rafting on the river</b>	SCIS 937462
<b>Too many rabbits</b>	SCIS 937445
<b>Walk, walk, walk, walk</b>	SCIS 999745

Purple:

<b>Cray fishing</b>	SCIS 999743
<b>Crossing the river</b>	SCIS 999742
<b>The noise in the bush</b>	SCIS 999747

Orange:

<b>Holiday at nan's</b>	SCIS 999750
<b>Our home</b>	SCIS 999746
<b>Swan eggs</b>	SCIS 999741

BROWN, Eric

## **Walkabout**

Orion Children's, 1999 (The web)

ISBN 1858816432

A science fiction novel for younger readers, this blends an alien culture, virtual reality, and contemporary and traditional Aboriginality with a remarkable degree of success. The protagonist is a talented young Aboriginal soccer player in the 21st century, caught up in a clash between web authorities and the alien culture. The plot is stretched at times, and the geography of New South Wales is somewhat strange; yet the novel is imaginative, and the conclusion is positive, projecting a strong moral message that will leave the reader pondering its implications. It is a pleasure to read a novel that addresses Aboriginal issues in a sensitive and non exploitative manner. B. Corr

**USER LEVEL:** Stage 3 Stage 4 Stage 5 SCIS 980781

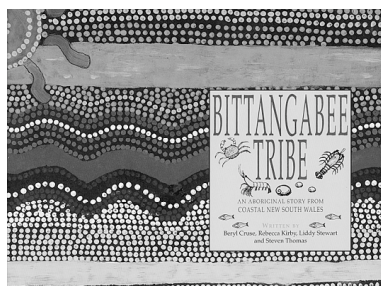
CRUSE, Beryl et al.

## **Bittangabee tribe: an Aboriginal story from coastal New South Wales**

Aboriginal Studies Press, 1994

ISBN 0855752564

A well designed and colourful children's picture book, this excellent work was written by a group of Aboriginal adults from Bega TAFE, and illustrated by Year 2 students at Eden Public School.



It tells the story of Ninima, a great warrior who lived on the coast at Bittangabee. The story follows his journey, as he and his family hunt for food in the mountains, collecting bogong moths, and on the coast catching lobster. The story highlights the importance of family and kinship in

Aboriginal culture, and beautifully captures the intimate knowledge of plant and animal relationships that Aboriginal people possessed. The story has a strong environmental and cultural message for students, and has a good local area focus. B. Percival

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** HSIE

**SYLLABUS:** HSIE K-6 SCIS 813507

DEAN, Billie

## **In search of the setting sun**

Longman, 1997 (Supa doopers)

ISBN 0582811260

For many decades in Australia, Aboriginal children were taken from their parents, which left both parties traumatised and feeling guilt and profound grief and loss. This simple, short story is an Aboriginal perspective on those events. It also explores the Aboriginal belief that all creatures were created equal, and that if Aboriginal people looked after the Land and other creatures, then they would in turn look after Aboriginal people. The story portrays a young girl's yearning to see the mother she was taken away from, her feelings about the family she was placed with, and her escape to find the mother she longs to see. The use of Aboriginal English adds to the author's attempts to present an authentic picture of the young girl and her relationships with the animals that protect her. Numerous line drawings by Pat Reynolds contribute to the story, and assist newly independent readers. This is a suitable resource for presenting a spiritual view of Aboriginal society in simple form to students in a wide range of age groups. R. Carney

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4

**KLA:** English

**SYLLABUS:** English K-6 SCIS 918049

GERMEIN, Katrina & BANCROFT, Bronwyn

## **Big rain coming**

Roland Harvey, 1999

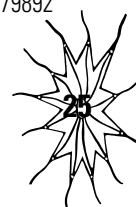
ISBN 0949714666

A contemporary story, this vibrant picture book is set in an Aboriginal camp somewhere in northern Australia. The children are waiting for the big wet, which their Uncle Stephen has assured them will come. The beautiful illustrations use bright colours and employ a deep etched linocut style. The writing style is simple, and the feelings of listlessness and expectation are well developed. This story offers a good entry into an Aboriginal perspective of *Environments* and *People and places*, for the HSIE K-6 syllabus. The story also acts a good introduction to Aboriginal peoples' deep knowledge of phenology. B. Percival

**USER LEVEL:** Stage 1 Stage 2

**KLA:** HSIE

**SYLLABUS:** HSIE K-6 SCIS 979892



GERMEIN, Katrina & BANCROFT, Bronwyn

### Leaving

Roland Harvey, 2000

ISBN 0949714755

Particularly useful for discussing separation with young people, this picture book can be viewed at different levels. At its simplest, it is about a young white female leaving an Aboriginal community. The author and illustrator focus exclusively on the act of leaving, cutting and polishing the written and visual texts to lift the story to higher levels of meaning. The characters have no features, but there are clues that point to allegorical meanings. A diamond motif, for example, is used to express belief that the earth offers many precious things that should not be exploited. "And Hope hugged me" signals that this apparently simple work is a comment on relations between Aboriginal and non-Aboriginal people. The cover of the book, when opened out with the young white girl on one side and her Aboriginal friends waving in parting or greeting on the other, tells of new possibilities in our relationship with each other and the Land. B. Corr

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4 Stage 5  
Stage 6  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Creative Arts K-6;  
English K-6; English 7-10; Visual Arts 7-10  
SCIS 1018432

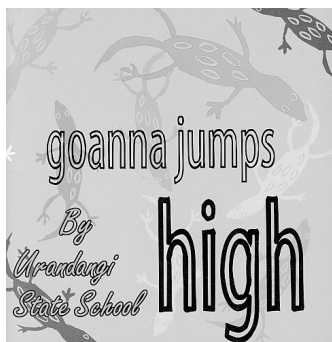
### Goanna jumps high

/ by Urandangi State School. Magabala, 1999 (Uupababas)

ISBN 1875641459

A project from the Priority Country Area Program, this story is written and illustrated by Urandangi primary school students from north-west Queensland. It tells a simple story of students trying to win a high jump contest in a zone sports competition. Somehow they have to ensure their goanna will jump higher than the competing kangaroo. It is a fast moving story with an unexpected ending full of Indigenous humour. The book provides a good rural country Aboriginal perspective, and is generously illustrated with dynamic linocut prints. It complements the HSIE K-6 syllabus Stage 2 *Environments* outcomes. B. Percival

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE K-6  
**SYLLABUS:** HSIE K-6  
SCIS 966795



GRANT, Stan

### Stories told by my grandfather and other old men: a collection of short stories

Restoration House, 1999

ISBN 0869420933

The author, who grew up near Griffith in the 1940s and 1950s, is a member of the Wiradjuri Elder's Council. This booklet is particularly important as it shares with us the process of educating young Aboriginal boys about life. The stories are as relevant today as when Grant's grandfather told them to him. Illustrated by Terrie Anne O'Brien, the stories cross seamlessly between the physical and the spiritual, warning about dangers that will be encountered on life's journey, and the importance of making sound decisions. The last story, *Wiradjuri*, tells of experiences of the Wiradjuri nation, and the importance of identity to Aboriginal people. These stories are relevant to both Aboriginal and non-Aboriginal people. B. Corr

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; English Stage 6:  
*Standard*; Aboriginal Studies Stage 6  
SCIS 1013167

HASHMI, Kerri & MARSHALL, Kerri

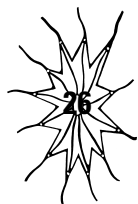
### You and me, Murrawee

Viking, 1998

ISBN 0670883700

Inspired by the Murrumbidgee River, this handsomely illustrated picture book recreates the past through the young narrator's imaginative awareness of her own experiences and those of Murrawee, her 'elder sister', living on its banks 200 years ago. The metaphor of the river, constant yet ever changing, links the present with the past: each unique and personal experience now mirrors those of Murrawee then. The non-Aboriginal author and illustrator consulted with the Aboriginal community in creating this book. There are some questions readers may raise: is the narration in fact a dream as the illustrations seem to indicate? Is the narrator herself Aboriginal? Are she and Murrawee related in spirit or in fact? Why has Murrawee no clothes on where the narrator does? These issues may lead to some interesting discussion. This beautiful work could be used positively to reinforce identity and culture. It emphasises links rather than differences and has a strong environmental theme. Felicity Marshall's closely observed and creatively realised illustrations emphasise, extend and develop the themes of continuity, similarity, empathy and understanding. W. Smith

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
SCIS 945289





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HEISS, Anita

### ***Who am I?: the diary of Mary Talence, Sydney, 1937***

Scholastic, 2001 (My story)

ISBN 1865043613

From her stay in Bomaderry Aboriginal Children's Home to being the only Aboriginal student at St Ives Public School, Mary's diary provides a personalised account of the struggle undertaken by Australian Indigenous people to defend their rights, and maintain their identity under assimilation. Mary is a fictional eleven year old Aboriginal girl, adopted by a white middle class family. Through her character, we explore: the Stolen Generations; Aboriginal identity; and race relations in Sydney leading up to the 1938 Aboriginal Conference. Suitable for senior primary students, or as reference material to support Stage 6 Aboriginal Studies, this book helps students to better understand the human and emotional impact of the government policies of the time. L. Pratt

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; History 7-10;  
HSIE K-6 SCIS 1057439

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HUTCHINS, Elizabeth

### ***Bring back the songs***

Hyland House, 1998

ISBN 1864470381

Returning to the place of her birth sets a young girl on a pathway of discovery in this story of family relationships and the desire to confirm identity. For this young girl, confirming her Aboriginal identity adds to her doubts about whether the results may be all she has hoped for, as she witnesses for herself the prejudice her Aboriginal friends experience. The struggles of Aboriginal people, in particular those whose skin colour is often the basis for judgement about Aboriginality, are well depicted. Who could condemn those who seek to deny the truth of their identity, especially the young? This story presents an ideal opportunity to raise these issues in the classroom, and to perhaps create some understanding of why many Aboriginal people only identify late in life. Her journey to her mother's place, and the friendships developed, make this a pleasant reading experience. The sensitive issues identified make the book a valuable resource in assisting teachers to address them across a wide range of age groups. R. Carney

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; English  
7-10; HSIE K-6 SCIS 938684

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KIDD, Diana

### ***Two hands together***

Penguin Books Australia, 2000 (Puffin)

ISBN 014130748X

A clever book, about a pre adolescent friendship, this deals with many cultural issues, including racist attitudes. A young girl who idolises her father discovers a different side to him when she strikes up a close friendship with their new next door neighbours, an Aboriginal family. Through Auntie Maisie's stories about her possum skin rug, we gain an insight into the trials and emotions of certain members of the Stolen Generations. Written by a non-Aboriginal author, this book is suitable both as a novel for Stage 3 students and as a precursor for class discussion on Reconciliation in contemporary Australia. L. Pratt

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; HSIE K-6  
SCIS 1026794

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LESTER, Alison

### ***Ernie dances to the didgeridoo***

Hodder Headline, 2001 (Hodder Children's)

ISBN 0733613624

The non-Aboriginal author recognises that this picture book is based on a story, written by students of the Gunbalanya Community School in Arnhem Land, while she worked with staff and students during time she spent there. The story is told in simple text, accompanied by colourful illustrations, which are the strongest feature. These lighthearted pictures vividly portray the landscape as it changes through the year, and aptly capture associated activities enjoyed by the children. Students would delight in discussing the additional information provided visually. It is unclear if the class activities depicted in the illustrations involve consultation with Aboriginal people. Teachers undertaking such activities or using this book are reminded to consult with their local Aboriginal community. The book reflects life in a contemporary, remote Aboriginal community. It highlights Indigenous knowledge of the interrelationships of the seasons, the ecosystem and community practices. Some words from the Kunwinjku language are used, mainly for the seasons. A pronunciation guide is provided for these. It is a pity the title provides the answer to the final question posed by the story. C. Foley, B. Percival

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6 SCIS 1036843



LOWE, Pat & PIKE, Jimmy

## Desert dog

Magabala, 1997  
ISBN 1875641351

An interesting, true tale, this is set in the late 1940s and early 1950s in the Great Sandy Desert. Jimmy Pike has told his story about Spinifex, a dingo pup who was part of his family, to Pat Lowe, who has written the narrative. Spinifex could have been killed and eaten but, after gentle persuasion from Yinti, she is kept. Mala trains Spinifex as a hunting dog. She is an excellent hunter and friend, well respected and admired by all. Spinifex heads off on a journey with Yinti and Lilil to a station. Afraid of her new surroundings, Spinifex disappears. Where does she go? Pike's illustrations add to the power and authenticity of the story. T. Carr

**USER LEVEL:** Stage 3 Stage 4

**KLA:** English

**SYLLABUS:** English K-6 SCIS 918166

MARSDEN, John & TAN, Shaun

## The rabbits

Lothian, 1998  
ISBN 0850918782

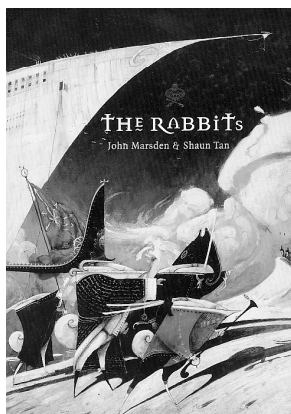
Rabbits: they invaded, they spread, they multiplied, they changed the land forever. This clever allegory is employed to confront and challenge readers to think about the impact of alien invasion and settlement. It has potential for use in relation to such themes in Aboriginal studies at the secondary level. Marsden's taut, pared back text is powerfully interpreted, and enhanced with striking illustrations by Tan, who juxtaposes strong, stylised shapes with loose, free (albeit controlled) backgrounds that contain a wealth of information about the land, its nature, flora, and fauna. At first glance, the bold arrangement of characters and elements, and spare text, imply simplicity, but closer inspection reveals complexity in illustrations heavy with symbolism. This outstanding, original, dramatically different and thought provoking picture book is best suited to older readers. B. Richardson

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; HSIE K-6

SCIS 948298



MAYTOM, Sue & DOYLE, Lionel

## Wurradi, Wondee and the dancing brolgas

Greater Glider, 1999  
ISBN 0947304401

In this attractive, contemporary Murri story about a missing dog in a bush and urban setting, the text is appropriate for Stage 2, and there is a glossary to assist in the pronunciation of Aboriginal words. Every alternate page features a vivid full page illustration. The naturalness of Dibbing the kingfisher talking to the boys sweeps the reader from a familiar world into a parallel dimension of traditional Aboriginal culture. While it is of most relevance to primary students, this picture book is particularly valuable for any reader seeking an understanding of contemporary Aboriginal identity. B. Corr

**USER LEVEL:** Stage 2

**KLA:** English

**SYLLABUS:** English K-6 SCIS 964613

MCDONALD, Meme & PRYOR, Boori

## My girragundji

Allen & Unwin, 1998 (A little ark book)  
ISBN 1864488182

An intriguing story, this describes some tight situations that a young Aboriginal boy encounters, including an infatuation with a micaloo jalbu (white girl) at school, and a confrontation with the Hairyman (the spirit which haunts his house). He finds solace and courage through his friendship with a small green tree frog that hops into his room one night. He believes that the old people

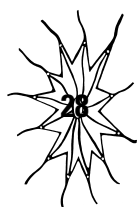
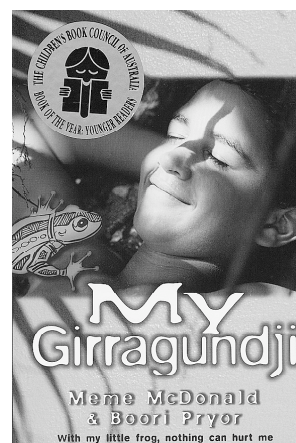
have sent her to protect his spirit. The story is written in a style reflective of Aboriginal oral storytelling, which gives the audience a unique insight into how a young Aboriginal boy views his world, including the racist bullies at school, the fights at night amongst the adults, and the continuous taunts by his seven sisters. The book has an interesting layout using black and white photographic images by Meme McDonald, and the frog illustrated by Shane Nagle and Lillian Fourmile. The book was inspired by Boori Pryor's childhood tales, and was written in cooperation with the Pryor family. L. Pratt

**USER LEVEL:** Stage 3 Stage 4

**KLA:** English; HSIE

**SYLLABUS:** English K-6; English 7-10; HSIE K-6

SCIS 950484



McDONALD, Meme & PRYOR, Boori Monty

## ***My girragundji; The Binna Binna man***

[sound recording]

/ read by Boori Monty Pryor. Louis Braille Audio, 1999 (140 min.)

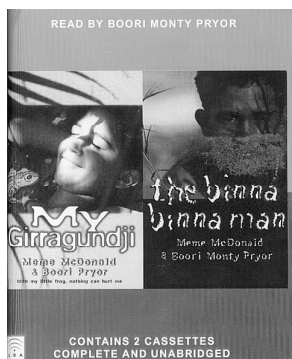
ISBN 0732024188

Faithful, word for word, to the book versions of the two sequential stories, these cassettes offer the valuable experience of hearing Boori telling the stories. The audio versions offer an added dimension to the text editions, bringing to life the books which so powerfully reflect Aboriginal oral storytelling, and offering students the opportunity to experience the stories more fully. The warmth, humour, and cheekiness of the stories are well caught. Based on Boori's childhood tales, the stories are a lively portrayal of growing up as an Aboriginal "between two worlds", in northern Queensland. *My girragundji* is well suited to exploring issues relevant to HSIE K-6, and supporting literacy outcomes in Stage 3 to Stage 4. *The Binna Binna man* focuses on Boori's adolescent years and is pertinent to Stage 4 and Stage 5. Both titles could support aspects of Aboriginal Studies 7-10 and the *Aboriginal Studies: Stage 6 syllabus*. This sound edition of the stories also includes the **Acknowledgments** as printed at the back of the books, ensuring listeners are aware of the collaborative nature of the stories' development, and the importance of extended family members and Elders. C. Foley

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English K-6; English 7-10; HSIE K-6  
SCIS 997051



MORGAN, Sally & BANCROFT Bronwyn

## ***Dan's grandpa***

Fremantle Arts Centre Press, 1996 (Sandcastle)

ISBN 1863681590

Grandpa and Dan were the best of friends, and shared many special times together. From his grandfather, Dan learnt much about nature, the Land, and his Aboriginal culture. When Grandpa died he was sorely missed by Dan, who was further upset by the disappearance of Grandpa's cockatoo at the same time. Six months later, however, Cocky returned and Dan knew that Grandpa was still looking after him. This gentle picture book, with its universal theme, is told in simple prose, complemented by striking illustrations. The art style is most distinctive and appealing, a vibrant example of contemporary Aboriginal

art; it draws on traditional artistic expression, has strong colour contrasts, and interesting perspectives. B. Richardson

**USER LEVEL:** Stage 1 Stage 2

**KLA:** HSIE; PDHPE

**SYLLABUS:** HSIE K-6; PDHPE K-6 SCIS 883567

MORGAN, Sally & BANCROFT, Bronwyn

## ***In your dreams***

Fremantle Arts Centre Press, 1997 (Sandcastle)

ISBN 1863682015

Here is an exciting and stimulating story for young readers. It is a beautiful story about Susie and her Gran. Susie is trying to write an essay on what she will do when she grows up. Her mind is not on her school work, it is on her dreams. What do these dreams really mean? Susie is searching for the meanings behind her dreams, and Gran in her wisdom gently guides her in the right direction. This picture book emphasises the importance of Aboriginal kinship. Bancroft's vibrant and distinctive art style works well with the text, to produce a brilliant combination of traditional Aboriginal and contemporary elements. T. Carr

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** CA; English

**SYLLABUS:** Creative Arts K-6; English K-6 SCIS 913136

O'BRIEN, May L.

## ***Badudu stories* [series]**

Fremantle Arts Centre Press, 1994 (Sandcastle)

In these four apt short stories, a group of Aboriginal kids discovers that, when learning English, figures of speech can easily be misinterpreted. The stories are set in Mount Margaret, an outback mission. The children's first language is the dialect of the Wongutha people. It is used throughout the books and followed by an English translation. A glossary in the back of each book explains the pronunciation. The stories provide a wonderful insight into one aspect of contemporary Aboriginal life. Angela Leaney depicts the hot, dry, red landscape through her realistic illustrations. The books could also provide useful discussion starters to help resolve misunderstandings. There is no introduction or summary that explains the context of the series, but a lot can be understood through the illustrations and the text. L. Pratt

**USER LEVEL:** Stage 1 Stage 2

**KLA:** English; HSIE; Languages

**SYLLABUS:** English K-6; HSIE K-6

*Titles in this series are:*

***Too big for your boots***

SCIS 791751

***Smartie pants***

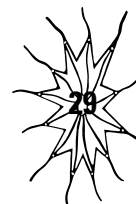
SCIS 791762

***What do you say?***

SCIS 791759

***Which Jack?***

SCIS 791755



# Primary information, poetry and drama

*Resources are in Dewey order, KLA and  
USER LEVEL should only be used as a  
guide, as many resources transcend age  
and subject barriers. Some of these are  
also suitable for secondary students.*

MORGAN, Shane

## Look and see

Magabala, 1999 (Uupababas)

ISBN 1875641467 [152.14]

A well illustrated, small format picture book reader, this resource deals with a number of native animals. Written and illustrated by an Aboriginal artist from Victoria, it uses short, strongly rhyming text and strong colour illustrations. Good page design using blocks of colour and repeating borders makes this an appealing resource. It is interesting in the way it portrays the relationship of the animals to the protagonist, and is relevant to New South Wales curriculum. B. Corr

**USER LEVEL:** Stage 1  
**KLA:** English  
**SYLLABUS:** English K-6 SCIS 966804

BARUNGA, Albert, MUECKE, Stephen & DOWLING, Julie

## About this little devil and this little fella

Magabala, 1999

ISBN 1875641424 [298]

In this version of a traditional Dreaming story used to stop children from wandering, a contemporary rap format is used. The text is arranged and punctuated for speaking aloud. After going out to hunt for honey, a boy stays eating when his mother goes home. A devil, or hairy man, picks him up and puts him in his tuckerbag. Bright, full page colour illustrations contribute to this humorous picture book. It has much teaching potential, however students may require an explanation of the devil, a label that has confusing connotations in English. B. Corr

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6 SCIS 967247

GREENE, Gracie, TRAMACCHI, Joe & GILL, Lucille

## Tjarany = Roughtail

English subtitle: *The Dreaming of the roughtail lizard and other stories told by the Kukatja.* Magabala, 1996

ISBN 1875641300 [298]

The Dreaming stories in this creative picture book are told simultaneously in Kukatja and English. As well, the Aboriginal works of art have explanatory 'key' diagrams on the facing pages. Following the stories is a wealth of fascinating notes on the Kukatja family and kinship system, and the language. A Kukatja word list with English translations and page references precedes notes on the three authors and the titles of the paintings. This is invaluable as a reference book for students of Aboriginal culture and also an important means of generating interest in, and awareness of, Aboriginal languages. F. Gardiner

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; HSIE K-6 SCIS 901691

McLEOD, Pauline

## Nallawilli: sit down and listen Dreamtime stories [sound recording]

ABC, 1996 (An ABC audio tape) (60 min.)

ISBN 0642178445 [298]

The aim of this sound recording is to develop an understanding and appreciation of Aboriginal Dreaming stories. These stories are retold by Pauline McLeod, an Aboriginal artist performing live with the group *Koories in Theatre*. Pauline McLeod's storytelling technique is exciting and she is able to captivate her young audience throughout the performance. She has the permission from Aboriginal Elders throughout New South Wales to retell these Dreaming stories. As an adjunct to Aboriginal Studies, this would be of great value when doing comparative studies with other cultures. This is an excellent resource for teachers and easily integrated into classroom activities. T. Carr

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3  
**KLA:** CA; English; HSIE; PDHPE; ST  
**SYLLABUS:** Creative Arts K-6; English K-6; HSIE K-6; Science & Technology K-6 SCIS 864819

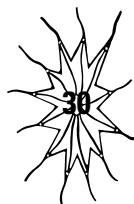
NAPUTA, Gaparingu & PATSTON, Gordon

## Aboriginal sky figures: your guide to finding the sky figures in the stars based on Aboriginal Dreamtime stories [kit]

Australian Broadcasting Corp., 1996

ISBN 0733304702 [298]

Both the Aboriginal sky figures chart and companion audio cassette can be used independently or together. The chart has a transcript of Dreaming stories. A starwheel depicts Aboriginal sky figures. Clear instructions for use are





provided. Each of the twelve readings on the audio cassette, narrated by Gaparingu Naputa, lasts about three minutes. Naputa introduces himself with his Aboriginal and English names (Robert Mate-mate), as well as his nation and its location. The stories have good didgeridoo and clap stick accompaniment. Naputa points out how each Dreaming story is perceived by a particular nation, and that each nation has its own unique Dreaming stories. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE; Science; ST  
**SYLLABUS:** HSIE K-6; Science & Technology K-6; Science Stages 4-5

*Components are:*

**Cardboard starwheel and chart** SCIS 876393  
**Audio cassette** SCIS 886345

## The Dreaming

/ as told by Cheri Yavu-Kama-Harathunian. Aboriginal Nations, 1997  
 ISBN 0646327631 [298]

Stories of the Dreaming usually have a moral included to teach children in particular of the appropriate ways to behave, and the consequences of inappropriate behaviour. This book attempts to address these issues, and provides opportunities for teachers to discuss the morals with students. It is a delightful book, with colourful artwork and simple sentences written in large print. The stories are written in the way that Aboriginal people communicate between themselves, and this is very important in maintaining and respecting identity. This is a good resource for teachers to use in recognising the importance of home language for students in the early years of schooling. R. Carney

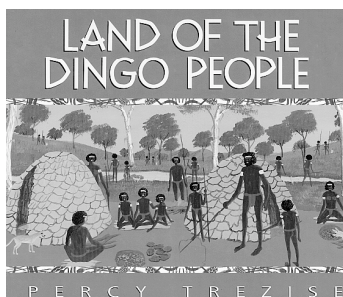
**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6 SCIS 917790

TREZISE, Percy

## Land of the Dingo people

Angus & Robertson/HarperCollins, 1997 (Journey of the great lake 2)  
 ISBN 0207190917 [298]

Set on the shores of Balanorga (the Lake of Carpentaria) in the time of the megafauna, 30 000 years ago, this is the second picture book in the series detailing the epic journey of three children of the



Kadimakara people to reach their home by travelling round the lake. Illustrated in colourful, distinctive style, the story is recognisably descended from the oral tradition, based as it is on Dreaming stories told to the author by

Aboriginal people of the area. Included is a large folded map, enabling the reader to follow the journey and to appreciate its extent, and to anticipate the children's further adventures. W. Smith

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** CA; HSIE  
**SYLLABUS:** Creative Arts K-6; HSIE K-6 SCIS 897695

TREZISE, Percy

## Land of the Magpie Goose people

Angus & Robertson/HarperCollins, 1997 (Journey of the great lake 3)  
 ISBN 0207190631 [298]

The third in an excellent series, this is a magnificent retelling of a Dreaming story. Trezise has brought to life the journey of three children, Jadiana, Lande and Jalmor from the Kadimakara people. From the friendly Dingo People, their adventure takes them through uncertainty in the Land of the Magpie Goose People. The children must follow the Dream Road around a vast area of water, created by the Anta Moola sisters, to find their way home. The picture book is beautifully illustrated, with the illustrations telling the Dreaming story without the text. Included is a map of the children's journey and a glossary. T. Carr

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Creative Arts K-6; English K-6; HSIE K-6 SCIS 911033

*Also available in this series:*

**Home of the Kandimakara people** SCIS 881575  
**Land of the Dingo people** SCIS 897695  
**Land of the Emu people** SCIS 938269

TREZISE, Percy

## Quinkin Mountain

Angus & Robertson/HarperCollins, 1997 (Picture bluegum)  
 ISBN 0207189188 [298]

Aboriginal truths about the spirit world are explored in this contemporary Dreaming story. It is a tale which teaches about good and bad, and is based on teaching practices which are many thousands of years old. It is holistic teaching as it incorporates: spiritual truths; survival skills; understanding of life cycles; knowledge of the Land; and consequences of actions. The contemporary illustrations successfully augment the text. This picture book's use in the classroom would be in the context that Aboriginal Australia is rich and diverse. Dreaming stories link Aboriginal people to their Aboriginality, for many of their concepts are universal, but essentially are unique to a particular Aboriginal nation. C. Dorbis

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 6 Community Professional  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Creative Arts K-6; English K-6; HSIE K-6 SCIS 892739



LAMBERT, David

### *People of the deserts*

Wayland, 1998 (Wide world)

ISBN 0750220899

[304.2]

Images of other people and their culture, and settings in different countries and in different natural environments, make this book a pleasure to read. It presents interesting information, is simply written, and supported by colourful pictures of the subject matter. It should be noted that there is an emphasis on cultures where technology is visibly structured and permanent, over the more simple, but appropriate, technologies such as those found in Australian Aboriginal community Lands. However, this is an excellent resource for students to learn about the lives of other people in other countries, and the means by which they acquire those things that are necessary for everyday life. The book provides teachers with resources that will give students the opportunity to explore other ways that people themselves adapt to their environment. R. Carney

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE; ST

**SYLLABUS:** HSIE K-6; Science & Technology K-6  
SCIS 945095

NAPANANGKA, Tjama Freda

### *Yartji: six women's stories from the Great Sandy Desert*

Aboriginal Studies, 1997

ISBN 0855752602

[305.48]

A brilliant visual journey through the eyes of six Aboriginal women from the Great Sandy Desert in Western Australia is provided in this work. These women are sharing their life stories, experiences, cultural identity and connections to the Land with Aboriginal and non-Aboriginal people. The stories are told in Aboriginal English, and accompanied by numerous colour photographs. Included in the introduction is a section on skin colour and Aboriginal English. A glossary of terms is provided. The aim of this book is to develop an understanding and appreciation Aboriginal Australia. It is an excellent resource for comparative studies. Younger readers may need adult help in using this book. T. Carr

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** CA; English; HSIE; Languages

**SYLLABUS:** Aboriginal Studies Stage 6; Creative Arts K-6;  
English K-6; English 7-10; HSIE K-6;  
Visual Arts 7-10 SCIS 906160

### *Lore of the Land: reconciling spirit and place in Australia's story* [electronic resource]

Fraynework Multimedia, 1999

ISBN none

[305.89]

Students have the opportunity to collect ideas and to reflect on their learning by keeping a journal, as they progress

through the sections of this highly recommended CD-ROM. The inclusion of short video clips, music, and questions, from each of five entry points, encourages the user to investigate further and consolidate information gathered. Throughout the exploration of the strands, **Experiences, Indigenous culture, Discovery, Land issues, and Understanding** the narrator prompts the user to consider the facts and reflect on the implications for our shared history. In these sections, a range of perspectives on issues such as **Cultural influences** are explored. An interactive discovery game requires students to search for artefacts to add to their personal journals with images photographed as they traverse the **Reflective walks**. Clear directions make navigation simple. Engaging for students of HSIE K-6, and equally as relevant to secondary students of Aboriginal studies, this resource has much to offer those who seek to understand the relationship between Land and people, Indigenous and non-Indigenous, in Australia. The web site at [www.loreoftheland.com.au](http://www.loreoftheland.com.au) enhances the information on the CD-ROM. Time would need to be taken to verify the curriculum relevance of linked sites. S. Rasaiah, D. Wray

#### Minimum requirements

Macintosh: System 7.6.6; 32MB RAM; 40MB hard disk

Windows 95: Pentium 150; 32MB RAM; 40MB hard disk

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Geography Stages 4-5;  
HSIE K-6; History Stages 4-5;  
Legal Studies Stage 6 SCIS 1007765

THOMPSON, Liz

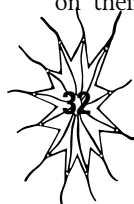
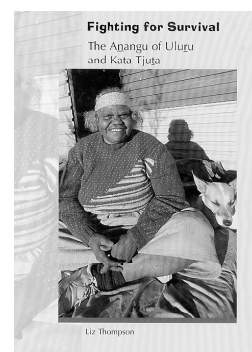
### *The Anangu of Uluru and Kata Tjuta*

Heinemann Library, 1998 (Fighting for survival)

ISBN 1863919074

[305.89]

A broad description of the Anangu and Kata Tjuta people of Uluru, this work covers Land Rights, traditional education, bush tucker, art, social relationships, and medicine. Thompson provides a brief outline of the historical consequences of settlement on the Anangu. These include the removal of children from families, the dispossession of Land, and the struggle to regain and protect their culture. In 1985 the Anangu Kata Tjuta became traditional owners and managers of Uluru-Kata Tjuta National Park, and in doing so provide on going protection for sacred areas, while also taking part in the tourism industry. Research for this work was conducted with the approval and participation of the Anangu and Kata Tjuta peoples of Uluru. This colourful and easy to read resource is part of a series which focuses



on the similarities of indigenous peoples of the world. The information it provides is a reasonable introduction to some of the contemporary and traditional issues of Aboriginal people. R. Crawford.

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; HSIE K-6; History Stages 4-5 SCIS 935131

THOMPSON, Liz

### *The Ngaanyatjarra of the Gibson Desert*

Heinemann Library, 1998 (Fighting for survival)

ISBN 1863915788 [305.89]

From the preface, the reader knows that the Ngaanyatjarra people of the Warburton community have control over this book, and that the book is only one way of telling their story. The easily read and culturally sensitive text is interspersed with excerpts of Ngannmyatjarra people telling their own stories and histories. The author also keeps a diary of her writing project. Colour photographs and exciting design complete the package. The cross section of Ngannmyatjarra culture explored includes: Tjukurrpa Law; Native Title and mining; social organisation; traditional and 'whitefella' education; contemporary music; bush foods; traditional medicines; and community art. Parallel to this picture of cultural diversity is a Ngaanyatjarra history of missionary intervention and influence, the eventual handing back of Ngaanyatjarra traditional Lands, the formation of the Council, and the establishment of the Warburton Arts Project, of which this book is a successful part. As part of a comparative study this would be an excellent and invaluable resource for teachers and students. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6: History Stages 4-5; Visual Arts Stage 6 SCIS 935134

### *Timberly tales* [electronic resource]

L. Moore, 1999

ISBN none [305.89]

This CD-ROM is a rare example of local area based Indigenous software. Produced by the Timberly family and Laurie Moore, it is a personal record of the Aboriginal local history of La Perouse from the perspective of individual Timberly family members. A **Photo history** looks at La Perouse and the life stories of the Timberly family, and their involvement in fishing and boomerang making. An **Information** section explores artefacts and music, and the **Stories** button takes you to interactive creation stories based around local animals. Many illustrations are accompanied by the local Aboriginal language words, and there is

a **Glossary**. The software interface is basic, and needs to be navigated carefully and slowly. This is good resource for teachers introducing an Aboriginal studies perspective in HSIE K-6. There is an accompanying web site page <http://www.islandnet.com/~bidjigal/tales/>, which is beautifully illustrated. B. Percival

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6; History Stages 4-5 SCIS 970706

BRIAN, Janeen

### *Pilawuk: when I was young*

Era, 1996 (Magic bean in-fact)

ISBN 1863742565; ISBN 1863742573 [305.89915]

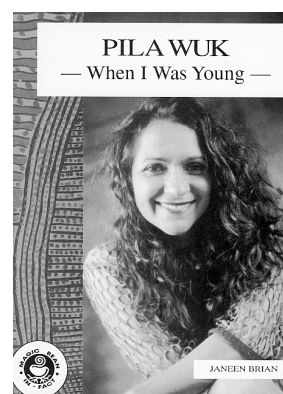
In this intensely moving, illustrated oral history, Pilawuk tells of her childhood as one of the Stolen Aboriginal children. Simply, honestly, but without rancour, she recalls her forced removal from her family, her life at Garden Point Mission on Melville Island and in Adelaide, where she was moved several times between non-Aboriginal families, and much later her efforts in tracing her surviving family, and their poignant reunions. Graphic borders, photographs, maps and a fascinating Aboriginal presentation of a family tree enrich and assist understanding of Pilawuk's story. Available in both big and small book formats, this excellent, significant historical document should be shared with all Australians. B. Richardson

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6

*Big book* SCIS 906735  
*Small book* SCIS 888314



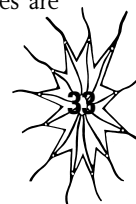
DUGAN, Michael

### *Aboriginal Australia*

Macmillan, 1998 (Discoveries and innovations)

ISBN 073294760X [306.4]

Detailing the incredibly complex technological applications of everyday Aboriginal items, this work is a comprehensive reference. It uses appropriate technical language, couched in lay terms, amongst a layout of excellent illustrations, many of which are historical photographs. The writer details the complex skills required to construct such devices as canoes, weapons, tools, and ropes, all without the benefit of modern materials or engineering. The use of tools for the art of fishing, using traps, nets and spears was perfected by Aboriginal people. Musical instruments, such as the didgeridoo and clapsticks, and the innovative toys and games are





## Primary information

also detailed. This book explains the methods of fire making, and its use in Land management. This is a valuable resource for the classroom, which could promote an appreciation of this ancient and still vibrant culture. C. Connett

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** CA; HSIE; ST; TAS  
**SYLLABUS:** Aboriginal Studies 7-10; Creative Arts K-6;  
 Design & Technology 7-10; HSIE K-6;  
 History Stages 4-5; Science & Technology K-6;  
 Visual Arts 7-10 SCIS 952604

BARLOW, Alex & HILL, Marji

### *You and me living together: the story of Aboriginal land rights*

Heinemann Library, 2001 (Aboriginal people, then and now)

ISBN 1863911529 [306.08]

This is one book in a series of four. It is a useful work to generate discussions focussing on Reconciliation. The text is clear and precise, allowing students an opportunity to explore complex issues with ease. The content explores issues of: traditional lifestyles before invasion; resistance leaders; mission life; Land Rights; and gaining Native Title. Aboriginal people from many different language groups and locations are mentioned throughout the text, promoting the diversity between Aboriginal peoples. A balance has been provided between traditional and contemporary Aboriginal Australia allowing for greater understanding of issues. Throughout the text the authors reinforce the sensitivities involved in teaching Aboriginal issues in an attempt to promote cultural integrity through the preservation of cultural intellectual property. Using a mix of photographs, prints and personal history, this resource encourages readers to critically reflect on different viewpoints. A timeline, glossary and index with additional reading is included at the back of the book. If using the titles in this series, it would be essential to consult with your Aboriginal community. D. Anderson

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; HSIE K-6

*Other titles in this series are:*

***Bosses ourselves: the story of Aboriginal self-government*** SCIS 1059875  
***My mob: the story of Aboriginal family life*** SCIS 1059873  
***Sharing our cultures: the story of Aboriginal cultures*** SCIS 1059876

### *Wiradjuri Dreaming* [videorecording]

Genaren Hill Landcare Group, 2000 (35 min.)

ISBN none [306.08]

A number of important contemporary themes in Australian society are subtly brought together in this video. It explores an archaeological survey team at Genaren, a property near Peak Hill. Genaren is particularly valuable

from an archaeological perspective, as large areas of the property have never been ploughed. The archaeological survey brought together: the Genaren Hill Landcare Group; the Peak Hill Local Aboriginal Land Council; consulting archaeologists; and local students. The video explores important issues such as Native Title, and brings out the fears and hopes of the participants with skill. It shows the growing understanding and respect brought out by working together on a common project. B. Corr

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History Stages 4-5; Geography Stages 4-5; Aboriginal Studies Stage 6  
 SCIS 1021894

WILLIAMS, Edna Tantjingu, WINGFIELD, Eileen Wani & McINERNEY, Kunyi June-Anne

### *Down the hole: up the tree, across the sandhills, running from the state and Daisy Bates*

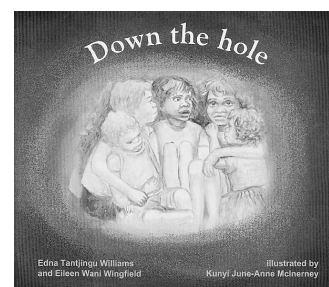
IAD, 2000 (jukurrpa)

ISBN 1864650249 [362.7]

This excellent picture book is a powerful and honest account of the tremendous pressure and fear Aboriginal people faced in protecting their children from the state authorities, who were responsible for the forced removal of Aboriginal

children. Readers will empathise with their plight, and the extreme measures Aboriginal family members took to hide their children from the authorities. Young children were placed down mine holes to escape the unwelcomed kidnappers. The children would sit all day, quietly huddled together until it was safe to be pulled out of the hole. It is an emotionally engaging and moving story based on fact. The complementary illustrations are strong and distinctive, and reflect an era of darkness and fear, although the story is not told in this way. It shares an emotional and sensitive issue that has impacted on Aboriginal people. The book is written in Aboriginal English, with some words and phrases from the South Australian Aboriginal languages, Yankunytjatjara, Kokatha, and Matutjara included, along with a guide to assist in pronunciation. An account of the period and biographical information about the authors and illustrator are included at the back of the book. Non-Aboriginal teachers should consult with their local Aboriginal communities before attempting to teach this sensitive area. D. Anderson

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; HSIE K-6  
 SCIS 1007663





## Aboriginal peoples [series]

Heinemann Library, 1997

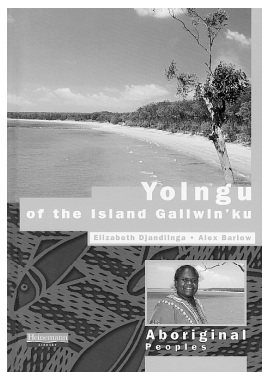
The diversity of Aboriginal cultures and the differing ways colonialism has impacted on contemporary Aboriginal societies are highlighted by this excellent series. Through different timeframes of visual and written sources, snapshots of change are captured. The diversity of environments is explored through the different titles, emphasising the unity between Aboriginality and the Land, their different colonial experiences, and their contemporary societies. Well set out with clear, informative sections, maps, glossary and bibliography, it is a good starting point in the understanding of Aboriginal peoples. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

*Titles in this series are:*

<b>Kombumemi: saltwater people</b>	SCIS 902220
<b>Wangkangumu of the desert</b>	SCIS 902196
<b>Wiradjuri of the rivers and plains</b>	SCIS 902191
<b>Yolngu of the island Galiwin'ku</b>	SCIS 902221



ERDOES, Richard & ORTIZ, Alfonso

## American Indian myths and legends

Pimlico, 1997

ISBN 0712673687 [398.2089]

An extensive and varied collection of Native American belief systems is presented in this excellent resource. Well categorised themes highlight the important relationship between land, culture and identity for all peoples. The sorrow of a colonised people is the loss of the rights to cultural expression, and there is a strong undercurrent of loss throughout the stories. But there is also hope, as the culture is being maintained and revived. Each story has its own attached synopsis, whereby the culturally important knowledge within the story is made available. The variety and length of the stories make them readily accessible to a range of students. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Geography Stages 4-5; History Stages 4-5;  
HSIE K-6 SCIS904087

JONES, Elsie

## The story of the falling star

Aboriginal Studies Press, 1989

ISBN 0855751991 [398.20994]

Closely following traditional Aboriginal methods of oral story telling, Elsie Jones of the Paakantji people, in Western

New South Wales, describes how the advent of a falling star resembles a local Dreaming. Brilliantly illustrated with Karin Donaldson's collage photographs and the art of Doug Jones, the story permits sharing aspects of Aboriginal culture in a sensitive but enlightened manner, using Aboriginal English and conversation balloons. Elsie tells how Malkarra, a strong but evil man, exerts his influence on the people, foretelling the great disaster that would befall them on the event of the falling star. They are unwilling to listen to him because they mistrust him. This is an excellent publication, which has immense potential for application within schools for Aboriginal and non-Aboriginal students alike, and contains a worthwhile glossary that also details specific pronunciations of the Paankantji languages. C. Connett

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** CA; English; HSIE

**SYLLABUS:** Creative Arts K-6; English K-6; English 7-10;  
HSIE K-6 SCIS 603462

POVAH, Frank

## You kids, count your shadows: hairymen and other Aboriginal folklore in New South Wales

2nd ed. F. Povah, 1997

ISBN 0646346733 [398.20994]

In this collection of short stories told by Aboriginal people of New South Wales, the spelling used follows the speaker's pronunciation as closely as possible, so it reflects the spoken word. A pronunciation guide is also included. The stories of Yuurii, Yuuriwinaa, the minmin and other magical beings that inhabit the New South Wales landscape are contemporary, yet still reflect the tradition of storytelling that is strong amongst Aboriginal people in NSW today. One of the editor's aims is to dispel the myth that most urban Aboriginal people retain nothing of their ancient traditions. This book could be used in the classroom to pass on a knowledge of Aboriginal Dreaming that is appropriate for all ages. L. Pratt

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4

**KLA:** English; HSIE

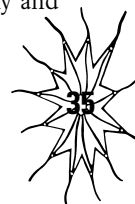
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; HSIE K-6  
SCIS 931306

## The Lore of the Land: paintings and stories by the children of the Gia and Ngaro homelands

Whitsunday Reconciliation Group, 1998

ISBN 0909971064 [398.209943]

In this book is a set of delightful short stories, written by children who are giving their own expression to stories they have learnt about the Dreaming. Their stories are supported by their colourful drawings of animals, sky and



## Primary information

other features of the natural environment. The stories give examples of what happens when people do the wrong thing, or have the wrong thing done to them. The development of this book obviously gave the children an opportunity to express themselves in their understanding of what they had learnt, and artistically with paint, fingers, brushes and colour. It shows what a group of children are able to do, and is a good resource for young children to use which will help to enhance their self esteem. R. Carney

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3

**KLA:** CA; English

**SYLLABUS:** Creative Arts K-6; English K-6

SCIS 966375

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TIPOTI, Alick

### *Mura migi kazika = For us little mob*

Magabala, 2000 (Uupababas)

ISBN 1875641556 [398.8]

The use of imagery depicting the natural environment of the Torres Strait Islands in this book emphasises the diversity of peoples, cultures, and environments of Indigenous Australia. Contrasts can be made with the physical differences of the people and with the style of housing, flora and fauna particular to the area, and ceremonial dress. The book gives students an opportunity to interpret traditional western nursery rhymes whilst at the same time learning the language and heritage of another culture. The **Wordlist** and **Brief pronunciation guide** are valuable tools in assisting teachers to provide another cultural aspect to known stories, particularly in the early years of schooling for all students. The book gives students an opportunity to reinterpret traditional western nursery rhymes whilst at the same time learning something of the language and culture of the Torres Straits. R. Carney

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** English

**SYLLABUS:** English Stage K-6 SCIS 1025056

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DANN, Lucy Wiidagoo & RICHES, Francine Ngardarb

### *Bardi counting book*

Magabala, 2000 (Uupababas)

ISBN 1875641548 [513.2]

Colourfully illustrated and simply designed, this book presents an opportunity for students to explore the diversity of languages and cultural activities practised across Aboriginal communities in Australia. The animal symbols used are a source of food or an example of the animals, fish and birds that are found in these language group areas. Positive aspects of Aboriginal life can be portrayed by discussion of the bestowal of totems, represented by these animals, resulting in the conservation of species. The book could provide culturally appropriate support for Aboriginal students of Mathematics and language, which could be supplemented by locally produced resources. The cultural

notes; information about the author and illustrator; **Wordlist**; Bardi counting system; and the Bardi pronunciation guide and vowel sounds; provide the teacher with a helpful resource and an opportunity for introducing Aboriginal studies to all students in the very early years of schooling. R. Carney

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** English; HSIE; Mathematics

**SYLLABUS:** English K-6; HSIE K-6; Mathematics K-6  
SCIS 1025047

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BIRCH, Robin

### *Australia from the beginning*

Macmillan, 1999 (Macmillan highlights)

ISBN 0732948479 [560.994]

A fascinating documentation of evidence of earliest life in Australia, accompanied by a time line of all the different eras, is provided in this resource. It describes the different eras in the story of the Earth, how it was formed and then became shaped with geographical features and the beginning of living creatures. The sequence of events is put in simple, understandable terms. Information is supported by colourful photographs, graphics, diagrams and information boxes. Clear and simple language is used, with appropriate print size and layout. There is a good range of information describing extinct and living animals, and all aspects of land and water. The book also offers the opportunity to compare beliefs in creation, with discussion of Dreaming stories where animals are identified. This is an interesting and informative resource. R. Carney

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE; ST

**SYLLABUS:** HSIE K-6; Science & Technology K-6  
SCIS 964063

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ZOLA, Nelly

### *Koorie plants, Koorie people: traditional Aboriginal food, fibre and healing plants of Victoria*

Koori Heritage Trust, 1992

ISBN 1875606106 [581.6]

Here Koorie culture comes alive with a wealth of botanic knowledge and oral history. Detailed information on the use of over 100 native plants, many of which have similar species in New South Wales, is supplemented with 150 full colour photographs. The excellent historical introduction covers the use of sustainable Land management practices by Koorie people, the fight for Land and resources in the European invasion, and the resultant degradation of the environment. Well illustrated, contemporary information is provided on **Gathering food plants** and **Cooking**. Plants are divided into broad habitat areas, and categories, such as



**The coast and Medicines.** Koorie people from Cumberagunja and Framlingham talk about their lives and of their interaction with the plants and animals of the complex ecosystems where they live. In the context of personal and environmental health, this book becomes a valuable resource for cultural and ecological survival. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE; ST  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; HSIE K-6; History Stages 4-5; Science & Technology K-6  
 SCIS 746850

OLIVER, Narelle

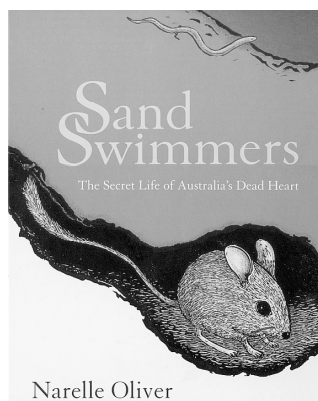
### ***Sand swimmers: the secret life of the Australian dead heart***

Lothian, 1999

ISBN 0850917689

[591.40994]

Illustrated with coloured lino cuts and pencil drawings, this handsome picture book follows Charles Sturt's journey north from Adelaide in 1844. Large pages combine illustrations of desert animals and their habitats, descriptive text and sketches of Sturt's expedition (annotated with quotations from Sturt's diary). Much information is conveyed in the illustrations; clever depictions of the animals' adaptation and camouflage techniques. The book acknowledges the skills, knowledge and understanding of Aboriginal peoples living in a desert environment. It includes names for many plants and animals from Pitjantjatjara, Arrernte, and Pintubi languages. The book has significant potential for use in Aboriginal studies, and learning about desert environments and Australian explorers. W. Smith



**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE, ST  
**SYLLABUS:** Geography Stages 4-5; HSIE K-6; Science & Technology K-6  
 SCIS 961580

MUMBULLA, Percy & BANCROFT, Bronwyn

### ***The whalers***

/ collected by Roland Robinson. Angus & Robertson/HarperCollins, 1996

ISBN 0207184844

[639.280994]

The telling of The whalers steps between Aboriginal Dreaming stories and the Australian yarn. Complemented by Bancroft's powerful illustrations, this excellent book develops a style of Australian literature that reflects the

principles and practices of Reconciliation, ie collaboration between Aboriginal and non-Aboriginal people. The use of Aboriginal and standard English reinforces the fusion of traditions. The picture book style story would allow many different uses in the primary classroom, including: confirming the identity of Aboriginal students; reaffirming the use of Aboriginal English; exploring the changing use of language; discussing Aboriginal truths about spirit brothers and sisters; the whaling industry; and considering environmental balances. It is a deadly story. C. Dorbis

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Community  
**KLA:** CA; English; HSIE; ST  
**SYLLABUS:** HSIE K-6  
 SCIS 866218

EDWARDS, Yvonne

### ***Going for kalta: hunting for sleepy lizards at Yalata***

Jukurpa, 1997

ISBN 0949659991

[641.3]

Shortlisted for several Australian awards, this informative picture book is beautifully photographed and designed. Created with the help of members of the Yalata community in South Australia, the story tells of Yvonne, Brenda and the kids travelling into blue bush country in their hunt for the kalta, or sleepy lizards. Brilliant colour photographs show shingleback lizards being hunted, killed, cooked and eaten. Through the text around twenty Pitjantjatjara words are naturally woven into the story, making the reading of the book an enriching cultural experience. A language word list is included, and Pitjantjatjara pronunciation is clearly explained. The style of writing is conversational, and Aboriginal English phrasing occurs throughout. The setting is contemporary and the context very specific to one community and location, attributes which makes the book an excellent resource for HSIE K-6 Aboriginal and environmental studies. B. Percival

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6  
 SCIS 939531

STEWART, Kathy & PERCIVAL, Bob

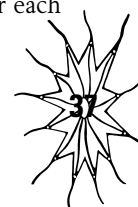
### ***Bush foods of New South Wales: a botanic record and an Aboriginal oral history***

Royal Botanic Gardens, 1997

ISBN 0731300041

[641.300994]

A collaborative resource, this excellent book reflects both Aboriginal and western botanic understandings of the native flora of New South Wales accumulated over 60 000 years, so warnings should be heeded before any experimentation with Australian bush foods. While the **A-Z of bush plants in NSW** is certainly not a complete digest of plants and their uses, it is still extensive in scope. For each



## Primary information

plant, a **Description**, **Where it is found**, and **Uses** are given. Supported by eight pages of colour plates and many scaled line illustrations of leaves, fruits, seeds and roots, this is a useful book to enhance Aboriginal studies, science units, environmental education and school excursions. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community  
**KLA:** HSIE; Science & Technology  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5, History Stages 4-5; HSIE K-6; Science & Technology K-6  
SCIS 920601

### Moorditj: Australian Indigenous cultural expressions [electronic resource]

DUIT Multimedia, 1998 (Australia on CD)

ISBN 064635552X

[700.94]

Moorditj is the Noongar word for 'excellent', which perfectly describes this **CD-ROM**. It features the work of Aboriginal artists, musicians, and performers, focussing on the diversity of vibrant contemporary Indigenous cultural expressions in Australia. There are separate sections for **Visual art, Literature, Media, Dance, Theatre, Music, Craft, and Oral history**. There are specific profiles of several Aboriginal dramatists, including Jimmy Chi and Jack Davis, which will be useful for students studying contemporary Aboriginal theatre. Navigation is simple, with Justine Saunders and Aaron Pederson guiding first time users through the program. Students using Moorditj can collect artworks, information, and audio clips in the coolamon, to be used at a later date or printed. There is also a series of challenges, which test user knowledge of the area they have just explored. Artists can be searched by their style or region, making it possible for teachers to focus on Aboriginal cultural expressions in their own area. Issues such as Aboriginal Deaths in Custody, the Stolen Generations, and Land Rights can be explored in depth through the work of Aboriginal artists. This is a superb resource for teachers and students across many areas of the curriculum. M. Anderson, A. Byron

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Dance Stage 6; Drama 7-10; Drama Stage 6; History Stages 4-5; Visual Arts Stage 6  
SCIS 944707

### Aboriginal artists in South Australia

Dept. of Education, Training & Employment, 1998

ISBN 0730851184

[704]

Presenting photographs of their art, themselves and their environment, this publication most importantly tells us what the artists say about their own work. Over 100 Aboriginal artists are presented in this book. Their styles and mediums are varied, as is their fame. Featured are well known artists such as Trevor Nickols and Ian Abdulla, and

others who are relatively new. All tell about the different aspects of their lives and the creation of their art. The interviews with each artist are interspersed with photographic images by Mark Trinne. These give a visual portrayal of the artists themselves, the stunning South Australian landscape where they live, and the diversity of their work. L. Pratt

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE, CA  
**SYLLABUS:** Creative Arts K-6, HSIE K-6, Visual Arts 7-10, Visual Arts Stage 6  
SCIS 890850

BARLOW, Alex

### Aboriginal art [series]

Macmillan, 1997

In this comprehensive and well produced series on Aboriginal art, information is provided on all aspects of the subject. It is a visually impressive series which uses photographs, maps and reproductions of artworks very effectively. The works highlight different art styles and art as a means of communication. This offers insight into Aboriginal culture and history. Use of traditional elements in contemporary art forms is included. The easily read text is well supported with visual material. Quality of information and perspective does vary from title to title (see the following reviews of additional individual books in the series). T. Carr

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** CA; HSIE  
**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Visual Arts 7-10

*Titles in the series include:*

<b>A first look at Aboriginal art</b>	SCIS 913942
<b>Art of Arnhem Land</b>	SCIS 913947
<b>Art of the desert</b>	SCIS 913959

BARLOW, Alex

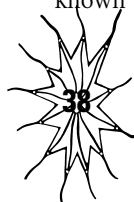
### Rock art

Macmillan, 1997 (Aboriginal art)

ISBN 0732935792

[709.01]

Using photographs of art sites, and images of the environment depicted around and in rock art, this work presents wide ranging visual examples of Aboriginal rock art across Australia. The resource also describes the history of European Australian awareness of the existence of Aboriginal rock art in Australia and, for some time, the unawareness of the significance of the art sites. Comparison of Australian Aboriginal rock art with ancient rock art in Europe, in particular, more than proves the antiquity of Australia's rock art sites. It also gives credence to the claim of the age of intellectual and cultural activity in Aboriginal Australia. The variety of styles of art, the





materials used, and examples across Australia make this a valuable resource for use with students. Stories surrounding the art depicted, and the description of artefacts and other animal and mineral relics on sites are included. This work provides teachers with the opportunity to address the issues of copyright and recognising other cultures. R. Carney

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA; HSIE  
**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Visual Arts 7-10 SCIS 915140

## 20th century art: a history of modern art [series]

Heinemann Library, 2000

The magazine style layout of these six books that explore the history of the modern art movement of the twentieth century make them easy reading. Links are made between developments in modern art and historic events and include snippets of information that would appeal to junior high school students, such as how a mummified Inca on display at the Paris World Fair inspired Munch's central figure in *The Scream*. In tracing the development of modern art, each book spans a time period of either one or two decades. The coverage is predominately of the European and American art scene. The only Australians noted as a significant international movement under the heading of *Down Under*, are Aboriginal artists from Papunya Tula, misspelt as Panunya. L. Pratt

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6; Visual Arts 7-10

*Titles in this series are:*

<b>1900-10, new ways of seeing</b>	SCIS 1035905
<b>1910-20, the birth of abstract art</b>	SCIS 1037039
<b>1920-40, realism &amp; surrealism</b>	SCIS 1035911
<b>1940-60, art in emotion</b>	SCIS 1035914
<b>1960-80, the object of art</b>	SCIS 1035916
<b>1980-2000, very modern art</b>	SCIS 1035918

BARLOW, Alex

## Artists and their work

Macmillan, 1997 (Aboriginal art)

ISBN 0732935822 [709.94]

The issue of copyright is of major concern to contemporary Aboriginal artists. This work gives a brief but timely and well presented profile of Aboriginal artists, their work, and their struggle for recognition. It features well known Aboriginal artists from across Australia, both male and female, and from areas as diverse as the western desert, Arnhem Land, and Cairns. The book gives an insight into how Aboriginal artists use their talents to maintain their culture (proving Aboriginal culture is ongoing) and how they are willing to use their high profiles to promote the cause of fellow Aboriginal artists in the protection of their rights, and to

improve the lot of Aboriginal society generally. The diversity of styles and mediums used show the talent of Australia's contemporary Aboriginal artists. Interesting examples of commercial ventures are described. With mostly full colour pictures and plain language, this is a good resource for teaching contemporary Aboriginal studies and Aboriginal art across a wide range of age groups. R. Carney

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA; HSIE  
**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Visual Arts 7-10 SCIS 909078

BARLOW, Alex

## A closer look at Aboriginal art

Macmillan, 1997 (Aboriginal art)

ISBN 0732935814 [709.94]

Placing Aboriginal art in its cultural and historical context, this book discusses the reasons for the failure of Europeans to see Aboriginal ceremonies and paintings as art. Much of the book concerns the historical role of museums and anthropologists in collecting Aboriginal artefacts; most of this part examines the story of William Spencer and Frank Gillen, whose vast collection was eventually transferred to the Museum of Victoria. Issues of ownership and repatriation of artefacts to Aboriginal communities are not discussed. Illustrations include a mix of full colour pictures and Spencer's excellent historic black and white photographs. Aboriginal art is finally tracked, in detail, on its journey from its traditional anthropological home in the museum to its living contemporary home in the art galleries of the world. There is a sketchy history of the Aboriginal art movement since the 1970s, but no detailed biographies of contemporary Aboriginal artists. B. Percival

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** CA; HSIE  
**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Visual Arts 7-10

SCIS 917089

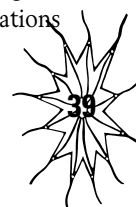
BARLOW, Alex

## The many forms of Aboriginal art

Macmillan, 1997 (Aboriginal art)

ISBN 0732935806 [709.94]

An appreciation of the various forms of Aboriginal art is presented in detail in this resource, accompanied by explanations of its applications in everyday life and in ceremonial procedures. Aboriginal art is more than the dot art of Central Australia and the skeletal art of the Tiwi, it comprises a complex collection of many different forms, using a diversity of media depending on purpose. From the intricate feather jewellery, body painting, ceremonial shields, to the very sacred bora grounds and tjuringas, one grasps a glimpse of an extremely ornate culture. Aboriginal history, being largely carried down through the generations



## Primary information

orally, was supplemented by rock carvings, paintings and by other art media. Delicately carved emu eggs, shell jewellery, superb wooden sculptures and wonderfully crafted basketware and nets are detailed with quality graphics and explanation. Superb photographs and an excellent layout have created a publication which could become a great classroom resource. C. Connett

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4  
**KLA:** CA; HSIE; ST  
**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Science & Technology K-6; Visual Arts 7-10  
SCIS 909417

BARLOW, Alex

### *Passing on the traditions of Aboriginal art*

Macmillan, 1997 (Aboriginal art)

ISBN 0732935830 [709.94]

Profiles of a variety of Indigenous artists are provided in this resource. The efforts of these artists have resulted in the acceptance of Aboriginal art as a legitimate form of artistic expression. Their artwork illustrates contrasting diversity and creativity. Styles differ depending on cultural expression and/or formal artistic training. Traditional art and methods have been revived in the work of Aboriginal artists, who have incorporated the use of tribal symbols and stories. Common themes in contemporary art combine historical, social and political perceptions. The work of Indigenous artists is exhibited in national and international galleries. The resource is well illustrated and easy to read. It explains art as an important expression of culture. The inclusion of a glossary and index supports the content, and assists information retrieval. R. Crawford

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Creative Arts K-6; HSIE K-6; Society & Culture Stage 6; Visual Arts 7-10; Visual Arts Stage 6  
SCIS 917092

### *Shadows in the dust: a contemporary portrait of Aboriginal station life*

Wild Pony, 1997

ISBN 0646329510 [709.94]

Swirling dust, cowboy boots, weather-lined faces and fresh young faces: these are the images that draw the reader to this resource. With beautiful black and white photographs and artworks created by Aboriginal artists, the book provides a vivid picture of the life of the Aboriginal stockman, both young and old. Individual stories, told in a matter of fact manner, give a glimpse of the hardships and horrors endured by these people. Artwork records their experiences. The eagerness of youth shines through, as does the pride of the Elders in their work. This book contains many opportunities for the reader to learn of

Aboriginal ways: culture; everyday life; history; and humour. This is a wonderful resource for using to present both sides of Australian history, and helping students across a wide range of age groups to respect other cultures. Language and images used are easy to understand. The book includes a map of the area where the people live and work. R. Carney

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; English Stage 6; HSIE K-6  
SCIS 920739

STOKES, Deirdre

### *Desert dreamings*

Heinemann Library, 1997 (Australian library)

ISBN 1863918558 [709.94]

Designed for the middle years of schooling, this is a focussed art book. Its design allows for an understanding of the principles of Aboriginal art of the Central Desert. Through maps, photographs, artworks and text, the resource shows complexities of Aboriginal cultural expression. The book, available in big and small book format, explores historic and contemporary expressions of Aboriginal desert culture. However, it uses a Eurocentric approach to the topic, thereby not fully explaining the similarities and differences in the eight language groups it covers. Teachers would require background knowledge or adequate complimentary resources to ensure this book is most effectively used. It would be appropriate to consult with or involve a local Aboriginal artist or the local Aboriginal community if using this book. C. Dorbis

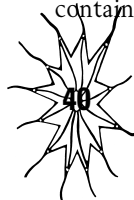
**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Creative Arts K-6; Visual Arts 7-10  
SCIS 900084

### *The inspired dream: life as art in Aboriginal Australia*

/ edited by Margie K. C. West. Queensland Art Gallery, Brisbane, 1988

ISBN 0730700216 [709.9429]

The diversity of the Aboriginal nations of the Northern Territory and some Torres Strait Islander peoples is well demonstrated in this reference book. Originally compiled to complement an exhibition for World Expo 88, the catalogue of art is augmented with a brief history covering a range of inspiring cultural expressions of Aboriginal peoples. Essays include: **Rock art of the Northern Territory**; **Women's acrylic paintings from Yuendumu**; and **Namatjira and the Hermannsburg School**. Modern Aboriginal painting is not just an expression, but has an economic reality for many communities, and this point is recognised. With a comprehensive **Bibliography**, this book has many uses in the classroom. C. Dorbis



**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Creative Arts K-6; Geography Stages  
4-5; History Stages 4-5, HSIE K-6; Visual Arts  
7-10; Visual Arts Stage 6 SCIS 452372

CIDDOR, Anna

### *Australian houses and buildings*

Macmillan, 1999 (Macmillan highlights)

ISBN 0732947588 [720.994]

Using the strong foundations of perspectives and context, a student can use this resource to locate in space and time the continuity and change in Australia's long tradition of houses and housing. The perspectives represent the different peoples who have lived here for the past 60 000 years. A solid Aboriginal perspective reminds us all of the lessons we need to learn to make best and economical use of the land called Australia. The content clearly indicates era, and shows a full range of houses, from mainstream to experimental and alternate. The book is useful as it shows continuity and change; it also asks students to make decisions about the future of houses. C. Dorbis

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; Geography Stages 4-5;  
History Stages 4-5 SCIS 964052

### *Changing our playground: a Koori artist in residence at a Sydney school* [videorecording]

/ written & directed by Margaret Smith. Smith Street Films, 1996 (20 min.)

ISBN none [751.7]

An excellent resource for teachers who want to incorporate an Aboriginal perspective into the HSIE K-6 curriculum, this video documents the process of urban Aboriginal artist, Elaine Russell, working on a mural project as part of an inner city school Aboriginal artist in residence program. All the activities are based around the celebration of NAIDOC Week. Small class groups of students are filmed and interviewed as they actively participate in the design and painting of the murals. The images incorporate both urban and country themes. Priority is placed on the students' interaction with the artist, not only in learning about the artist's life growing up on a mission, but also in discussing and confronting issues such as racism, Reconciliation and Aboriginal Land Rights. Examples are also given of supporting Aboriginal studies in the classroom, including the areas of dance and music. The video would act as a good stimulus for both students and teachers. B. Percival

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Professional  
**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Creative Arts K-6;  
HSIE K-6 SCIS 929228

MORGAN, Sally

### *The art of Sally Morgan*

Penguin, 1996

ISBN 067090354X [759.994]

Splendidly reproduced here are 89 plates of Morgan's works from 1986 to 1995, a solid tribute to her reputation. In the introduction, her sister details the traditions and family background which affect her art. The vibrant reproductions provide a splendid example of contemporary Aboriginal art. The brief accompanying notations of title and theme (given for most), add to the powerful cultural experience and provide a strong example of the integration of art in Aboriginal life. The book could support Aboriginal studies and visual arts in a variety of ways. M. Hamlyn

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Creative Arts K-6; HSIE K-6; Visual  
Arts 7-10; Visual Arts Stage 6 SCIS 890947

NOTLEY, Wendy

### *Growin' up strong: Aboriginal resource kit* [kit]

Scholastic, 1997

ISBN none [782.42]

A kit containing a teacher resource book, map, sound disk, posters with activities on the reverse side, and a set of four beautifully illustrated books (four copies in each set), this kit is a valuable resource for the classroom. It should captivate a young audience with its bright colours, songs and interesting information. The resource book is practical and provides information, teaching notes and the words for the songs. The kit is for Aboriginal and non-Aboriginal students and promotes a positive image of Aboriginal people. This resource kit has been endorsed by the New South Wales Aboriginal Education Consultative Group (AECG). It is a valuable resource when teaching students about Aboriginal Australia.

T. Carr

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Professional  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Creative Arts K-6; English K-6; HSIE K-6  
SCIS 914230

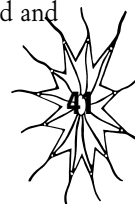
DINGO, Sally

### *Ernie Dingo: king of the kids: an Australian's story*

Random House, 2000

ISBN 1740517105 [791.43]

Watching Ernie Dingo on television's *The great outdoors* leaves viewers with the impression that he was born into the role of travel guide guru. Intelligent, light hearted and



fun loving, he presents well and makes it look easy. This biography of Ernie Dingo, written by his wife, capitalises on this image, and gives us another dimension. He was not born into the role, nor was he just lucky. Ernie is someone to be admired as he met many challenges, including discrimination and racism because of his Aboriginality, on the way to fame and fortune. The book is compulsive reading; we get to know the real Ernie, through good times and bad, and appreciate how much depth there is to his character. Sally, a non-Aboriginal woman who knows and loves her partner, also gives readers interesting insights into Aboriginal and non-Aboriginal relations, and the true history of the last 200 years of our country, including government policies and their impact on families such as Ernie's. This is an easily read, relevant, positive, informative story. J. Shoebridge

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; English 7-10 SCIS 1014409

### *Marn Grook: an Aboriginal perspective*

[videorecording]

/ written by Steven McGregor, Shane Mulcahy & Kim Gleeson.  
 Ronin Films, 1997 (45 min.)

ISBN none [796.33]

The history of Australian Rules Football from an Aboriginal perspective is examined in this excellent video. Its title comes from the Aboriginal name for a game very similar to Australian Rules that Aboriginal people were recorded playing on a mission in the 1840s, 20 years before the game was actually founded in 1860. The video traces the history of Aboriginal participation in the sport from the first Koorie player, Joe Johnston, in 1904, to the many players participating at all levels of the sport today. It is a history rich in characters, such as: Pastor Sir Doug Nicolls; Graham 'Polly' Farmer; the Cracker brothers; and Mad Dog Robert Muir. The larger political events effecting Aboriginal people are very effectively incorporated into the story, so that a history is also given of the assimilation policy, the Stolen Generations, the 1967 referendum, Land Rights and the fight for Native Title. Issues such as racism are also raised, especially in relation to the Nicky Winmar incident where, after a game marred by racial slurs, Nicky is forced to publicly and proudly point to the colour of his skin. Overall, the video makes a strong statement for Reconciliation and provides portraits of numerous positive role models for Aboriginal and non-Aboriginal youth alike. Any student interested in Aussie Rules will love it. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5 SCIS 928892

DOLAN, Beth

### *Cathy Freeman*

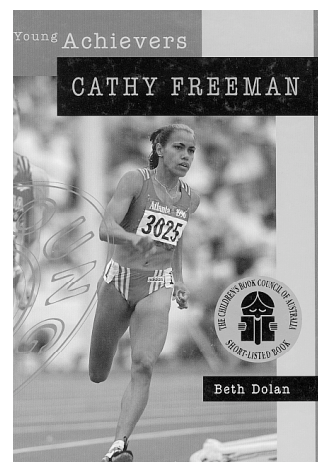
Heinemann, 1997 (Young achievers)

ISBN1863918612 [796.42092]

Biographical information on the life and career of successful young Aboriginal athlete, Cathy Freeman, is attractively presented in this book. Each double page spread focusses on a significant step in her career. Importance of the support of family and friends, individual will to achieve, and the sheer hard work of striving for excellence, are well developed themes throughout the book.

Language is simple and information clearly arranged. Pages are well designed and uncluttered, with good use of colour photographs. This is an appropriate biographical resource for students, which conveys both factual information and a genuine sense of the personality of this remarkable person. B. Bowie, J. Buckley

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** HSIE K-6; PDHPE K-6; PDHPE 7-10 SCIS 907781



JONES, Philip

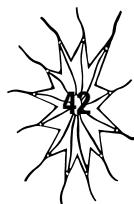
### *Boomerang: behind an Australian icon*

Wakefield, 1996

ISBN 1862543828 [799.20282]

A wonderful mixture of history and trivia, this work traces the history of this Australian icon. Written in consultation with Aboriginal people in South Australia, the use of boomerangs by Aboriginal people around Australia and around the world is explored from an historical perspective. A map is included, identifying all places mentioned in the text. After examining the practical uses of the boomerang, Jones then discusses the appropriation of this symbol for a variety of commercial purposes, and the modern sport of boomerang throwing. This is an interesting look at the way Aboriginal people used technology, and the way national icons develop. A. Byron

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History Stages 4-5 SCIS 889293





BIN SAAD, Sermsah & COOK, Samantha

### *The best little knitter in the west*

Magabala, 2000

ISBN 1875641521

[A821]

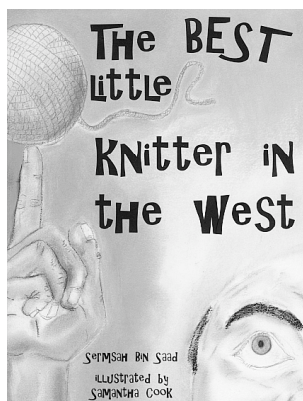
A well designed, colourful picture book, this work was written by a young Aboriginal author and award winning Aboriginal illustrator. George is proudly known as a talented knitter, who decides to set up a shop to sell his merchandise. To the surprise of all on opening day, an unwelcome intruder succumbs to the special talents of George and his knitting needles. The humorous text rolls along with a rap like rhythm, telling an excellent story with universal appeal. It challenges gender stereotypes and highlights that crime does not pay. Biographical information about the author and illustrator is included at the back of the book. It is an imaginative, original, easy to read story. D. Anderson

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** English

**SYLLABUS:** English K-6

SCIS 1000574



McDOUGALL, Jill & TAYLOR, Jenny

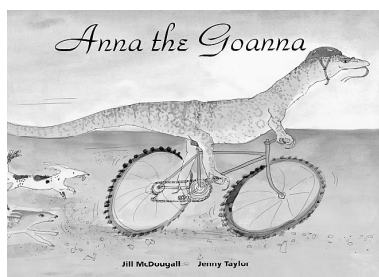
### *Anna the goanna: and other poems*

Aboriginal Studies Press, 2000

ISBN 0855753447

[A821]

Students will enjoy this colourful and engaging picture book: a collection of poems about living in an Aboriginal community. The non-Aboriginal author acknowledges the advice, inspiration, insights and support offered to her by Aboriginal students and adults from a range of Aboriginal communities. Her purpose in writing such material was to provide relevant reading and literacy support for the students in remote Aboriginal communities, where she has taught for some ten years. The poems cover a variety of topics relevant to the lives and environment of these children. They range in tone from light hearted to serious. Apart from activities such as riding bikes and hunting, important issues are also addressed in an accessible way that students could relate to. For example, there are poems about: Reconciliation; petrol sniffing; and alcoholism. This



resource offers potential as a starting point for use with both Aboriginal and non-Aboriginal students, for exploring social issues with students in consultation with the local Aboriginal community. A. Byron

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4 Stage 5

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10;

English K-6; HSIE K-6

SCIS 1005046

UTEMORRAH, Daisy & TORRES, Pat

### *Do not go around the edges*

Magabala, 1992

ISBN 1875641025

[A821]

Clever use of borders enable fifteen poems, reflecting the heritage and experiences of the Aboriginal author, to be simultaneously accompanied by a simple prose autobiography. The book is remarkable for its clever layout and design, which showcase the dual text and the vibrant contemporary Aboriginal artwork by Pat Torres. Colour is used to particularly good effect, white borders contrasting with earthy browns, yellow ochres, vivid blues and greens. A photograph of the author, a map, and contents page are included. It is definitely a book to share and discuss with all ages. In 1991 it was shortlisted by the Children's Book Council of Australia. B. Richardson

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** CA; English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Creative Arts K-6;

English K-6; HSIE K-6

SCIS 745071

DAVIS, Jack

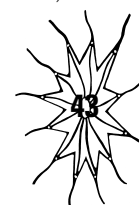
### *Honey spot*

Currency, 1987

ISBN 0868191639

[A822.3]

A meeting of Aboriginal and white beliefs about the environment make this play highly relevant to today's Reconciliation debate, although it is over ten years old. At both the level of the developing friendship between Peggy and Tim, and the confrontation between the ranger and William over his timber cutting, this drama seeks to explore cultural differences, resolution of conflict, and the need for tolerance and mutual respect. Environmental issues are explored through different understandings and ideas for uses of the forest. Dance combining traditional Aboriginal movement with modern ballet simply and effectively symbolises the growth in understanding which develops for both the children and the adults. Ellen Jose's black and white line drawings and Aboriginal motifs are an important part of this text. Aside from performance potential,



## Primary information

the script could stimulate much discussion around the issues it raises. It is suitable for performance by secondary and experienced primary students. R. Ewing

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** CA; English

**SYLLABUS:** Creative Arts K-6;  
Drama 7-10; English K-6;  
English 7-10

SCIS 421825

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DAVIS, Jack

### *Moorli and the leprechaun*

Currency, 1994

ISBN 0868192902

[A822]

In this play, Henry Withers, a dealer in Aboriginal artefacts, is strongly opposed to his daughter, Joan, going on an excursion to Uluru to play softball with her team. Moorli, an Aboriginal rainmaking spirit who plays the didgeridoo, and Loopy, an Irish leprechaun who plays the tin whistle, step in. They are determined to help Joan but need nothing short of magic to create a happy resolution. The script is interspersed with song, and includes an operation carried out in a shadow play. Most pages are illustrated with simple black and white sketches. This play from an Aboriginal playwright is about friendship, loyalty, race relations and heritage. Although dealing with racial tensions, it is light and entertaining and is suitable for performance by a group of young students. C. Duncan

**USER LEVEL:** Stage 2 Stage 3

**KLA:** CA; English

**SYLLABUS:** Creative Arts K-6

SCIS 818944

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### *Boori & Meme: the process of collaborative writing* [videorecording]

Video Education Australasia, 1999 (23 min.)

ISBN none

[A823]

A positive example of collaboration, offering a possible model for consultation between Aboriginal and non-Aboriginal people in a range of settings including schools, is presented by this inspiring, professional video. Opening statements, from Boori about living in two worlds and the strength of Aboriginal culture, and Meme in acknowledging traditional owners of the Land wherever she is guest speaker, set the spirit of the video immediately. With warmth and humour, Boori and Meme talk very naturally about their writing process: the recognition of the different skills they each bring to it; the team involved, including Boori's family and Elders as the "first editors", and the lack of a sense of ownership of the book by any one person; what they hope to achieve for readers; and the importance of reflecting Boori's oral storytelling voice. Specific reference is made to *Maybe tomorrow* and *My*

*girragundji*. Boori's anecdotes about questions he is asked in schools reflect his belief in the partnership between laughter and learning when dealing with challenging issues. A deep sense of the importance of understanding and respect, and finding inner strength to learn about oneself and face the difficult things in life, are key messages. C. Foley

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; English K-6;

English 7-10; HSIE K-6

SCIS 986919

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BREEDON, Stan

### *Growing up at Uluru Australia*

Steve Parish, 1995

ISBN 0937263896

[919.429]

The life of the Anangu Aboriginal people, especially children, around Uluru in the Northern Territory is shown in this picture book. Bright photographs show the importance of the Aboriginal peoples' relationship with the Land, and how they live off the Land by locating wild foods. It shows the traditional lifestyle of the Aboriginal people, the native flora and fauna, and the rugged beauty of Central Australia. The geographic features of Uluru are shown, and the Dreaming story associated with each feature is briefly told. J. Bruce

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** HSIE

**SYLLABUS:** HSIE K-6

SCIS 826177

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### *Australians* [videorecording]

ABC, 1998 (30 min.)

ISBN none

[920.094]

These five minute video biographies provide instant overviews of prominent Australians. The segments reviewed were for: aviator Sir Charles Kingsford-Smith; Land Rights champion *Edward (Eddie) Koiki Mabo*; activist *Dr. Faith Bandler*; writer *Paul Jennings*; politician *Dame Enid Lyons*; and swimmer *Shane Gould*. All use documentary footage and interviews with the subject where possible. The portraits are superficial and uncontroversial, but can be revealing, especially where the subjects themselves appear. A valuable issues based resource for history, English and civics, the episodes are interesting, relevant, well presented, and not too challenging to individual attention spans. The material implies opportunities for research, biographical writing, discussion starters, and role plays. G. Spindler

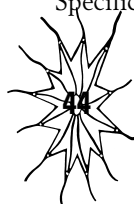
**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** English; HSIE

**SYLLABUS:** English K-6; English 7-10; History Stages 4-5;

HSIE K-6

SCIS 957126



WOOD, Marion

## ***The world of the native Americans***

Macdonald Young, 1997

ISBN 0750022760

[970.004]

The reader is introduced by this resource to a North America peopled by a diverse and rich range of indigenous cultures. This is the America that Columbus did not discover. This book details the history and culture of the North American tribes by using the distinct geographical regions of the continent. However, much of the life and culture captured so beautifully in the illustrations and fact boxes is caught in a time warp of pre European contact, and it is only in the occasional heading such as **The end of a way of life**, that we are reminded of the fatal impact of colonisation. This post contact history is told incidentally in a biographical section on **Native Americans in history**. There is an anthropologically based glossary and a list of British museums with collections of North American objects. While there is no contemporary Native American perspective in the book, it may be useful for comparative studies of other pre colonial indigenous peoples. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; HSIE K-6;  
Studies in Society 7-10 SCIS 928651

## ***The encyclopedia of Aboriginal Australia: Aboriginal and Torres Strait Islander history, society and culture***

Volume 1, A-L; Volume 2, M-Z / edited by David Horton; Aboriginal Studies Press, 1994

ISBN 0855752491 (Vol. 1)

ISBN 0855752505 (Vol. 2)

[994]

This is a grand project whichever way you look at this two volume publication. Six years in the making, it features eighteen editors, over 200 contributors (one third of whom are Aboriginal or Torres Strait Islanders), 2 000 entries and 1 000 photographs, illustrations and maps. It aims to cover 'all aspects of Australian Aboriginal and Torres Strait Islander history, society and culture', an impossible feat even in 1 340 pages. Yet what has been achieved here is the most wonderful, clear, brief, and up to date (at 1994) information on a large range of topics in a most readable style. Those seeking extensive details on complex topics such as Mabo and moieties will have to look elsewhere; there are many excellent suggestions in the 27 pages listing further reading. Contributors range from Paul Coe and Charles Perkins to Professor Ellis, and topics are as diverse as the Yothu Yindi band, and the Myall Creek massacre. It is one of the easiest encyclopedias to use: arranged A to Z by topic, with clear bold print for headings; see also references; and accompanying illustrations for most entries. The second volume begins with a one page

biography of Eddie Mabo, and concludes with very useful appendices covering such statistics as health, missions, and imprisonment. The index reminds us of alternative spellings and Aboriginal preferred forms of European names. One of the most useful aids for teachers is the **Entry guide by subject** where broad topics such as **food** or **literature** have over 60 recommended entries: eg. diabetes and witchetty grubs; or Aboriginal theatre and the play *Wild cat falling*. The separately available **CD-ROM** version, despite some limitations, adds sounds and video footage to this already long list of excellent material; both are designed as much for the browser as the serious researcher. This excellent publication comes with a wide range of support and sponsorship from DEET, ATSIC, Dept. of School Education, and the Council for Aboriginal Reconciliation. It is a resource for all Australians to enjoy and return to many times. M. Williams

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** CA; English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10;  
Aboriginal Studies Stage 6; Creative Arts K-6;  
Drama Stage 6; English K-6; English 7-10;  
HSIE K-6; History Stages 4-5; Visual Arts 7-10;  
Visual Arts Stage 6

Vol. 1

SCIS 799663

Vol. 2

SCIS 799668

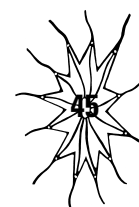
## ***The encyclopaedia of Aboriginal Australia***

[electronic resource]

Aboriginal Studies Press, 1994

ISBN 0855752610 Mac; ISBN 085572785 Windows [994]

A range of information on Aboriginal peoples, and their culture from ancient through to contemporary times, is available on this comprehensive **CD-ROM**. There are significant similarities between the hard copy encyclopaedia and the CD-ROM. There is much that is visually pleasing, though presentation quality of images and videos varies. Visual and sound backdrops are part of the invaluable experience of Aboriginal culture provided by this resource. Videos are small, and at times dialogue is not synchronised. General layout remains attractive and accessible. The key sections are helpfully subdivided to varying degrees. For regions within the **Map of Australia**, information for **People** and **Places** is offered. The timeline is broadly divided into ancient and recent history. Main subjects accesses **Culture**, **History**, **Issues**, and **Society**, with further subheadings. Overall, the program is user friendly with helpful guidance via the bottom bar text direction and the shield icon. Despite the limitations, this remains a fascinating and valuable resource. Auditory learners will love the integrated use of sound and music. The music section itself is wonderful, though some expected artists are absent. Assistance would be required by users in primary years and those at less sophisticated information skill levels. C. Foley



## Primary information

### Minimum requirements

Macintosh: System 7; 5MB RAM

Windows 3.1/95: Pentium or 486; 16MB RAM

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** CA; English; HSIE; Science; ST; TAS

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies

Stage 6; HSIE K-6; History Stages 4-5;

Legal Studies Stage 6; Studies in Society 7-10

Macintosh SCIS 811925

Windows SCIS 937737

TUCKER, Alan

### Homelands and frontiers

Omnibus, 1999

ISBN 1862913870 [994]

From the man who brought us *Too many Captain Cooks* and *Side by side* comes a brilliant third book, which details the specific 'brutal conflicts' which now act as markers in the invasion and resistance that took place in Australian frontier regions between 1804 and 1928. The battles at Risdon Cove, Bathurst and Battle Mountain are retold, as are the massacres at Cape Grim and Waterloo Creek. Stories on the fight for Land Rights in Arnhem Land and the Murray Islands are also included. The text is very descriptive and easy to read. The illustrations are riveting, and stand as a story in their own right, with a creative mixture of text and images. This book excels, as it gives names, faces and a sense of place to the historic conflicts resulting from the British colonisation of Aboriginal Land owned by at least 750 separate language groups. It adroitly fits into the chronology of the new Aboriginal Studies 7-10 syllabus. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6

SCIS 969310

TUCKER Alan

### Side by side

Omnibus, 1998

ISBN 1862913110 [994]

The second book in Tucker's trilogy, this work investigates the relationships between Aboriginal people, British colonists and European missionaries. Through fourteen separate accounts, he provides an insight into the impact of the early invasion of Aboriginal Land and society. The stories succinctly remind us of the struggle of the Aboriginal resistance fighters and heroes in a manner suitable for young children. Some of the stories reveal the outright brutality suffered by Indigenous people at the hands of British colonists, and why they retaliated. Others provide a stark picture of how well intentioned missionaries helped to entrench British control. Through their lack of understanding about Aboriginal people and their culture, ethnocen-

tric practices prevailed. Tucker's naive paintings, composed like mind maps, accompany each story, reproduced in vibrant colour on alternate pages. These are an excellent visual portrayal of these historic events. Each account is approximately 600 to 700 words long and could easily be used in the primary classroom in a range of areas such as history, art, and Aboriginal studies. L. Pratt

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6; History

Stages 4-5 SCIS 925785

### A century of great Australians [series]

Heinemann Library, 2001

[994.009]

Arranged alphabetically across six volumes, each book in this series chronicles the lives of thirteen individuals who have contributed to the growth and development of Australia in the twentieth century. Each biography covers a double page with photographs, a **Fact file** and lists of achievements and awards. The subjects come from many fields including sport, science, medicine and the arts. The Aboriginal content is appropriate, and there is also balance of historic and contemporary figures. The information is clear and attractively presented. This series of books would assist in the achievement of the HSIE *Change and continuity* outcomes when studying the strand, *Significant events and people*. S. Rasaiah

**USER LEVEL:** Stage 3

**KLA:** HSIE

**SYLLABUS:** HSIE K-6

\$28.60 each

SCIS 1042058

*Titles in this series are:*

**A century of great Australians. Book 1 (A-C)** SCIS 1042047

**A century of great Australians. Book 2 (D-G)** SCIS 1042049

**A century of great Australians. Book 3 (H-L)** SCIS 1042050

**A century of great Australians. Book 4 (M-P)** SCIS 1042051

**A century of great Australians. Book 5 (R-S)** SCIS 1042053

**A century of great Australians. Book 6 (T-Z)** SCIS 1042054

WILLIAMS, Magdalene

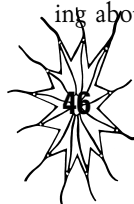
### Ngay janijirr ngank = This is my word

/ edited by Pat Torres. Magabala, 1999

ISBN 1875641475

[994.1]

Dreaming stories, family history and language belonging to Nyulnyul people of Western Australia make up a complex mix: overlaid with the impact of non-Aboriginal people, resulting in a blend of sorrow and spiritual hope. The book is beautifully and imaginatively designed. Paintings by Torres and photographs by Maria Mann complement the large, appealing text font. The Dreaming stories are the story of the people and should appeal to younger readers. The language is also their story and this is the author's attempt to preserve at least some of it so that her people will retain some aspects of Nyulnyul identity. This is a very





useful book for classroom studies of one Aboriginal nation. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; HSIE K-6 SCIS 972992

NICHOLSON, John

### *Kimberley warrior: the story of Jandamarra*

Allen & Unwin (True stories/A little ark book)

ISBN 1863738614 [994.103]

The story of Jandamarra, as told in the oral histories of the Bunuba peoples, is presented in this attractively formatted resource. A collaboration between the Bunuba Elders and Nicholson, it shows the Reconciliation process at the grass roots. Nicholson is able to maintain Jandamarra's spirit, his Aboriginality, and fight for justice in the way the book is structured, which reflects the lines of the telling. Broken into segments which are mini stories in themselves, the struggle of the late nineteenth century of the Bunuba peoples is brought alive. With good maps, and lists of key events and people, this excellent work can be used in the classroom in many ways. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; HSIE K-6; History Stages 4-5 SCIS 897330

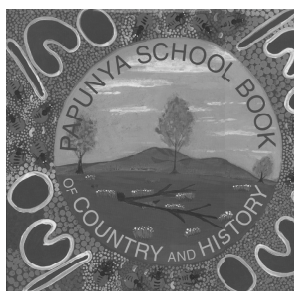
PAPUNYA SCHOOL

### *Papunya School book of country and history*

/ produced by staff & students at Papunya School; text by Nadia Wheatley; book design by Ken Searle. Allen & Unwin, 2001

ISBN 1186508526X [994.2]

This story offers a viewpoint about Australia, not often told. It is an account of specific events that have impacted upon the Anangu people, from five different language groups, who came to live together at Papunya. From first contact, through to the arrival of missionaries, to Land Rights, this story has many facets and layers that will unravel as the true story is told. Other topics include: Stolen Generations; health; resistance; massacres;



and the Assimilation Policy. It is about two way learning: the Anangu way and the Western way. Aboriginal language (Anungu) is used throughout the text and explained in the glossary. A useful and precise timeline is captured on each double page with the inclusion of an overall timeline that extends into three pages. A powerful, varied collection of children's illustrations and historical photographs have been used to highlight the reality of events that took place. Individual recollections by community members have been used to combine real life experiences with facts about specific events. This is an inspirational attempt to tell it as it was, with passion and dignity. D. Anderson

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6 SCIS 1058501

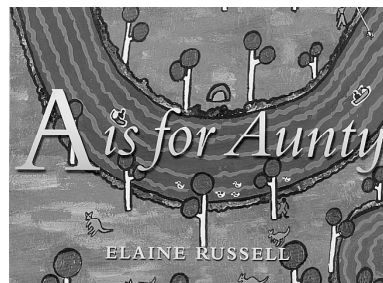
RUSSELL, Elaine

### *A is for aunty*

ABC, 2000

ISBN 0733307299 [994.4]

Memories of having a **Possum** as a pet, and Aunty Goldie using **Zinc ointment** for just about every ailment, are examples included in this interesting account of living on an Aboriginal mission in New South Wales. It is an alphabet picture book with a difference, reflecting the fond memories and joy associated with living on an Aboriginal mission with extended family and friends. Many of the featured memories are shared with humour, often reflecting events of that time. For example, on **Inspection day**, the houses would be checked by the manager's wife to ensure that they were clean. The colourful, distinctive illustrations complement and add insight to the story, with interestingly drawn maps showing features of the community. The text highlights the stylised use of capital letters for effect and to reflect cultural significance. Biographical information about the author/illustrator is included. The collection of childhood memories would generate interesting discussion and comparisons. D. Anderson



**USER LEVEL:** Stage 1 Stage 2  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; HSIE K-6

SCIS 1006498



## Secondary fiction

*Resources are arranged alphabetically*

*by author. Some of these are also*

*suitable for upper primary students.*

BELL, Helen

### *Idjhil*

Cygnets, 1996

ISBN 1875560610

Written as fiction by a non-Aboriginal author, but based on fact, this is the heart rending tale of an Aboriginal child of the Stolen Generations. At the tender age of nine, Idjhil is taken from his mother, removed from his people, his home in the Swan Valley, and the Nyungar way of life, and sent to live at a mission home to grow up with strangers. His story is told in a picture book which is striking in appearance, and remarkable for its design and presentation. Unfortunately, given the important theme, the text seems overlong, at times ponderous and contrived, lacking the narrative tension so necessary for emotionally engaging and moving the reader. B. Richardson

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE

**SYLLABUS:** HSIE K-6; Aboriginal Studies 7-10

SCIS 869226

BROWN, Eric

### *Walkabout*

Orion Children's, 1999 (The web)

ISBN 1858816432

A science fiction novel for younger readers, this blends an alien culture, virtual reality, and contemporary and traditional Aboriginality with a remarkable degree of success. The protagonist is a talented young Aboriginal soccer player in the 21st century, caught up in a clash between web authorities and the alien culture. The plot is stretched at times, and the geography of New South Wales is somewhat strange; yet the novel is imaginative, and the conclusion is positive, projecting a strong moral message that will leave the reader pondering its implications. It is a pleasure to read a novel that addresses Aboriginal issues in a sensitive and non-exploitative manner. B. Corr

**USER LEVEL:** Stage 3 Stage 4 Stage 5

SCIS 980781

CAMERON, Anson

### *Tin toys*

Picador, 2000

ISBN 0330361910

An intellectual statement about Australia of the 1990s is the best way to summarise this lengthy novel. Using an Aboriginal person searching for his personal and cultural identity allows the author to bring social and political commentary about Australia into the narrative. Moreover, these commentaries are sharp and perceptive, biting satires on the issues and trends. A useful resource for Aboriginal studies, this book would be a powerful novel to study. The sense of loss and hopelessness, that our social and political issues cannot be easily resolved, is reflected by the open ended conclusion to protagonist Hunter Carlyon's circumstances. C. Dorbis

**USER LEVEL:** Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 998170

DEAN, Billie

### *In search of the setting sun*

Longman, 1997 (Supa doopers)

ISBN 0582811260

For many decades in Australia, Aboriginal children were taken from their parents, which left both parties traumatised and feeling guilt and profound grief and loss. This simple, short story is an Aboriginal perspective on those events. It also explores the Aboriginal belief that all creatures were created equal, and that if Aboriginal people looked after the Land and other creatures, then they would in turn look after Aboriginal people. The story portrays a young girl's yearning to see the mother she was taken away from, her feelings about the family she was placed with, and her escape to find the mother she longs to see. The use of Aboriginal English adds to the author's attempts to present an authentic picture of the young girl and her relationships with the animals that protect her. Numerous line drawings by Pat Reynolds contribute to the story, and assist newly independent readers. This is a suitable resource for presenting a spiritual view of Aboriginal society in simple form to students in a wide range of age groups. R. Carney

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4

**KLA:** English

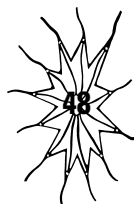
**SYLLABUS:** English K-6 SCIS 918049

### *From sand to celluloid* [videorecording]

AFI Distribution, 1996 [74 min.]

ISBN none

Six short films by Indigenous filmmakers are contained in this video: *Round up; Fly Peewee, fly!; Black man down; Two bob mermaid; Payback; and No way to forget*. Since 1788, Aboriginal people have attempted to share their culture with the newcomers, teaching them the right way of doing



things. These films continue the process of showing and sharing the culture, illustrating the resilience of Aboriginal culture and the constant presence of the Dreaming. The issues explored cross cultures, and address our shared history; the content and methodology signal the adaptability of Aboriginal culture. The use of music, both traditional and contemporary, is most effective. Aboriginal humour is a strong feature in these films. B. Corr

**USER LEVEL:** Stage 6  
**KLA:** English, HSIE  
**SYLLABUS:** English Stage 6: *Standard*; Aboriginal Studies Stage 6 SCIS 882416

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GADD, Jeremy

### *Escaping the triads*

Holy Angels, 1998 (An angels book)

ISBN 1875930124

The fascinating partnership of young My Li and ancient Quinqua has something of Kipling's Kim and the lama about it, and lends an ethereal quality to the quest and revenge tale that lies at the heart of this story, set in nineteenth century China and Australia. It is also a cross cultural exploration of race relations, ably exploring racism and prejudice, and has contemporary relevance. If the story had been properly proofed and researched, it would have been a very good resource for use with students. The author has taken considerable licence, resulting in misrepresentation and confusion of historical events, marring a potentially good yarn. There are many mistakes regarding Aboriginal culture. The nulla nulla is not a woomera. References to shovel nosed spears, penis pouches, wooden bowls to grind seeds in, cannibalism, and forays of warriors from Uluru into central New South Wales are fanciful. The journey of the protagonists from Lambing Flat to Uluru was impossible. The vocabulary suggests a mature and experienced reader, while the frequent authorial intrusion and redundancy could easily frustrate. Students using this book should be advised of its limitations. B. Corr, W. Bowie

**USER LEVEL:** Stage 4 Stage 5 Stage 6 SCIS 963255

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GERMEIN, Katrina & BANCROFT, Bronwyn

### *Leaving*

Roland Harvey Books, 2000

ISBN 0949714755

Particularly useful for discussing separation with young people, this picture book can be viewed at different levels. At its simplest, it is about a young white female leaving an Aboriginal community. The author and illustrator focus exclusively on the act of leaving, cutting and polishing the written and visual texts to lift the story to higher levels of meaning. The characters have no features, but there are clues that point to allegorical meanings. A diamond motif, for example, is used to express belief that the earth offers many precious things that should not be exploited. "And

Hope hugged me" signals that this apparently simple work is a comment on relations between Aboriginal and non-Aboriginal people. The cover of the book, when opened out with the young white girl on one side and her Aboriginal friends waving in parting or greeting on the other, tells of new possibilities in our relationship with each other and the Land. B. Corr

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Creative Arts K-6; English K-6; English 7-10; Visual Arts 7-10 SCIS 1018432

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GRANT, Stan

### *Stories told by my grandfather and other old men: a collection of short stories*

Restoration House, 1999

ISBN 0869420933

The author, who grew up near Griffith in the 1940s and 1950s, is a member of the Wiradjuri Elder's Council. This booklet is particularly important as it shares with us the process of educating young Aboriginal boys about life. The stories are as relevant today as when Grant's grandfather told them to him. Illustrated by Terrie Anne O'Brien, the stories cross seamlessly between the physical and the spiritual, warning about dangers that will be encountered on life's journey, and the importance of making sound decisions. The last story, *Wiradjuri*, tells of experiences of the Wiradjuri nation, and the importance of identity to Aboriginal people. These stories are relevant to both Aboriginal and non-Aboriginal people. B. Corr

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; English Stage 6: *Standard*; Aboriginal Studies Stage 6 SCIS 1013167

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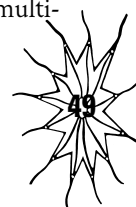
GWYNNE, Phillip

### *Deadly unna?*

Penguin, 1998

ISBN 0141300493

Gary 'Blacky' Black is a teenage boy, growing up in a small Australian coastal town where a most important aspect of life is the game of Australian Rules. The star of the local team is Dumby Red, a Nunga, who lives out of town on the Aboriginal mission. This excellent novel explores the humour and bias of small town Australia, as seen through Blacky's eyes. The friendship that develops between Blacky and Dumby acts as a background for Blacky's maturing towards adulthood. This heightens his growing awareness of the racism and prejudice that exists in the town. The Aboriginal characters in the novel are diverse and multi-



## Secondary fiction

layered, and the Nunga lifestyles are neither stereotyped nor romanticised. The non-Aboriginal author captures the Nunga dialect in a stimulating and realistic way. Essentially, the book is a universal story about the pain and anguish of growing up during the teenage years. The characters are further explored in a sequel, *Nukkin ya*. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6;  
English 7-10 SCIS 935400

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GWYNNE, Phillip

### *Nukkin ya*

Penguin Books Australia, 2000

ISBN 0141309431

The theme of *Romeo and Juliet*, with a splash of *Hamlet*, transposed to a country town in South Australia makes for a fascinating read. It is a sequel to *Deadly unna?*, with the same characters a year later coming to terms with a town divided on racial lines. Blacky has discovered love, a love for a Nunga girl, and here lies the theme and therefore the tension. The author, through sensitivity and understanding, makes the characters in this coming of age book realistic, in a seemingly typical Australian town. The situation creates tension, black girl with a white boy, yet it is love that prevails and conquers the tension without romanticising or stereotyping the people and place. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6 SCIS 1012569

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HEISS, Anita

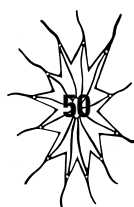
### *Who am I?: the diary of Mary Talence, Sydney, 1937*

Scholastic, 2001 (My story)

ISBN 1865043613

From her stay in Bomaderry Aboriginal Children's Home to being the only Aboriginal student at St Ives Public School, Mary's diary provides a personalised account of the struggle undertaken by Australian Indigenous people to defend their rights, and maintain their identity under assimilation. Mary is a fictional eleven year old Aboriginal girl, adopted by a white middle class family. Through her character, we explore: the Stolen Generations; Aboriginal identity; and race relations in Sydney leading up to the 1938 Aboriginal Conference. Suitable for senior primary students, or as reference material to support Stage 6 Aboriginal Studies, this book helps students to better understand the human and emotional impact of the government policies of the time. L. Pratt

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; History 7-10;  
HSIE K-6 SCIS 1057439



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HUTCHINS, Elizabeth

### *Bring back the songs*

Hyland House, 1998

ISBN 1864470381

Returning to the place of her birth sets a young girl on a pathway of discovery in this story of family relationships and the desire to confirm identity. For this young girl, confirming her Aboriginal identity adds to her doubts about whether the results may be all she has hoped for, as she witnesses for herself the prejudice her Aboriginal friends experience. The struggles of Aboriginal people, in particular those whose skin colour is often the basis for judgement about Aboriginality, are well depicted. Who could condemn those who seek to deny the truth of their identity, especially the young? This story presents an ideal opportunity to raise these issues in the classroom, and to perhaps create some understanding of why many Aboriginal people only identify late in life. Her journey to her mother's place, and the friendships developed, make this a pleasant reading experience. The sensitive issues identified make the book a valuable resource in assisting teachers to address them across a wide range of age groups. R. Carney

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6;  
English 7-10; HSIE K-6 SCIS 938684

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HUTCHINS, Elizabeth

### *Bring back the songs* [sound recording]

/ read by Rebecca Macauley. Louis Braille, 1999 [330 min.]

ISBN 0732023831

A well crafted story that explores the impact of change on its characters against the background of the Dreaming, this tale is about Nessa, a fourteen year old girl, and her discovery of her Aboriginal identity. Her mother was killed in a bushfire when Nessa was very young, and her father's family convinced him that it would be best to conceal her mother's Aboriginal identity. Her father remarried, and Nessa has an older stepsister and a younger half brother. Nessa starts to discover her Aboriginal identity when the family, in search of work, moves from Adelaide to Port Augusta, her mother's country. Nessa's journey of self discovery is cleverly woven into several other related stories. Her friend's father is a tour operator whose knowledge of the Land comes from Aboriginal people. His deep and abiding love for the Land is contrasted with two thieves who take advantage of his local knowledge to steal valuable fossils and gems from a national park. An encounter between Nessa and a racist police officer is given a subtle twist when the officer visits the home, not to harass Nessa, but to investigate the theft of a dress from a boutique by her older stepsister. In addressing Aboriginal culture, the story has been well



researched. Nessa's journey of self discovery is explored with skill and sensitivity. There are some small discrepancies, such as Nessa's great grandmother using the anthropological term "moiety". The story is relevant to young Aboriginal and non-Aboriginal readers. The narrator is particularly gifted in teasing out the numerous characters and bringing them to life. B. Corr

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; Aboriginal Studies Stage 6  
 SCIS 1008053

KIDD, Diana

## Two hands together

Penguin Books Australia, 2000 (Puffin)

ISBN 014130748X

A clever book, about a pre adolescent friendship, this deals with many cultural issues, including racist attitudes. A young girl who idolises her father discovers a different side to him when she strikes up a close friendship with their new next door neighbours, an Aboriginal family. Through Auntie Maisie's stories about her possum skin rug, we gain an insight into the trials and emotions of certain members of the Stolen Generations. Written by a non-Aboriginal author, this book is suitable both as a novel for Stage 3 students and as a precursor for class discussion on Reconciliation in contemporary Australia. L. Pratt

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; HSIE K-6  
 SCIS 1026794

LOWE, Pat & PIKE, Jimmy

## Desert dog

Magabala, 1997

ISBN 1875641351

An interesting, true tale, this is set in the late 1940s and early 1950s in the Great Sandy Desert. Jimmy Pike has told his story about Spinifex, a dingo pup who was part of his family, to Pat Lowe, who has written the narrative. Spinifex could have been killed and eaten but, after gentle persuasion from Yinti, she is kept. Mala trains Spinifex as a hunting dog. She is an excellent hunter and friend, well respected and admired by all. Spinifex heads off on a journey with Yinti and Lilil to a station. A friend of her new surroundings, Spinifex disappears. Where does she go? Pike's illustrations add to the power and authenticity of the story. T. Carr

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English  
**SYLLABUS:** English K-6  
 SCIS 918166

MADDOCKS, John

## Streetwise

University of Queensland Press, 1996 (UQP young adult fiction)

ISBN 0702229237

An intensely moving portrayal of change and personal growth, this story's grip is inescapable. Tom's parents separate and he moves with his mother from the northern suburbs to the inner city. The sensitive unravelling of Tom's adjustment—his new friendships, school, and search for meaning—is eventful, turbulent, and resolved positively. Characters have strength, depth, and a realistic voice. Love, betrayal, gangs, violence, discrimination and loyalty all feature. Tom's new Aboriginal friends and their family (including an Elder) play a significant role in his healing, offering an experience of Aboriginal values, and the message that we have much to learn from each other. This is a powerful work with potential as a Year 8 novel. C. Foley

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
 SCIS 883634

MARSDEN, John & TAN, Shaun

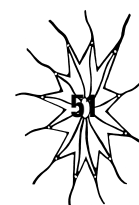
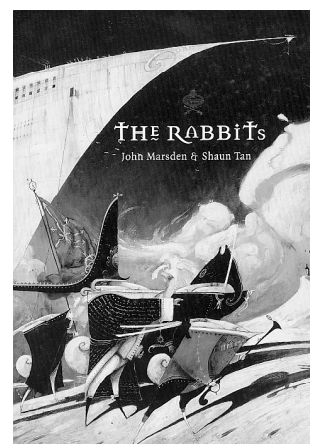
## The rabbits

Lothian, 1998

ISBN 0850918782

Rabbits: they invaded, they spread, they multiplied, they changed the land forever. This clever allegory is employed to confront and challenge readers to think about the impact of alien invasion and settlement. It has potential for use in relation to such themes in Aboriginal studies at the secondary level. Marsden's taut, pared back text is powerfully interpreted, and enhanced with striking illustrations by Tan, who juxtaposes strong, stylised shapes with loose, free (albeit controlled) backgrounds that contain a wealth of information about the land, its nature, flora, and fauna. At first glance, the bold arrangement of characters and elements, and spare text, imply simplicity, but closer inspection reveals complexity in illustrations heavy with symbolism. This outstanding, original, dramatically different and thought provoking picture book is best suited to older readers. B. Richardson

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; HSIE K-6  
 SCIS 948298



McDONALD, Meme & PRYOR, Boori

### *My girragundji*

Allen & Unwin, 1998 (A little ark book)

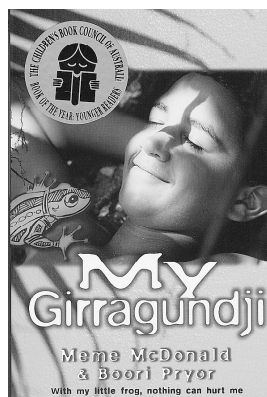
ISBN 1864488182

An intriguing story, this describes some tight situations that a young Aboriginal boy encounters, including an infatuation with a mialoo jalbu (white girl) at school, and a confrontation with the Hairyman (the spirit which haunts his house). He finds solace and courage through his friendship with a small green tree frog that hops into his room one night. He believes that the old people have sent her to protect his spirit. The story is written in a style reflective of Aboriginal oral storytelling, which gives the audience a unique insight into how a young Aboriginal boy views his world, including the racist bullies at school, the fights at night amongst the adults, and the continuous taunts by his seven sisters. The book has an interesting layout using black and white photographic images by Meme McDonald, and the frog illustrated by Shane Nagle and Lillian Fourmile. The book was inspired by co-author Boori Pryor's childhood tales, and was written in cooperation with the Pryor family. L. Pratt

**USER LEVEL:** Stage 3 Stage 4

**KLA:** English; HSIE

**SYLLABUS:** English K-6; HSIE K-6; HSIE 7-10 SCIS 950484



McDONALD, Meme & PRYOR, Boori Monty

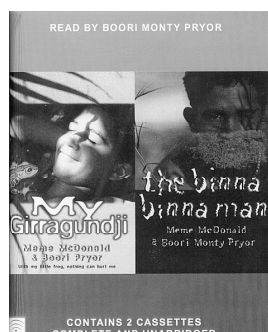
### *My girragundji; The Binna Binna man*

[sound recording]

/ read by Boori Monty Pryor. Louis Braille Audio, 1999 (140 min.)

ISBN 0732024188

Faithful, word for word, to the book versions of the two sequential stories, these cassettes offer the valuable experience of hearing Boori telling the stories. The audio versions offer an added dimension to the text editions, bringing to life the books which so powerfully reflect Aboriginal oral storytelling, and offering students the opportunity to experience the stories more fully. The warmth, humour, and cheekiness of the stories are well caught. Based on Boori's childhood tales, the stories are a lively portrayal of growing up as an Aboriginal "between two worlds", in northern Queensland. *My girragundji* is well suited



to exploring issues relevant to HSIE K-6, and supporting literacy outcomes in Stage 3 to Stage 4. *The Binna Binna man* focuses on Boori's adolescent years and is pertinent to Stage 4 and Stage 5. Both titles could support aspects of Aboriginal Studies 7-10 and the *Aboriginal Studies: Stage 6 syllabus*. This sound edition of the stories also includes the **Acknowledgments** as printed at the back of the books, ensuring listeners are aware of the collaborative nature of the stories' development, and the importance of extended family members and Elders. C. Foley

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English K-6; English 7-10; HSIE K-6

SCIS 997051

McDONALD, Meme & PRYOR, Boori Monty

### *The Binna Binna man*

Allen & Unwin, 1999

ISBN 1865080713

This book is a powerful celebration and exposition of Aboriginal life and culture. While the language levels of this story are appropriate for young adolescent readers, and well supported by graphics and photographs which contribute significant visual elements to the text, the themes and concepts are more appropriate to older readers. The novel explores contemporary Aboriginal adolescence and shows the central role of traditional Aboriginal culture in the lives of Aboriginal people. It is an extremely positive and insightful work, inspired by Boori's childhood tales and written in cooperation with Boori's family and Elders. This book is a companion to, and follows on from, *My girragundji*. B. Corr



The novel explores contemporary Aboriginal adolescence and shows the central role of traditional Aboriginal culture in the lives of Aboriginal people. It is an extremely positive and insightful work, inspired by Boori's childhood tales and written in cooperation with Boori's family and Elders. This book is a companion to, and follows on from, *My girragundji*. B. Corr

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; Society & Culture Stage 6

SCIS 983678

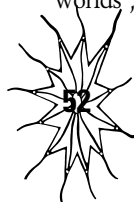
McLAREN, Philip

### *Sweet water - stolen land*

Magabala, 2001

ISBN 1875641777

It is Kamilaroi Land, different peoples are starting to mix by force of circumstances, and a tale of the development of the modern Australian, written by an Aboriginal author, begins. The stereotypical Australian is born out of a struggle to control the land no matter the consequences.



Consequences that are still being experienced in the common and shared history of Aboriginal and non-Aboriginal people. That is the essence of this modern novel. It focuses on the issues of identity and self perception, change, and the role of the Land. This is a useful book as it can stimulate discussion about these issues, but readers also need a basic understanding of contact history to get the full benefit of this in the classroom. C. Dorbis

**USER LEVEL:** Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6:  
Standard; Advanced SCIS 1056573

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McLAREN, Philip

### *There'll be new dreams*

Magabala, 2001

ISBN 1875641769

This interesting book is the work of an able writer, whose words dance across the page and entrance the reader. The story ranges over 32 000 years and is set in Australia and the United States. It is essentially a love story, centring around Lottie, an Aboriginal girl from Sydney, who finds fame as an artist and true love with an Aboriginal busker on the streets of New York. He takes her back to his home in the Top End. An important book, it raises many issues about Indigenous people using the written word of the novel as a form of storytelling. Aboriginal conventions of an oral tradition do not easily translate into written form and McLaren explores some of these issues in his work. He does not use chapters. The novel is divided into 'Dreams'. These Dreams, while linked, are not sequential. The author has a strong narrative presence explaining to the reader the broader historical context of the character's lives. This narrative is a bold experiment, which could be challenging for readers. B. Corr

**USER LEVEL:** Stage 6 Professional SCIS 1056574

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PASCOE, Bruce

### *Earth*

Magabala, 2001

ISBN 1875641610

A book about the settlement of Victoria, this presents information through the voices of the settlers, Aboriginal people and the earth itself. It is a rich, dense text, largely written in the present tense with a focus on dialogue and an absence of description. The style of writing is reminiscent of Spoon River anthology; Dylan Thomas; and Bill Neidjie. The absence of physical descriptions of the land makes sense when the reader realises the earth is a living character in the story. Certainly this is not a light read, but it may well point to future directions in Aboriginal writing. B. Corr

**USER LEVEL:** Stage 6  
**KLA:** English, HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6:  
Preliminary SCIS 1051205

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PASCOE, Bruce

### *Shark*

Magabala, 1999

ISBN 1875641483

This is a very Australian novel. It is a proud Indigenous celebration of life, in style reminiscent of Ernest Hemingway and Frank Hardy: "Take your hand off my bloody pillow! I don't want it smoothed; I want my Land!" Even though Pascoe uses a knife to explore the dark underside of Australian identity, he reaches out beyond his Aboriginality to celebrate human nature. This is a novel for all Australians. It is excellent background reading for teachers. The graphic and explicit language requires caution to be exercised in using this book with students. B. Corr

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Society & Culture  
Stage 6 SCIS 966774

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PILKINGTON, Doris

### *Follow the rabbit-proof fence*

University of Queensland Press, 1996

ISBN 0702227099

Doris Pilkington tells the remarkable story of a trek made by her mother and her two half sisters, all youngsters in the 1930s. In this time of child removal, the West Australian Government policy would train children taken from their families as domestic servants. Taken south by ship to the school at Moore River Settlement, they were a shy, desperately lonely trio, longing to go home. To do so they would have to follow the rabbit-proof fence, which runs from north to south. Their trek over the months was fraught with dangers and threats of capture all the way. An extraordinary tale, it is prefaced by some chapters of general history, which often read in a stilted manner. Once the author reaches her own mother's story, however, the book is very hard to put down. M. Steinberger

**USER LEVEL:** Stage 5 Stage 6 SCIS 863901

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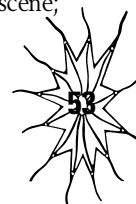
PUGH, Derek & the Sunshine Girls

### *Tammy Damulkurra*

Aboriginal Studies Press, 1995

ISBN 085575284X

The story of fifteen year old Tammy Damulkurra was written (as a negotiated text) by ten Aboriginal students, aged thirteen to eighteen years, who live in the small coastal community of Maningrida in the Northern Territory. Their aim was to produce a story that had relevance to their culture, rural lifestyle, and community. They have achieved more than that with a story that will strike chords with many teenagers, black and white. It is teen centred: self esteem, conflict with parents, first romance, sex, the pop music scene;





## Secondary fiction

all part of Tammy's experience. The writing style is straightforward, not always even in quality, but the naive quality and adolescent voice make it instantly accessible to the target audience. B. Richardson

**USER LEVEL:** Stage 4 Stage 5 SCIS 848951

SCOTT, Kim

### *Benang: from the heart*

Fremantle Arts Centre Press, 1999

ISBN 1863682406

The process for individuals involved in bitter and painful searches into the past can be a healing one. This story reaches out through the pains and anguishes of a white history imposed on Aboriginal Australia and the author does this in a way that brings admiration for those who read his novel. A work of fiction, but based on real people, the primary evidence from oral history and white authorities (discussed in **Acknowledgements**) combines to create a deep story of a people. Scott writes with great sensitivity and perception. It is a familiar story, but certainly one that bears repeating in many forms until the nation reconciles itself. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; History Stages 4-5  
 5 SCIS 964006

WEARE, Romaine

### *Malanbarra*

Magabala, 1997

ISBN 187564136X

Set in Queensland in the era of child removal, this is the story of two young Aboriginal children hiding from the police who have come to take them away from their mother. An interesting resource for teachers undertaking a study of the Stolen Generations and the role of racism in Aboriginal and non-Aboriginal relations, this is a powerful story. Some of the language used in the novel is very confronting, and therefore students reading it may need some guidance about the choice of such language. Written by an Aboriginal woman from Queensland, this novel is a wonderful interpretation of the story of one family. A. Byron

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; Aboriginal Studies 7-10  
 SCIS 923561

WELLER, Archie

### *Going home: stories* [sound recording]

/ read by David Tredinnick. Louis Braille, 2000 (600 min.)

ISBN 0732024048

Set in Western Australia, these short stories powerfully capture the divide between Indigenous and non-Indigenous Australians. The readings add to the emotions of the situations

of each protagonist. The language used is realistic, strong, and reflects experiences of racism. Its use in the classroom will require teacher preparation and warning to students. Eight double sided tapes provide about ten hours of listening. Set in a mixture of rural and urban landscapes, the stories reflect Aboriginal humour and inescapable racism. The historical setting in the second half on the 20th century leads the listener to hope that the attitudes and conflicts of the stories are changing, as Australia reconciles itself to its past. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6 SCIS 1008057

WHARTON, Herb

### *Yumba days*

University of Queensland Press, 1999 (UQP young adult)

ISBN 0702231134

Herb Wharton's story is told with humour, passion and insight. He was born in Cunnamulla, Queensland, and worked as a drover in his teenage years, spending his life travelling and working in and around Queensland. He tells of an education where during the day the teacher would demand essays on topics such as interior decoration, and at night Herb would be being taught Aboriginal history and lore by his uncles and aunts. Herb also tells yarns of growing up in the country before the dramatic political changes of 1960s and 70s. A glossary of Aboriginal English words used in the text is included. The book is aimed at young adults, and provides a strong Aboriginal perspective to life. B. Percival

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10 SCIS 982380

WILKES, Richard

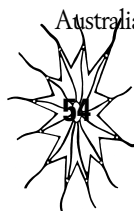
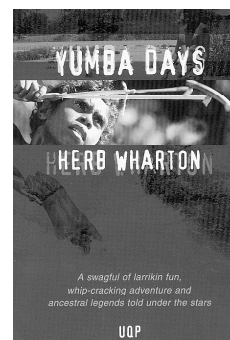
### *Bulmurn: a Swan River Nyoongar*

University of W.A. Press, 1995

ISBN 1875560416

Its power as a political document in no way limits this book's success as a gripping, passionate story. Banished from his people for unethical discrimination against its 'mixed blood' members, Bulmurn, the medicine man, is called on by the Elders to avenge the rape and murder of his sister and her husband by four white men. His acquiescence leads to a manhunt where his legendary skills are pitted against trackers and police; his capture, incarceration, and escape from Rottnest Prison provide the ultimate occasion for reasserting Aboriginal beliefs. This reviewer occasionally wished for less anachronistic language, but this is a compelling, one-session read. H. Gordon

**USER LEVEL:** Stage 5 Stage 6 SCIS 832738





## Secondary information, poetry and drama

*Resources are in Dewey order. KLA and USER LEVEL should only be used as a guide, as many resources transcend age and subject barriers. Some of these are also suitable for upper primary students.*

### **Australian issues [series]**

/ edited by Janet Mackenzie. Reed Library, 1996

An excellent series, these resources present balanced information and viewpoints on topical issues. There is a good range of discussion and statistical data in various text formats regarding the development of tourism, native forest logging, and the economic versus environmental, social and political implications of all of these activities. All sides of a debate, including the pragmatic and emotional, are handled in an unbiased approach which is the real value of this series. It provides ideal resource material from a variety of sources which support the secondary curriculum, including those researching for debates. E. Maxwell

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE; PDHPE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5

*Recent titles in this series are:*

<b>All together now: race relations in Australia</b>	SCIS 887153
<b>Chipping away: woodchipping and logging in native forests</b>	SCIS 887150
<b>Hers and his: gender roles in Australia</b>	SCIS 887130
<b>Travelling to the future: tourism and its effects on society</b>	SCIS 887149

### **Darwin's body snatchers [videorecording]**

Laurel Productions, 1991 (Maxwell's collection) (26 min.)

ISBN none [179.7]

The contentious issue of the unlawful removal of the remains of thousands of Aboriginal people for scientific study is explored in this video. Foremost in the minds of prominent scientists was Darwin's Theory of Evolution,

which fuelled the compulsion to prove that Aboriginals were an inferior race. Eager scientists encouraged settlers to illegally acquire specimens, by offering money for skeletal remains. Aboriginal people are now negotiating with museums throughout the world to return remains for proper burial. Some have been returned, however, others are kept for scientific value. Interviews and comments from professionals and other experts present a broad spectrum of issues and make interesting viewing. The video does not address the difficulty of identifying ancestral links, or determining nation areas from where Aboriginal people were removed. Class discussion could centre on social justice issues confronting Aboriginal people, and the argument on the benefit of scientific study verses moral and ethical values. R. Crawford

**USER LEVEL:** Stage 5 Stage 6 Community  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 950400

### **What can Australia do to create a more just world?**

/ edited by Anna-Louise van Gelder. Jesuit, 2000 (Jesuit sesquicentenary social justice seminar series)

ISBN 0958679630 [261]

In light of contemporary economic rationalism that dominates democracies around the world, this set of papers raises, and attempts to answer, many social justice questions. The book asserts that these need to be addressed if Australia's commitments to various international human rights covenants are to be met. This is a collection of papers given around Australia to commemorate the Jesuit Order's Sesquicentenary. It is an academic work that requires background knowledge of current affairs, ethical philosophy, and some understanding of Christian doctrine. It could be used to stimulate discussion, or as a reference point for research in selected HSIE syllabuses. C. Dorbis

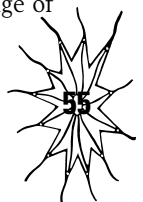
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Society & Culture Stage 6; Studies of Religion Stage 6  
SCIS 1000984

### **Aboriginal spirituality: past, present, future**

/ edited by Anne Pattel-Gray. HarperCollins, 1996

ISBN 1863715959 [261.2]

In this collection of thirteen conference papers and related papers, two unifying themes emerge: the universality and strength of traditional Aboriginal spiritual beliefs; and the generosity of Aboriginal people in accepting and interpreting Christian beliefs through their traditional framework. Galarrwuy Yunupingu's revelation of the integral relationship between the Land and the spiritual life of his people typifies the first theme; while a range of



## Secondary information

attitudes towards Christianity appear in the writing of Kevin Gilbert, Charles Harris, George Rosendale, and others. The book provides understanding of beliefs, social value systems and cultural patterns, and, as such, is important reading for teachers of Aboriginal Studies and other senior students. H. Gordon

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Studies of Religion Stage 6 SCIS 887030

### **Rainbow spirit theology: towards an Aboriginal theology**

/ by the Rainbow Spirit Elders. HarperCollins Religious, 1997

ISBN 186371703X [270.089915]

The aim of this book is to provide a starting point and insight into the relationship between the Dreaming and Christianity. It is the reflection of a group of Aboriginal Christians. It is a powerful text that looks in depth at the correlation between God and the Rainbow Spirit, primarily aimed at Aboriginal Christians who are discovering their Aboriginal spirituality and their Christian faith. It is important to remember, when using this text, that it is only a reflection of some Aboriginal people, and not all Aboriginal people believe in Christianity. Before using this book in the classroom it would be essential to consult with the local Aboriginal community. T. Carr

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Studies of Religion Stage 6 SCIS 902264

GREENE, Gracie, TRAMACCHI, Joe & GILL, Lucille

### **Tjarany = Roughtail**

English subtitle: *The Dreaming of the roughtail lizard and other stories told by the Kukatja*. Magabala, 1996

ISBN 1875641300 [298]

The Dreaming stories in this creative picture book are told simultaneously in Kukatja and English. As well, the Aboriginal works of art have explanatory 'key' diagrams on the facing pages. Following the stories is a wealth of fascinating notes on the Kukatja family and kinship system, and the language. A Kukatja word list with English translations and page references precedes notes on the three authors and the titles of the paintings. This is invaluable as a reference book for students of Aboriginal culture and also an important means of generating interest in, and awareness of, Aboriginal languages. F. Gardiner

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; HSIE K-6 SCIS 901691

NAPUTA, Gaparingu & PATSTON, Gordon

### **Aboriginal sky figures: your guide to finding the sky figures in the stars based on Aboriginal Dreamtime stories [kit]**

Australian Broadcasting Corp., 1996

ISBN 0733304702 [298]

Both the Aboriginal sky figures chart and companion audio cassette can be used independently or together. The chart has a transcript of Dreaming stories. A starwheel depicts Aboriginal sky figures. Clear instructions for use are provided. Each of the twelve readings on the audio cassette, narrated by Gaparingu Naputa, lasts about three minutes. Naputa introduces himself with his Aboriginal and English names (Robert Mate-mate), as well as his nation and its location. The stories have good didgeridoo and clap stick accompaniment. Naputa points out how each Dreaming story is perceived by a particular nation, and that each nation has its own unique Dreaming stories. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE; Science; ST  
**SYLLABUS:** HSIE K-6; Science & Technology K-6; Science Stages 4-5

*Components are:*

**Cardboard starwheel and chart** SCIS 876393  
**Audio cassette** SCIS 886345

NGANJMIRRA, Nawakadj

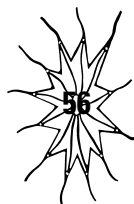
### **Kunwinjku spirit: creation stories from western Arnhem Land**

Melbourne University Press, 1997 (Miegunyah Press)

ISBN 0522847730 [298]

An important document, brilliantly presented, this work depicts the essence of the cultural history of Kunwinjku, an Aboriginal community from western Arnhem Land. Neil McLeod's photographs of the landscape, and Nawakadj Nganjmirra's pastel drawings and paintings are interspersed with direct transcripts of Kunwinjku and English language, told by members of Nganjmirra's extended family. The book is a cooperative work, as it portrays significant stories and paintings which trace the ancestry of the Kunwinjku people. The visual presentation of the book makes it a valuable resource for both Aboriginal studies and visual arts. The narrative significance of the paintings and drawings is highlighted by their strong aesthetic qualities. The work concludes with a biography that traces the fascinating story of Nganjmirra's life through wartime, his travel overseas, his relationship with the Christian missionaries, and his life with his family in their own country. L. Pratt

**USER LEVEL:** Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Visual Arts Stage 6 SCIS 920710



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TREIZE, Percy

### *Quinkin Mountain*

Angus & Robertson/HarperCollins, 1997 (Picture bluegum)

ISBN 0207189188

[298]

Aboriginal truths about the spirit world are explored in this contemporary Dreaming story. It is an excellent tale and teaches about good and bad. It is based on teaching practices that are many thousands of years old. It is holistic teaching as it incorporates: spiritual truths; survival skills; understanding of life cycles; knowledge of the Land; and consequences of actions. The contemporary illustrations successfully augment the text. This picture book's use in the classroom would be in the context that Aboriginal Australia is rich and diverse. Dreaming stories link Aboriginal people to their Aboriginality, for many of their concepts are universal, but essentially are unique to a particular Aboriginal nation. C. Dorbis

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 6 Community Professional

**KLA:** CA; English; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Creative Arts K-6; English K-6; HSIE K-6

SCIS 892739

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SMITH, Ollie & PLATER, Diana

### *Raging partners*

Magabala, 2000

ISBN 1875641629

[302.34]

A friendship established between the authors in the late 1970s provided a springboard for the writing of this book. Explicit and personal accounts of their lifestyles are given but Ollie Smith's story dominates. She was part of the Stolen Generations with an institutionalised childhood and, as an adult, is reunited with her Timorese father. Conversational in style, this publication gives an insight into significant contemporary Aboriginal historical events. These include those events impacted on by government policies that undermined Indigenous people and led to the growth of protest movements. Photographs and the works of Aboriginal songwriter Arnold Smith are included. Excerpts may prove useful for teachers to use with students. K. Tweddle

**USER LEVEL:** Stage 6 Professional

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6: Standard; Advanced

SCIS 1026422

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KOHEN, J. L.

### *Aboriginal environmental impacts*

University of New South Wales Press, 1995

ISBN 0868403016

[304.2]

Academic, well researched, yet readable, this work is relevant to those interested in Australian environmental

change (flora and fauna), the relationship of Aboriginals with the Land over time, and their skilled management of it. It is written by a white biological scientist who states his cultural bias. A sound argument for the sophistication of Aboriginal technology is presented. Significant fragments are worthwhile for teachers and keener, more able students investigating Australian environmental change over the last 200 years. Fire and its place in the Australian environment before and after Aboriginal arrival, and since European colonisation, is detailed, including disasters that could have been avoided had Aboriginal burning practices continued. The book illustrates what we have much to learn from traditional Aboriginal Land management. It makes a valuable contribution to our understanding, though access is limited to chapter headings and an index which, while comprehensive, is more effective for the knowledgeable reader. C. Foley

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** HSIE; Science

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies

Stage 6; History Stages 4-5; Science Stages 4-5  
SCIS 838861

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LAMBERT, David

### *People of the deserts*

Wayland, 1998 (Wide world)

ISBN 0750220899

[304.2]

Images of other people and their culture, and settings in different countries and in different natural environments, make this book a pleasure to read. It presents interesting information, is simply written, and supported by colourful pictures of the subject matter. It should be noted that there is an emphasis on cultures where technology is visibly structured and permanent, over the more simple, but appropriate, technologies such as those found in Australian Aboriginal community Lands. However, this is an excellent resource for students to learn about the lives of other people in other countries, and the means by which they acquire those things that are necessary for everyday life. The book provides teachers with resources that will give students the opportunity to explore other ways that people themselves adapt to their environment. R. Carney

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE; ST

**SYLLABUS:** HSIE K-6; Science & Technology K-6

SCIS 945095

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SINATRA, Jim & MURPHY, Phin

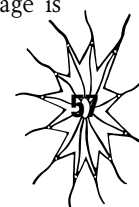
### *Listen to the people, listen to the land*

Melbourne University Press, Victoria, 1999

ISBN 0522848613

[304.20994]

Different people in different places around Australia tell the same story: Australia is a land which cannot have the will of people imposed upon it. The simple message is



## Secondary information

that, to live here, one needs to understand the land and work with it to survive. Connectedness is the point reinforced by both Aboriginal and non-Aboriginal people. This book is an important study of modern Australia, reflecting the understanding reached by the newer inhabitants, albeit slowly, of lessons learnt over 60 000 years. Using text, numerous black and white photographs and maps to create a strong story of change, this excellent resource will suit a number of purposes in schools, including environmental education. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5 SCIS 979837

### *Growing up Walgett: young members of the Walgett Aboriginal community speak out*

/ edited by Cilka Zagar. Aboriginal Studies Press, 1990

ISBN 085575205X [305.2]

This resource provides an interesting insight to the thoughts and hopes of young Aboriginal people. It begins with an overview of the Gamilaroi people, and the impact of invasion and dispossession. Respected community members talk about their experiences before the young people of Walgett tell their story. They give their opinions honestly and openly, telling of the social problems of violence, drug and alcohol abuse. Yet through their condemnation of the problems in Walgett, there seems hope that some day the town will become a happier place. Teachers using this book as a resource need to be aware of the sensitive issues being raised and consult with their local Aboriginal community about whether the book is appropriate. A. Byron

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English 7-10; Aboriginal Studies 7-10; Aboriginal Studies Stage 6 SCIS 648195

McKELLAR, Hazel & McCALLUM, Kerry

### *Woman from no where: Hazel McKellar's story*

Magabala, 2000

ISBN 1875641653 [305.4]

The focus of this book is the autobiographical story of Hazel, an Aboriginal woman growing up and living in the outback Queensland town of Cunnamulla, as told to Kerry McCallum. From her acceptance of racist practices as she was growing up, to her political awakening and fight for improved living conditions for her people, McKellar's passion for Cunnamulla never fades. She tells of the hardships and joys of life as a droving family and her struggle against the blatant racism of a country town and a

white government. It is a useful case study for the mandatory social justice and human rights components of the *Aboriginal Studies: Stage 6 syllabus*. L. Pratt

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6 SCIS 1026428

### *Bitter sweet: indigenous women in the Pacific*

/ edited by Alison Jones and others. University of Otago Press, 2000

ISBN 1877133876 [305.48]

In this collection of writing about indigenous women of the Pacific the twelve contributors offer a variety of forms, including narrative, poetic and academic. The topics vary from representations of women in postcards and movies to issues of gender, education and the workplace. As the title suggests, some of these subjects are paradoxically treated by exploring tensions between land, family and community traditions, and the impacts of colonisation and recent globalisation. The book could be used as part of the comparative study of an international indigenous community in the *Social justice* and *Human rights* sections of the *Aboriginal Studies: Stage 6 syllabus*. It would also support the *Gendered Language* elective of the Extension course in the *English: Stage 6 syllabus*. L. Pratt

**USER LEVEL:** Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6: Extension SCIS 1022788

NAPANANGKA, Tjama Freda

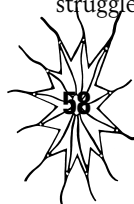
### *Yarttji: six women's stories from the Great Sandy Desert*

Aboriginal Studies, 1997

ISBN 0855752602 [305.48]

A brilliant visual journey through the eyes of six Aboriginal women from the Great Sandy Desert in Western Australia is provided in this work. These women are sharing their life stories, experiences, cultural identity and connections to the land with Aboriginal and non-Aboriginal people. The stories are told in Aboriginal English, and accompanied by numerous colour photographs. Included in the introduction is a section on skin colour and Aboriginal English. A glossary of terms is provided. The aim of this book is to develop an understanding and appreciation Aboriginal Australia. It is an excellent resource for comparative studies. Younger readers may need adult help in using this book. T. Carr

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; English; HSIE; LANGUAGES  
**SYLLABUS:** Aboriginal Studies Stage 6; Creative Arts K-6; English K-6; English 7-10; HSIE K-6; Visual Arts 7-10 SCIS 906160





LOOS, Noel & MABO, Eddie

### **Edward Koiki Mabo: his life and struggle for land rights**

University of Queensland Press, 1996

ISBN 0702229059

[305.8]

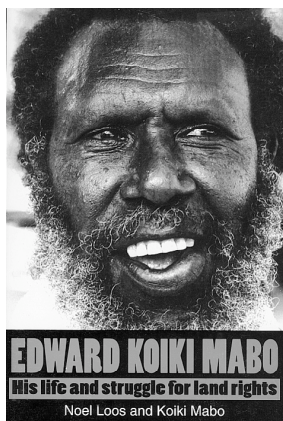
Mabo may be one of the best known words in Australian English, but the man himself is little known. This biography tells his story in a rather fragmented way and offers a limited account of the native title land claim. A committed and increasingly effective activist, Mabo was regarded with ambivalence on his native Murray Island. His early death, followed soon after by the successful High Court decision raises some danger of a sort of deification. In truth, his achievement is more remarkable because it came through someone not regarded in his lifetime as one of the giants striding the landscape. G. Spindler

**USER LEVEL:** Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6; Society & Culture Stage 6

SCIS 885927



MICKLER, Steve

### **The myth of privilege: Aboriginal status, media visions, public ideas**

Fremantle Arts Centre Press, 1998

ISBN 18638249X

[305.8]

In a detailed and comprehensive analysis, this book explores and debunks the myth of Aboriginal privilege that became prevalent in the 1980s, and still exists today in the rhetoric of populist politics. The role of the media is closely examined, especially the Western Australian press, as is the role of talkback radio in constructing a biased representation of Aboriginal people. The author highlights the absurdity of this myth when all the official social indicators of Aboriginal health, employment, housing and education show a stark reality of social injustice and denial of human rights. The final chapter argues for Reconciliation based on a recognition of Aboriginal sovereignty and ordinary privileges for all Australians. B. Percival

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6

SCIS 954928

### **The racism debate**

/ editor Kaye Healey. Spinney, 1999 (Issues in society 104)

ISBN 1876811137

[305.8]

The origins of migration in Australia, and its relationship to the origins of racism are explored in this resource. The text explains the sociological theories of racism, analyses the White Australia Policy, and carefully examines the statistics of immigration. There is a study of government acts relating to discrimination and the role of the Human Rights and Equal Opportunity Commission. It also touches on individual responsibilities and the role of the media in the Pauline Hanson debate. This text is very relevant to Aboriginal Studies in Stage 6, especially the Preliminary Course topic *Colonialism, racism and prejudice*. The resource is well indexed and an **Exploring the issues** section provides students with worthwhile points of focus to investigate. The source material would act as a good stimulus for classroom discussion. It is important to note that some illustrations are not part of original articles they accompany and should be appropriately labelled. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6

SCIS 962187

STRATTON, Jon

### **Race daze: Australia in identity crisis**

Pluto, 1998

ISBN 1864030534

[305.800994]

*Race daze* explores the discourse of race, multiculturalism and national identity in contemporary Australia. It shows that race, as an issue in Australia, did not end with the abandonment of the White Australia Policy, but has shaped the nature of multiculturalism and underlies the current debate about immigration. The book is valuable for its examination of often taken for granted terms such as ethnic, anglo-celtic and white. The link between white and male is particularly interesting. The analysis of contemporary Australian film is useful and relevant. B. Corr

**USER LEVEL:** Stage 6

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6; Society & Culture Stage 6

SCIS 966506

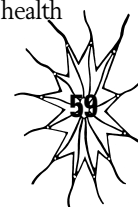
### **Aboriginal Australia: an introductory reader in Aboriginal studies**

/ edited by C. Bourke, E. Bourke & B. Edwards. 2nd ed. University of Queensland Press, 1998

ISBN 0702230510

[305.89]

Originally developed as a text for an open learning course, this is a useful resource for teachers wanting to broaden their knowledge of this area of curriculum. Each chapter deals with an important contemporary issue, such as education, health



## Secondary information

and language, but also places the issue in its historical context. The chapters by Eleanor Bourke on the historical construction of images of Aboriginal people, and the identity of contemporary Aboriginal identity, are of particular interest to teachers of Aboriginal studies. All of the contributing authors have impressive backgrounds in Aboriginal education, and each chapter utilises primary sources and is well referenced. A. Byron

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 939523

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HAVILAND, John B. & HART, Roger

### *Old Man Fog and the last Aborigines of Barrow Point*

Crawford House, 1998

ISBN 1863331697

[305.89]

This is collaboration between an anthropologist and an old man who believed himself to be the last surviving member of his community. It provides an illuminating insight into the genocidal policies and practices that led to the dispossession of Aboriginal people of their Land. The Dreaming stories about the Spirit Ancestor, Fog, distinguish this work as they link the people, the language, and the geography of the Land. All in all, it is a most insightful work about language and its role in culture. Concurrently within the work, there is a white discourse about Indigenous people that is romantic in nature, and focuses on the demise of individuals or groups. Cooper's *The last of the Mohicans* is typical of this genre. Such discourses are dangerous in that they elevate one particular group or individual above others, deny contemporary Indigenous people their identity, and nullify the spirituality of the Land. While there is no denying the impact of western culture on traditional peoples, the title of this book and its epitaphic conclusion are deeply disturbing for this reviewer, and distract from what is otherwise a most important work. B. Corr

**USER LEVEL:** Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6;  
Society & Culture Stage 6 SCIS 989901

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### *Lore of the Land: reconciling spirit and place in Australia's story* [electronic resource]

Fraynework Multimedia, 1999

ISBN none

[305.89]

Students have the opportunity to collect ideas and to reflect on their learning by keeping a journal, as they progress through the sections of this highly recommended CD-ROM. The inclusion of short video clips, music, and questions, from each of five entry points, encourages the user to investigate further and consolidate information gathered. Throughout the exploration of the strands, **Experiences, Indigenous culture, Discovery, Land**

**issues**, and **Understanding** the narrator prompts the user to consider the facts and reflect on the implications for our shared history. In these sections, a range of perspectives on issues such as **Cultural influences** are explored. An interactive discovery game requires students to search for artefacts to add to their personal journals with images photographed as they traverse the **Reflective walks**. Clear directions make navigation simple. Engaging for students of HSIE K-6, and equally as relevant to secondary students of Aboriginal studies, this resource has much to offer those who seek to understand the relationship between Land and people, Indigenous and non-Indigenous, in Australia. The web site at [www.lorefofthe-land.com.au](http://www.lorefofthe-land.com.au) enhances the information on the CD-ROM. Time would need to be taken to verify the curriculum relevance of linked sites. S. Rasaiah, D. Wray

#### **Minimum requirements**

Macintosh: System 7.6.6; 32MB RAM; 40MB hard disk

Windows 95: Pentium 150; 32MB RAM; 40MB hard disk

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Geography Stages 4-5; HSIE K-6;  
History Stages 4-5; Legal Studies Stage 6

SCIS 1007765

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### *Mabo: life of an island man* [videorecording]

Film Australia, 1997 (A national interest program) (90 min.)

ISBN none

[305.89]

Winner of best documentary award at the 1997 Australian Film Industry (AFI) Awards, this video is a superb resource for any school. Recounting the story of Eddie Koiki Mabo, it moves from his home on Murray Island to his life in exile on mainland Australia. The story of Mabo's struggle for Land Rights for his people, and how he inspired a new generation of Aboriginal and Torres Strait Islander peoples to continue their struggle for the return of their Lands is a moving tale sure to capture the interest of all students. This documentary is an excellent discussion starter for classes studying Land Rights, and any other contemporary issues affecting Aboriginal people. A. Byron

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** History Stages 4-5; Aboriginal Studies 7-10;  
Aboriginal Studies Stage 6

SCIS 911981

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NORST, Marlene J.

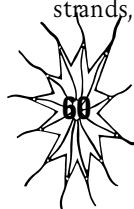
### *Burnum Burnum: a warrior for peace*

Kangaroo, 1999

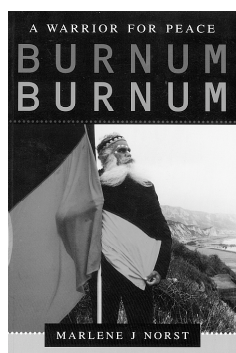
ISBN 0864179782

[305.89]

This reviewer has had two personal links with Burnum Burnum. Once I was able to inform an elderly retired teacher that the remarkable little boy called Harry Penrith



she once taught at Bombaderry Public School was now the famous Aboriginal activist, Burnum Burnum. The other time, I witnessed Burnum Burnum weaving his magic at a meeting of the Jungian Society in Mosman. Both incidents sum up the tragedy, complexity, and charisma of Burnum Burnum, as reflected in this book. A member of the Stolen Generations, who had his Aboriginal identity stripped from him, he was able to regain that identity, successfully cross cultures, and stride the world stage. The controversy that has surrounded his life is an indictment of genocidal social policies, rather than the man himself. The non-Aboriginal author was requested by Burnum Burnum to write his biography, though as she explains, she did not do so till after his death, and does not appear completely comfortable with her role and knowledge. Nonetheless, the book provides insight into the man, and the profound impact on him, and others of the Stolen Generation, of such government policies. B. Corr



**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6; Society & Culture Stage 6 SCIS 990152

TOUSSAINT, Sandy

### *Phyllis Kaberry and me: anthropology, history and Aboriginal Australia*

Melbourne University Press, 1999

ISBN 0522848354 [305.89]

Many stereotypes and misconceptions about Aboriginal people stem from the pioneering work of early anthropologists who were almost exclusively male, and who, for various reasons, assumed that males were the dominant partners in Aboriginal societies. Toussaint, a female anthropologist, who has worked in the Kimberlys in the 1980s and 1990s, has used her own understanding and learning to write about both the Aboriginal people of the Kimberleys, and Phyllis Kaberry, a female anthropologist, who also worked in the Kimberleys in the 1930s. Toussaint found people remembered Kaberry, who explored life from the perspective of women though "not to the exclusion of men". Toussaint is able to explore why Kaberry's work did not have the impact one would have expected. B. Corr

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6; Society & Culture Stage 6 SCIS 979828

## *Reconciliation*

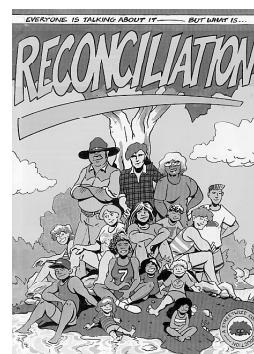
Streetwise Comics, 1997

ISBN 1876226080

[305.89]

Three separate stories with common themes of Reconciliation are contained in this comic. The stories examine: the legacy of a nineteenth century massacre; tensions in a country town that come to surface when a young diabetic is thrown into gaol because police wrongfully think he is drunk; and racism in sport. The three stories explore a wide range of opinions and deal with difficult issues in a positive manner. The language is appropriate for secondary students. This is a particularly valuable resource to introduce secondary students to the complexities of Reconciliation. B. Corr

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English 7-10; History Stages 4-5; Legal Studies Stage 6; Society & Culture Stage 6 SCIS 929199



## *Reconciliation: stories of the heart, sounds of the rock [sound recording]*

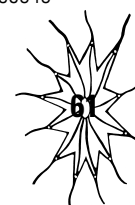
ANTaR, 1999

ISBN none

[305.89]

A collaboration of Australians for Native Title and Reconciliation (ANTaR), Caritas Australia, and Catholic Mission, this compact disc contains thirteen songs by well known Aboriginal and non-Aboriginal artists, including: Kev Carmody; Paul Kelly; Midnight Oil; Goanna; Warumpi Band; and Yothu Yindi. There are thirteen statements from a range of Aboriginal and non-Aboriginal people, such as Linda Burney, Gough Whitlam, Vincent Lingari, Lowitja O'Donoghue, Jimmy Little, and Sir William Deane. While it contains particularly useful and powerful material, it is not particularly user friendly for teachers. Thirteen tracks combine the relevant song and the associated speech. It is not possible to separate them. The booklet contains the words of the songs, but not of the speeches. The back cover lists the songs, the artists and then the speakers. The speeches are not identified, only the speakers. On the sound-track, the speakers come before the songs. The material on this disc is particularly valuable and moving, but the production limits the ways in which teachers can use it. B. Corr

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English 7-10; English Stage 6: Standard; History Stages 4-5; Music 7-10 SCIS 996545





SYKES, Roberta

### *Snake dancing*

Allen & Unwin, 1998 (Snake dreaming 2)

ISBN 1864488379

[305.89]

A poignant story of a prominent 1960s and 1970s activist, this is an uplifting and enlightening account of a young black woman struggling against oppression and discrimination. Essentially, her story is that of a minority within a minority. Sykes' autobiography has caused controversy through her construction and perception of her personal identity. Many Aboriginal people are angered because they believe she has allowed a perception to grow that she has an Aboriginal ancestry. While there are concerns with this book, it is a compelling story, and is particularly useful background reading for Aboriginal and women's issues in the 1960s and 1970s. B. Corr

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 945325

BELL, Jeanie

### *Talking about Celia: community and family memories of Celia Smith*

University of Queensland Press, 1997 (UQP Black Australian writers)

ISBN 0702228338

[305.89]

The character and personality of Celia Smith, a remarkable Aboriginal woman of the Murri people, shines through in this very reader friendly biography. Her story is told through a montage of personal memories from relatives, friends and acquaintances, photographs, official documents, letters, editorials, and newspaper clippings. The reader learns of Celia's care for her family and friends, her commitment to justice, her political lobbying for Gurindji Land Rights, her compassionate help given to anyone in need, her involvement in community affairs and organisation of social community activities. This is an accessible, historical resource that provides interesting reading. B. Richardson

**USER LEVEL:** Stage 5 Stage 6 Community

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 902139

### *Timberly tales* [electronic resource]

L. Moore, 1999

ISBN none

[305.89]

This CD-ROM is a rare example of local area based Indigenous software. Produced by the Timberly family and Laurie Moore, it is a personal record of the Aboriginal local history of La Perouse from the perspective of individual Timberly family members. A **Photo history** looks at La Perouse and the life stories of the Timberly family, and their involvement in fishing and boomerang making. An

**Information** section explores artefacts and music, and the **Stories** button takes you to interactive creation stories based around local animals. Many illustrations are accompanied by the local Aboriginal language words, and there is a **Glossary**. The software interface is basic, and needs to be navigated carefully and slowly. This is good resource for teachers introducing an Aboriginal studies perspective in HSIE K-6. There is an accompanying web site page <http://www.islandnet.com/~bidjigal/tales/>, which is beautifully illustrated. B. Percival.

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE

**SYLLABUS:** HSIE K-6; Aboriginal Studies 7-10; History Stages 4-5 SCIS 970706

REYNOLDS, Henry

### *Why weren't we told?: a personal search for the truth about our history*

Viking 1999

ISBN 0670887412

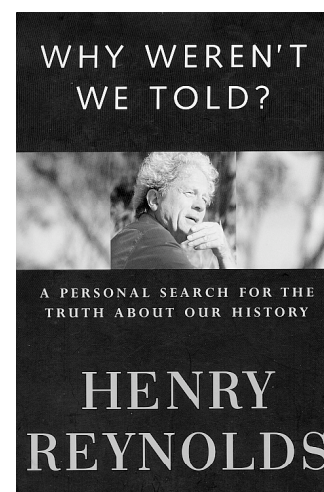
[305.89]

Reynolds' latest work charts his increasing awareness of the true nature of Australian history and the cover up of a shameful past. In the 1960s, Reynolds was in London listening to a fiery young African speaker, whose response to a group of young Australians that they did not know their own history led to Reynolds' commitment to do something for Aborigines. That this occurred outside of Australia indicates how successfully the shame of the past had been covered. Equally startling was his discovery of how public was the knowledge of the atrocities by the general population in the nineteenth century. The new found respectability of Federation soon led to a jolly swagman view of the past where gallant squatters fought fire, flood and drought in a *Terra nullius* devoid of human occupants, a view which remained largely unchallenged for most of this century. This is one of Reynolds' most interesting works, and his story of self discovery highlights the complex nature of Australian history and identity. This is essential reading for teachers of Australian history. B. Corr

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; History Stages 4-5 SCIS 972011





FRANKS, Christine

***Keeping company: an intercultural conversation: irikwatherre, yatyarre, tantye-rtantye, ngapartji-ngapartji, kepenhe, janku-janku***

University of Wollongong, 1996

ISBN 0864183747

[305.89]

Designed with social justice and Reconciliation in mind, this book reflects ordinary people's efforts towards these issues. It shows how modern Aboriginal writing should be conducted as a collaboration with Aboriginal peoples. Through language, painting, kinship structures and reminiscences, the complexities and maintenance of central Australian Aboriginal people's well being is explored. Each section has its own emphasis on the theme of well being. For example, the annotated painting section reveals present and future needs, whilst the kinship structure shows the complex needs for well being of Aboriginal peoples. This text is not a starting point, it would be used after the basics of Aboriginal cultural well being are grasped. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** HSIE; PDHPE; Science

**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 897415

***Holding up the sky: Aboriginal women speak***

Magabala, 1999

ISBN 1875641432

[305.89]

A unique collection of Aboriginal women's life stories, this book offers challenging, moving, at times confronting reading. Most stories are from Western Australia, with one each from New South Wales and Queensland. The stories reflect each individual woman's voice, and an oral storytelling style. The use of Aboriginal English could make the stories valuable as an introduction to the home language of some Aboriginal people. Della Walker tells the story of growing up 'under the Act', and shares the bittersweet memories of enjoyable times with her Aunties while under the oppression of mission life. Other stories share experiences such as being part of the Stolen Generations. All show the strength of Aboriginal women. Care should be taken when selecting stories, or parts of them, to use with students. While there are significant sections that could be excellent for students from Stage 4 to Stage 6, some content is not suitable for students, such as a rape scene, though sensitively and simply told in context. Some terms, used in their historical context, may be offensive to Aboriginal people today. Much of the content could be support the *Heritage and identity* topic in the *Aboriginal Studies: Stage 6 syllabus*. A. Byron

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 992289

THOMPSON, Liz

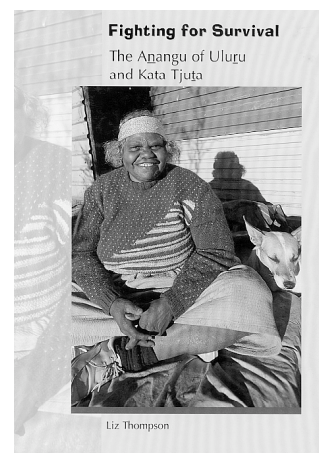
***The Anangu of Uluru and Kata Tjuta***

Heinemann Library, 1998 (Fighting for survival)

ISBN 1863919074

[305.89]

A broad description of the Anangu and Kata Tjuta people of Uluru, this work covers Land Rights, traditional education, bush tucker, art, social relationships, and medicine. Thompson provides a brief outline of the historical consequences of settlement on the Anangu. These include the removal of children from families, the dispossession of Land,



and the struggle to regain and protect their culture. In 1985 the Anangu and Kata Tjuta became traditional owners and managers of Uluru-Kata Tjuta National Park, and in doing so provide on going protection for sacred areas, while also taking part in the tourism industry. Research for this work was conducted with the approval and participation of the Anangu and Kata Tjuta peoples of Uluru. This colourful and easy to read resource is part of a series which focuses on the similarities of indigenous peoples of the world. The information it provides is a reasonable introduction to some of the contemporary and traditional issues of Aboriginal people. R. Crawford.

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; HSIE K-6; History Stages 4-5 SCIS 935131

THOMPSON, Liz

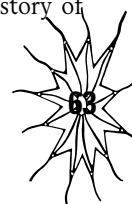
***The Ngaanyatjarra of the Gibson Desert***

Heinemann Library, 1998 (Fighting for survival)

ISBN 1863915788

[305.89]

From the preface, the reader knows that the Ngaanyatjarra people of the Warburton community have control over this book, and that the book is only one way of telling their story. The easily read and culturally sensitive text is interspersed with excerpts of Ngannmyatjarra people telling their own stories and histories. The author also keeps a diary of her writing project. Colour photographs and exciting design complete the package. The cross section of Ngannmyatjarra culture explored includes: Tjukurrpa Law; Native Title and mining; social organisation; traditional and 'whitefella' education; contemporary music; bush foods; traditional medicines; and community art. Parallel to this picture of cultural diversity is a Ngaanyatjarra history of



## Secondary information

missionary intervention and influence, the eventual handing back of Ngaanyatjarra traditional Lands, the formation of the Council, and the establishment of the Warburton Arts Project, of which this book is a successful part. As part of a comparative study this would be an excellent and invaluable resource for teachers and students. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5; Visual Arts Stage 6 SCIS 935134

BRUCHAC, Joseph

### *Lasting echoes: an oral history of native American people*

Silver Whistle, 1997

ISBN 97011884 [305.897]

Using the oral testimony of more than 100 native American people, this work constructs an intelligent and sensitive picture of the last 400 years of native American contact history. What is impressive about this book is the clarity and perception of the voices that were written down, some as early as 1638. Unlike Australian Indigenous history, we are able to read and listen to American Indigenous people as they tell of the, at first subtle, then catastrophic, interaction with their French and English colonisers. There are some common experiences shared with Australian Indigenous people, such as the devastation caused by the smallpox disease, proven in this book to be deliberately spread on one occasion. Other experiences were particular to the native American experience, like the militarisation of the Iriquois due to their alliance with the French against the British. The author, himself an Abenaki, always notes each native American cultural group as separate identity: the Lakota, Apachi, Sioux and Iroquois, each with their own history and stories. The book has a very accessible reading level and is an excellent resource for comparative Indigenous studies and comparative legal studies. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; Legal Studies Stage 6 SCIS 932650

BRIAN, Janeen

### *Pilawuk: when I was young*

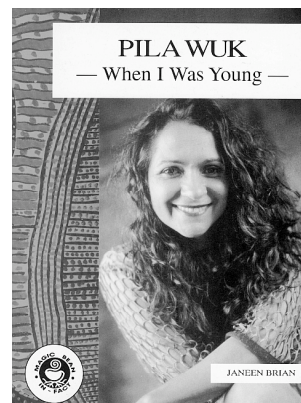
Era, 1996 (Magic bean in-fact)

ISBN 1863742565; ISBN 1863742573 [305.89915]

In this intensely moving, illustrated oral history, Pilawuk tells of her childhood as one of the Stolen Aboriginal children. Simply, honestly, but without rancour, she recalls her forced removal from her family, her life at Garden Point Mission on Melville Island and in Adelaide, where she was

moved several times between non-Aboriginal families, and much later her efforts in tracing her surviving family, and their poignant reunions. Graphic borders, photographs, maps and a fascinating Aboriginal presentation of a family tree enrich and assist understanding of Pilawuk's story. Available in both big and small book formats, this excellent, significant historical document should be shared with all Australians. B. Richardson

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6  
*Big book* SCIS 906735  
*Small book* SCIS 888314



BARLOW, Alex & HILL, Marji

### *You and me living together: the story of Aboriginal land rights*

Heinemann Library, 2001 (Aboriginal people, then and now)

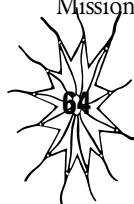
ISBN 1863911529 [306.08]

This is one book in a series of four. It is a useful work to generate discussions focussing on Reconciliation. The text is clear and precise, allowing students an opportunity to explore complex issues with ease. The content explores issues of: traditional lifestyles before invasion; resistance leaders; mission life; Land Rights; and gaining Native Title. Aboriginal people from many different language groups and locations are mentioned throughout the text, promoting the diversity between Aboriginal peoples. A balance has been provided between traditional and contemporary Aboriginal Australia allowing for greater understanding of issues. Throughout the text the authors reinforce the sensitivities involved in teaching Aboriginal issues in an attempt to promote cultural integrity through the preservation of cultural intellectual property. Using a mix of photographs, prints and personal history, this resource encourages readers to critically reflect on different viewpoints. A timeline, glossary and index with additional reading is included at the back of the book. If using the titles in this series, it would be essential to consult with your Aboriginal community. D. Anderson

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** English K-6; English 7-10; HSIE K-6

*Other titles in this series are:*

***Bosses ourselves: the story of Aboriginal self-government*** SCIS 1059875  
***My mob: the story of Aboriginal family life*** SCIS 1059873  
***Sharing our cultures: the story of Aboriginal cultures*** SCIS 1059876



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### **Wiradjuri Dreaming** [videorecording]

Genaren Hill Landcare Group, 2000 (35 min.)

ISBN none

[306.08]

A number of important contemporary themes in Australian society are subtly brought together in this video. It explores an archaeological survey team at Genaren, a property near Peak Hill. Genaren is particularly valuable from an archaeological perspective, as large areas of the property have never been ploughed. The archaeological survey brought together: the Genaren Hill Landcare Group; the Peak Hill Local Aboriginal Land Council; consulting archaeologists; and local students. The video explores important issues such as Native Title, and brings out the fears and hopes of the participants with skill. It shows the growing understanding and respect brought out by working together on a common project. B. Corr

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** HSIE K-6; History Stages 4-5; Geography Stages 4-5; Aboriginal Studies Stage 6

SCIS 1021894

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BELL, Diane

### **Ngarrindjeri Wurruwarrin: a world that is, was and will be**

Spinifex, 1998

ISBN 187555971X

[306.08999]

A detailed study of the Ngarrindjeri people is provided in this work. The focus is the women of this nation, and their women's stories. The title's significance is on two planes: the women's weaving and their daily life; and the Dreaming tracks woven across their Land by their connections to the Land. Through the telling of their songlines, a timeless link to the Ancestral Beings is established. This is significant, as these people are opposed to the Hindmarsh Bridge development on their Land. The government's response to the issues, and the High Court response are important, as Ngarrindjeri people beg of us: are we still in post-colonial Australia? C. Dorbis

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6

SCIS 947592

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MACKAY, Hugh

### **Turning point: Australians choosing their future**

Pan Macmillan, 1999

ISBN 0732910013

[306.0994]

A respected commentator and writer, Mackay draws together surveys and social research to create a picture of Australians at the millennium. Views surveyed cover an array of issues: diversity; leadership; Indigenous Australians; egalitarianism; family; community, and more. Mackay finds Australians disen-

gaging amidst complex and contradictory attitudes. He sees us seeking a breathing space, a pause in the onrush of social, technological and economic change, and turning inward from communal and big picture issues to try to shore up private and often personal solutions and satisfactions. This is a great book to dip into, soundly based, thoughtful and thought provoking. Although fundamentally optimistic, it underlines the concerns about community disintegration that brought civics and citizenship education to the fore. G. Spindler

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; Society & Culture Stage 6

SCIS 994144

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DUGAN, Michael

### **Aboriginal Australia**

Macmillan, 1998 (Discoveries and innovations)

ISBN 073294760X

[306.4]

Detailing the incredibly complex technological applications of everyday Aboriginal items, this work is a comprehensive reference. It uses appropriate technical language, couched in lay terms, amongst a layout of excellent illustrations, many of which are historical photographs. The writer details the complex skills required to construct such devices as canoes, weapons, tools, and ropes, all without the benefit of modern materials or engineering. The use of tools for the art of fishing, using traps, nets and spears was perfected by Aboriginal people. Musical instruments, such as the didgeridoo and clapsticks, and the innovative toys and games are also detailed. This book explains the methods of fire making, and its use in Land management. This is a valuable resource for the classroom, which could promote an appreciation of this ancient and still vibrant culture. C. Connett

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** CA; HSIE; ST; TAS

**SYLLABUS:** Aboriginal Studies 7-10; Creative Arts K-6; Design & Technology 7-10; HSIE K-6; History Stages 4-5; Science & Technology K-6; Visual Arts 7-10

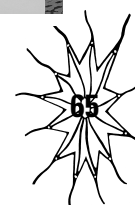
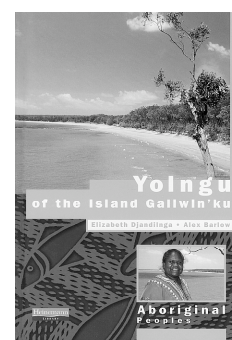
SCIS 952604

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### **Aboriginal peoples** [series]

Heinemann Library, 1997

The diversity of Aboriginal cultures and the differing ways colonialism has impacted on contemporary Aboriginal societies are highlighted by this series. Through different timeframes of visual and written sources, snapshots of change are captured. The diversity of environments is explored through the different titles, emphasising the unity between Aboriginality and





## Secondary information

the Land, their different colonial experiences, and their contemporary societies. Well set out with clear, informative sections, maps, glossary and bibliography, it is a good starting point in the understanding of Aboriginal peoples. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6

*Titles in this series are:*

***Kombumeri: saltwater people*** SCIS 902220

***Wangkangurru of the desert*** SCIS 902196

***Wiradjuri of the rivers and plains*** SCIS 902191

***Yolngu of the island Galiwin'ku*** SCIS 902221

### Human rights and civil rights

/ edited by Justin Healey. Spinney, 2000 (Issues in society 139)

ISBN 187681148X [323.0994]

Based on Australian experiences, this text comprehensively explores the issues of human rights and civil rights. Contemporary issues that have surfaced in Australia are explored thoroughly using the United Nation's Declaration of Human Rights as the reference point. With limited images and primary documents, students will gain a solid understanding of facts and opinions. Designed for senior HSIE syllabuses, the text complements a number of topics and themes. A good reference section allows further research. It is important that students are offered structured opportunities to learn to evaluate the material critically, and continuously update material through current affairs reading. It should be noted that the images are not always part of the article they accompany, which could be misleading. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
SCIS 1023493

ATTWOOD, Bain

### *The 1967 referendum, or when Aborigines didn't get the vote*

Australian Institute of Aboriginal and Torres Strait Islander Studies, 1997

ISBN 0855753110 [323.1]

The 1967 referendum did very little in a legal sense. It empowered the Commonwealth to enact special laws for Aboriginal people, and it provided for Aboriginal people to be counted in the census, but it didn't give Aboriginal people the vote. The Whitlam Government's 1976 Aboriginal Land Rights (Northern Territory) Act was the first special law to be enacted by the Commonwealth. The aim of this excellent book is to clarify what the 1967 referendum really meant in legal terms, and also to provide a social and political context to the events leading up to and

following the referendum. The book serves as a good overall history of the Aboriginal fight for full citizenship rights and constitutional reform. Included in the second section is a detailed and extensive collection of relevant primary source material, both written and oral, which would be invaluable for curriculum activities. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6  
SCIS 908273

ATTWOOD, Bain

### *The struggle for Aboriginal rights: a documentary history*

Allen & Unwin, 1999

ISBN 1864485841 [323.1]

An invaluable documentary history of Aboriginal political activism in Australia, from the 1830s to the present, is provided by this resource. The authors have chosen to only include documents and sources that have been written or spoken by Aboriginal people. This provides an Aboriginal perspective, through 'recovering Aboriginal voices', and is testimony to the strength and diversity of Aboriginal political struggle. The sources are varied, and include letters, leaflets, posters, newspaper articles, photographs, and speeches. The chapters are in chronological order, each with a good historical overview. This is an excellent resource for Stage 6 Aboriginal Studies and Legal Studies. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6  
SCIS 974501

CHESTERMAN, John & GALLIGAN, Brian

### *Citizens without rights: Aborigines and Australian citizenship*

Cambridge University Press, 1997

ISBN 052159751X [323.1]

While citizenship is a fundamental cornerstone of modern democracies, all embracing citizenship in Australia did not eventuate until the 1967 referendum (for Aborigines), and the official removal of the White Australia Policy in 1972. This book explores the issues surrounding these policy changes. The arguments for and against including Aboriginal people as citizens, and the thinking and policies of different eras, are explored. This book will contribute to an understanding of the complex tapestry of Eurocentric history in Australia, the impact of the various stages of this history, from exclusion to inclusion, and provide pointers for the ongoing journey towards Reconciliation. It is





worthwhile professional reading for teachers, especially for those teaching Aboriginal Studies. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6 SCIS 937119

### ***Citizenship and indigenous Australians: changing conceptions and possibilities***

/ edited by Nicolas Peterson & Will Sanders. Cambridge University Press, 1998 (Reshaping Australian institutions)

ISBN 052162195X [323.1]

In this excellent resource twelve essays, from non Indigenous writers, explore the changing conceptions of citizenship for Aboriginal and Torres Strait Islander people, both historical and contemporary, and what may lie in the future. Topics include: constructions of Aboriginal identity; the formulation of the assimilation policy; self determination; Indigenous responses to mining; the international law context; and sovereignty. There is a very good analysis of the 1967 referendum, and how it did not give Aboriginal and Torres Strait Islander people the vote; as well as an examination of access and equity, and the right of First Peoples to Indigenous rights. The concept of Australia having a contested history is discussed, and we are presented with the notion that this country's ability to accept Indigenous rights may be based more on 'compromise and accommodation than consensus and reconciliation'. Senior students and teachers will find these essays stimulating and challenging. B. Percival

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 935278

DAY, Bill

### ***Bunji: a story of the Gwalwa Daraniki movement***

Aboriginal Studies Press, 1991

ISBN 0855752408 [333.2]

'Darwin is Larrakia country. Bobby Secretary is fighting for his people. They want part of their land, a place called KULALUK... If you live on Larrakia land, help the Larrakias.' This was the message broadcast in the first issue of *Bunji*, published and edited for the next fourteen years by white activist Bill Day. This excellent book charts the Larrakia peoples' fight for their Land in Darwin, from their first march on National Aborigines Day 1971, to the Federal Court decision of 1992. The text brilliantly captures the mood of the 1970s Land Rights struggle, and Aboriginal demands for equality and self determination. The Papunya, Wattie Creek, Yirrakala and Tiwi communities are part of this struggle, as are the advocates for Land

Rights for Larrakia: Fred Fogarty; Kevin Gilbert; and Xavier Herbert. This excellent first hand account of an important period in Australian history is illuminated by brilliant cartoons and extracts from the priceless *Bunji* newsletter. B. Percival

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 835189

GOODALL, Heather

### ***Invasion to embassy: Land in Aboriginal politics in New South Wales, 1770-1972***

Allen & Unwin, 1996

ISBN 1864481498 [333.2]

A comprehensive analysis of the place of Land in Aboriginal politics in New South Wales for this period is contained in this excellent book. Maps, photographs, and primary sources combine with the scholarly, readable text to build a picture of the Eurocentric view of history that has permeated Australian thinking. This book assists readers to reappraise their understanding of the issues. The analysis debunks many of the myths about how Aboriginal people lost their Land, which have previously been part of the Australian interpretation of events. This work helps provide historical information that is essential to an informed view on contemporary Land claims by Aboriginal people. The book is useful across a number of HSIE syllabuses, and for professional reading. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; Legal Studies Stage 6 SCIS 959073

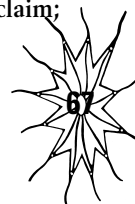
### ***Dhuway: Great Grandfather my son***

[videorecording]

/ produced by Noel Pearson & Lew Griffiths. Oziris, 1996 (55 min.)

ISBN none [333.3]

The forced dispersal of the Yidhuwarra people from their Cape Melville and Flinders Island homelands, and the struggle of their return is examined in this resource. The Yidhuwarra spent two generations in exile on missions throughout Queensland, and it was not until 1991 that they could file a claim to get their Lands back. The video follows the proceedings of the first hearing of the Queensland Land Tribunal in 1993 to hear the Yidhuwarra Land claim. This is an excellent resource for demonstrating the Land tribunal process and, as person after person relates their devastating story of discrimination and pain to the court, we are given an intimate picture of the Yidhuwarra experience since the turn of the century. The story is divided into segments: **The land claim;**



## Secondary information

**Homecoming; Diaspora; Return to country; and Proving the claim.** This facilitates use of the video as a teaching resource. Rare black and white film footage shot by the anthropologist N. Tindale in 1927 is used to good effect, as is the archival footage of 'Dhuway', Bob Flinders, who fought hard for the Land claim, but died before the claim could be heard. This excellent video is powerfully narrated by Noel Pearson, who also represented the Yüidhuwarra in the Land claim for their country. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 928880

FOSTER, David

### ***Gurig National Park: the first ten years of joint management***

Australian Institute of Aboriginal and Torres Strait Islander Studies, 1997

ISBN 0855753072 [333.78]

A report on the joint management between Aboriginal and non-Aboriginal people of a national park, this is interesting reading as it shows how, why, and where the Gurig National Park was established. It draws implications for all Australians, if we are to take up Reconciliation seriously. The importance of Aboriginality and Land is reinforced throughout. The predominantly Aboriginal management brings about economic independence and rights to their traditional Land, but as we are reminded it comes at a price. This is an excellent document showing that negotiation and consultation are important for us to have Reconciliation. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Business Studies Stage 6; Geography Stages 4-5; Geography Stage 6; History Stages 4-5 SCIS 908272

SCOTT-MURPHY, John

### ***A question of justice: challenge: indigenous peoples***

McGraw-Hill, 1996 (A question of justice)

ISBN 074702122 [342]

Whilst this book is specifically designed for the original 3 Unit Legal Studies, it could also be used in Aboriginal Studies Stage 6 as a complement to Aboriginal views on the issues. The history of indigenous peoples in terms of European laws and lore is clearly presented. The text uses local, state, national and international examples to show how laws are responding to indigenous peoples throughout the world. There are clear examples of inequalities before the European judicial and belief systems since the expansion of Europe in the 15th

century, and valid arguments for Aboriginal legal rights, and therefore social justice in contemporary Australia. C. Dorbis

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 888043

### ***Aboriginal Law Bulletin [series]***

Aboriginal Law Centre, Faculty of Law, University of New South Wales, 1981-1997

ISSN 07285671 [342.94]

These four issues of the bulletin serve two different purposes. The two topic issues are excellent resources for study for anyone wishing to explore law and government policy; their enactment and results for Aboriginal people at community level. Articles provide thoughtful academic discussion and support senior students investigating issues relating to Indigenous law centres and organisations. Two issues make up the index and tables of the content of all 60 issues of the *Aboriginal Law Bulletin*. These two booklets include the volume number and issue number for all articles. R. Carney

*Titles available in this series include:*

**Vol 2 No 51 Special alcohol issue**

**Vol 3 No 73 Brand new day**

**Index & table Vol 1 Issues 1-30**

**Index & table Vol 2 Issues 31-60**

**USER LEVEL:** Stage 6 Community Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 964654

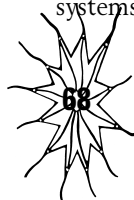
CUNNEEN, Christopher

### ***Indigenous people and the law in Australia***

Butterworths, 1995 (Butterworths' legal studies)

ISBN 0409300632 [342.94]

A superb resource, this work draws on a wide variety of historical and legal documents to provide a comprehensive study of the effects of the law on Indigenous peoples. The text is very challenging in many ways, and discussion questions encourage students to extend their thinking. A wide range of topics applicable to legal studies and Aboriginal studies is examined, including the role of the law in dispossession, the history of government policies regarding Indigenous Australians, and the over representation of Aboriginal people in the criminal justice system. Other issues discussed include: Native Title; Reconciliation; Mabo; Land Rights; civil issues relating to housing, employment, consumer protection, and anti discrimination laws; international law and Australia's obligations; and the role of ATSIC. An Indigenous perspective is incorporated through lengthy quotes and interviews, and the foreword is by Pat



O'Shane. This is a clear and insightful coverage of all aspects of Australian law regarding Indigenous peoples. A. Byron, D. Collins

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies  
Stage 6 SCIS 837742

### **Indigenous Law Bulletin [series]**

Indigenous Law Centre, Faculty of Law, University of New South Wales, 1997-

ISSN 13285475 [342.94]

For up to date information on Aboriginal cases and issues, delivered by quality contributors in compact writing, the *Indigenous Law Bulletin* has it all. These are excellent resources for those committed to learning about legal issues and the law. They include information on other international indigenous issues and peoples' struggles, which makes them an excellent resource for comparative studies. The bulletins contain updates of old legislation and acts, calendars of recent happenings in law affecting Aboriginal people, and book reviews. The reviews provide balanced opinions. These bulletins are great reading for keeping abreast of issues, and give non Indigenous readers the opportunity to learn how law and policy making are used when made to address Aboriginal issues. R. Carney

**USER LEVEL:** Stage 6 Community  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies  
Stage 6 SCIS 964651

### **Indigenous peoples, the United Nations and human rights**

/ edited by Sarah Pritchard. Zed, 1998

ISBN 1856495949 [342.94]

Historical developments, and raising of consciousness, about Australia's Indigenous peoples are outlined against the broader context of human rights in this collection of essays. Arising from a 1995 conference, this resource discusses the international forces which shape legal and moral obligations of governments and people. Indigenous issues are dealt with clearly and concisely. Invaluable for international comparative studies in legal and Aboriginal studies, the book includes excellent primary sources and sound interpretations of issues, provided by Indigenous Australians, jurists, and historians. General background knowledge of the United Nations' Declaration of Human Rights, and its role in monitoring, would be helpful for using this excellent book in the classroom. C. Dorbis

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies  
Stage 6 SCIS 944157

### **Crime and justice**

/ edited by Justin Healey. Spinney, 2001 (Issues in society 142)

ISBN 1876811512X [345.94]

With well constructed text and pertinent chapters, this book is designed for senior school students. It is a useful resource for the study of the themes: *Legal processes and institutions* and *Effectiveness of the legal system* in Legal Studies; *Social justice and human rights* in Aboriginal Studies; and as a model for case studies in Modern History. Supported well by statistics and evidence from newspaper and government reports, the reference helps focus the student on essential material for study. The statistics can be updated through the Australian Bureau of Statistics' web site for future students. Sections containing recommended readings and contact details for government and non government agencies allow for great depth analysis of the social issues. It should be noted that images are not always part of the article they accompany which could be misleading C. Dorbis

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies  
Stage 6; Modern History Stage 6  
SCIS 1035013

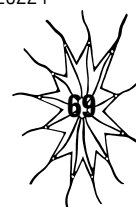
### **After Mabo [videorecording]**

/ written and directed by John Hughes. Mirimibiak Nations Aboriginal, 1997 (84 min.)

ISBN none [346.9404]

Opening with Paul Keating's famous Redfern Park speech acknowledging past injustices carried out on Aboriginal people, this excellent video ends with John Howard's refusal to apologise as a nation for the Stolen Generations. It is the story of Mirimibiak Nations Aboriginal, the representative Aboriginal body for Native Title in Victoria, and their perspective of the crucial political manoeuvres between the Mabo High Court Decision and the announcement of Howard's 10-point plan. They journey through the corridors of power in Parliament House, and attend a myriad of consultation meetings. All the key players, in what Professor Marcia Langton aptly describes as 'the politics of cultural warfare', present their differing points of view, providing students with a good range of perspectives. The style and presentation of the video is excellent. Noel Pearson and Michael Dodson give scathing analyses of the Native Title issue, including the High Court Decision, Native Title Act, Wik Judgement and the 10-point plan. The video is quite long and would need to be divided up into shorter chronological sections for maximum student impact. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; History Stages 4-5; Legal Studies  
Stage 6 SCIS 929224



## Secondary information

BUTT, Peter

### ***Mabo: what the High Court said and what the government did***

Federation Press, 1996

ISBN 1862872074

[346.9404]

*Terra nullius*, the land belonging to no one, is a spurious legal doctrine. As detailed in this handbook, the judgment of the High Court in 1992 saw this basic premise of colonisation overturned, and prior Indigenous ownership was recognised. Why the decision was reached is clearly set out in the reporting of the words of the judges. This book offers an historical understanding of the Mabo decision, through the history of Australia from the claiming of the land through to the present; and how the Keating Government responded to this key event for all Australians. It is essential reading for Australian understanding of the Reconciliation process. C. Dorbis

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 907973

FLOOD, Sean

### ***Mabo: a symbol of sharing: the High Court judgment examined and commentary on the Native Title Act 1993***

3rd ed. Student's edition. Fink, 1993

ISBN 0646148036

[346.9404]

Students of legal and general studies will find this a very accessible publication on a complex topic. To date most research on Mabo comes from newspapers and magazine clippings; yet here are 38 pages of law and literature that greatly assist an understanding of Aboriginal history. As indicated in Bill Hayden's foreword, this is an unashamedly biased interpretation from a barrister with twenty years of involvement with black issues. A glossary, black and white illustrations, clear subheadings, and questions to students, provide much for classes studying native title. Whilst the mining industry has provided free material to schools on Mabo to represent their case, Flood provides details of another point of view far more sympathetic to Aboriginal perspectives. M. Williams

**USER LEVEL:** Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** History Stages 4-5; Legal Studies Stage 6 SCIS 788836

### ***Mabo: the Native Title legislation***

/ edited by M. A. Stephenson, University of Queensland Press, 1995

ISBN 0702227463

[346.9404]

Readable and probing, this book investigates critically and in depth a range of legal aspects and implications of the

Commonwealth Native Title Act 1993. As such, it is a sequel to *Mabo: a judicial revolution*, and seeks to delineate how well this second legislation addressed the gaps in, and affirmed, *Mabo vs. Queensland*. Contributions are from a range of soundly qualified experts (whose backgrounds are provided), including a claimant's perspective. The introduction offers a helpful summary and background information. Issues of social justice, relevant international law, mining, non discriminatory principles, and procedural aspects, are addressed; and questions and gaps which remain are raised. The brief update on the *Western Australia vs. The Commonwealth* case confirms the view of the invalidity of the Western Australian response to Mabo. This is a solid contribution to making sense of the legislation, and, while set firmly within the parameters of Anglo Saxon Australian law, it attempts to highlight due processes of change towards non discriminatory legislation and Reconciliation. C. Foley

**USER LEVEL:** Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 831244

### ***Mabo: the Native Title revolution***

[electronic resource]

Film Australia, 2000

ISBN 0642565252

[346.9404]

An outstanding, comprehensive audio visual introduction to the legal precedent set by the Mabo judgement in the High Court of Australia is on this double CD-ROM package. The information which is clearly set out under the headings: **Mer; The man; Land Rights; Mabo; Native Title; Terra Nullius**; is an all round introduction to Land Rights and the false doctrine of Terra Nullius. Complemented with sound, and the movie *Land billong me*, this resource has much to offer all students in their understanding of contemporary Australia. It is relevant to many topics across a number of HSIE syllabuses. It is imperative for users to load the *Mabo install* CD-ROM first and to follow instructions. The tutorial is essential for the user to realise the immense scope of the material. Whilst the Internet is useful for updating certain points of information, it is not required to run this CD-ROM. Linked web sites would need to be verified for curriculum relevance. When using this rich resource it would be important to consult with your local Aboriginal community. C. Dorbis

#### **Minimum requirements**

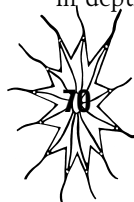
Macintosh 7.5: 24MB RAM

Windows: 16MB RAM; 20MB hard disk space

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6, Geography Stages 4-5; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6 SCIS 1040695





## ***Our land is our life: land rights, past present and future***

/ edited by Galarrwuy Yunupingu. University of Queensland Press, 1997

ISBN 070222958X [346.9404]

This is an important collection of essays from leading Aboriginal voices about Land Rights in contemporary Australia. The essayists give an Aboriginal perspective on many issues in the contemporary Land Rights debate, including social justice, Reconciliation, legal issues, historical construction and Land Rights at work. There are primary documents, including eight appendices from the 1963 Bark Petition, through to discussions on the 1993 Native Title Act, and historical photographs. This resource may be used in Aboriginal studies, modern history and legal studies. The issue of Aboriginal Land Rights is fundamental to the processes of healing and Reconciliation. It should be noted that the images are not always part of the article they accompany, which could be misleading. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Society & Culture Stage 6 SCIS 898188



## ***Native Title***

/ edited by Kaye Healey. Spinney, 1998 (Issues in society 93)

ISBN 1876811021 [346.9404]

In this book, the 1992 *Mabo and others v. the State of Queensland* High Court judgement, the *Native Title Act 1993*, the 1996 Wik High Court judgement and Reconciliation are examined. Well edited and clearly written information is provided from a wide variety of sources, including: government reports and statistics; newspaper and magazine reports and surveys; Internet material; and literature from relevant lobby groups. This approach allows numerous points of view to be presented and the reader is encouraged to critically analyse all material and points of view. Numerous political cartoons are used to good effect but teachers should note that such images are not always part of the original articles, and this could be misleading. The resource is well indexed and an **Exploring the issues** section provides students with useful focus points for further investigation. The source material provides a good stimulus for classroom discussion, and could act as an excellent starting point for more detailed research

and investigation. Internet sites would need to be checked to verify curriculum relevance. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Studies in Society 7-10 SCIS 937763

BRENNAN, Frank

## ***The Wik debate: its impact on Aborigines, pastoralists and miners***

University of NSW Press, 1998 (Frontlines)

ISBN 0868404098 [346.9404]

Based on all contemporary events, presented chronologically (1992-1998), the legal and political developments of Wik are outlined concisely and clearly. Being contemporary, it does not discuss how *Terra nullius* was applied, nor the various Land Acts of the mid 19th century, which are the basis of the High Court's Wik decision. Therefore, use of this as a text for students needs to be in the context of a larger study. The importance of this work cannot be understated: for true Reconciliation there has to be understanding of past and present issues. The book gives this understanding through the eyes of an important non-Aboriginal activist in the Wik debate. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6 SCIS 955265

SHARP, Nonie

## ***No ordinary judgement: Mabo, the Murray Islanders' land case***

Aboriginal Studies Press, 1996

ISBN 0855752874 [346.94304]

As fresh challenges to Aboriginal and Islander Land Rights surface, this book is a timely addition to the literature on the Mabo judgment. Anthropologist Sharp, involved from the start, offers detailed description and penetrating analysis. Legal studies, Aboriginal studies, society and culture, general studies, history students, and the well informed general reader will find this a ready reference on most aspects of the case. The focus is on cross cultural relationships and the right to self determination. The book makes a significant contribution to the study of cultural diversity, and discusses issues from both Torres Strait Islander and European perspectives. Sharp establishes that different types of law need to be recognised in a multicultural society. M. Steinberger

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 876581



BEHRENDT, Larissa

### ***Aboriginal dispute resolution: a step towards self-determination and community autonomy***

Federation Press, 1995

ISBN 1862871787

[347.94]

Some insight into the imbalances of power which are major stumbling blocks for Aboriginals is provided in this resource. It shows the Aboriginal perspective, in relation to the issues which are crucial to ending their dispossession in their own country. The writer identifies current means of solving disputes, and points out why these means have failed Aboriginal people, supporting her arguments with instances of her knowledge and experience in the legal system. After a brief sketch of Aboriginal history, focussing on repressive practices which are legal under Australian law, the writer proposes a new set of principles to achieve equality in the decision making process for Aboriginal people. These may be radical proposals, perhaps, to non-Aboriginal people, but commonsense and justice to Aboriginal people. The writer points out that this is just one proposed alternative. With emphasis on considering cultural values, and stressing the importance of recognition and respect for the original inhabitants' culture, this book would be a valuable resource for addressing Reconciliation, and for an Aboriginal perspective in legal studies. R. Carney

**USER LEVEL:** Stage 6 Community Professional

**KLA:** HSIE

**SYLLABUS:** Legal Studies Stage 6; Aboriginal Studies Stage 6 SCIS 865615

MACDONALD, Rowena

### ***Between two worlds: the Commonwealth government and the removal of Aboriginal children of part descent in the Northern Territory***

IAD, 1995

ISBN 0949659878

[362.7]

Commonwealth government policy of removing 'half-caste' Aboriginal children from their families and institutionalising them is well illustrated and documented in this publication. Useful for history, Aboriginal studies, and general studies, the succinct text presents individual accounts within a broad historical overview. While the main focus is two government homes operated in the Northern Territory between 1913 and World War II, we also see how the pattern was paralleled in government and mission stations across Australia. Only now is the impact of this policy becoming recognised and understood. These sensitive but factual accounts can contribute to the Reconciliation process between Indigenous and other Australians. G. Spindler

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:**

Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5 SCIS 870515

HEGARTY, Ruth

### ***Is that you, Ruthie?***

University of Queensland Press, 1999

ISBN 0702230995

[362.73]

Hegarty focuses on her time in the Cherbourg Aboriginal Mission in Queensland, to give us an intriguing insight into the early years of one of the Stolen Generations. Her story is particularly important because of the detail of her day to day life in the Cherbourg dormitories in the 1930s and 1940s, and her resilience in the face of adversity. The photographs complement the text and add significantly to the poignancy of her story. This book is particularly chilling when one places it in the global context of similar camps in Nazi Germany, Imperial Japan, and Stalinist Russia. B. Corr

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Aboriginal Studies 7-10; English Stage 6; History Stages 4-5; Legal Studies Stage 6; Society & Culture Stage 6 SCIS 986714

### ***The stolen children: their stories: including extracts from the Report of the National Inquiry into the separation of Aboriginal and Torres Strait Islander children from their families***

/ edited by Carmel Bird. Random House Australia, 1998

ISBN 0091836891

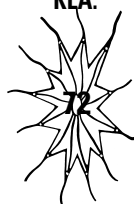
[362.7]

The first section of this book contains seventeen individual stories written directly as told to the *National Inquiry into the separation of Aboriginal and Torres Strait Islander children from their families*. They tell of the children's search for their family and identity. Some find them, some never do. However, what links all the stories is a childhood that cannot be regained. Also revealed is the lack of support by welfare institutions, and a stark reminder of a part of Australia's history that should never be forgotten. The second section contains a broad range of perspectives from thirteen Indigenous and non indigenous commentators, both in the parliament and in the community. The third section lists the 54 recommendations made in the *Bringing them home* report of the inquiry. The book is a good resource on the personal impact of the assimilation policy and possible solutions to the pain, sorrow and devastation that resulted. B. Percival, L. Pratt

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6 SCIS 932412



## ***They took the children away: Aboriginal family experiences*** [videorecording]

/ directed by Anne Cowden. Equality Videos, 1997 (19 min.)

ISBN none [362.7]

The pain and suffering of the three Aboriginal people, Charmaine, Sarah and Albert, interviewed in this video is clearly evident. Each of them has been dramatically affected by the government policies that forcibly separated and displaced Indigenous people in Australia. Charmaine was taken away to a Children's Home in 1970 at the age of two; Sarah had four of her children removed for neglect; and Albert had two older brothers taken in the 1920s. The stories are very powerful in their honesty and directness of telling. The editing and construction of the historical narrative that accompanies the interview is, however, at times confusing and misleading, and it is difficult to tell at times if Sarah and Albert are being portrayed only as victims. The issues of Reconciliation and compensation are raised for students to consider. A brief teacher's guide is included. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** HSIE

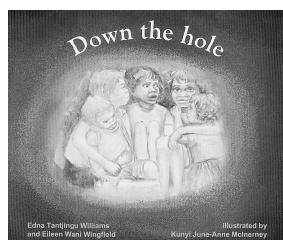
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 921907

## ***Down the hole: up the tree, across the sandhills, running from the state and Daisy Bates***

IAD, 2000 (jukurrpa)

ISBN 1864650249 [362.7]

This excellent picture book is a powerful and honest account of the tremendous pressure and fear Aboriginal people have faced in protecting their children from the state authorities, who were responsible for the forced removal of Aboriginal children. Readers will empathise with their plight, and the extreme measures Aboriginal family members took to hide their children from the authorities. Young children were placed down mine holes to escape the unwelcomed kidnappers. The children would sit all day, quietly huddled together until it was safe to be pulled out of the hole. It is an emotionally engaging and moving story based on fact. The complementary illustrations are strong and distinctive, and reflect an era of darkness and fear, although the story is not told in this way. It shares an emotional and sensitive issue that has impacted on Aboriginal people. The book is written in Aboriginal English, with some words and phrases from the South Australian Aboriginal languages, Yankunytjatjara, Kokatha, and Matutjara included, along with a guide to assist in pronunciation. An historical recount and explanations of the authors and illustrator are included at the back



of the book. Non-Aboriginal teachers should consult with their local Aboriginal communities before attempting to teach this sensitive area. D. Anderson

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE

**SYLLABUS:** HSIE K-6; Aboriginal Studies 7-10; English K-6 SCIS 1007663

## ***The Stolen Generation: one man's story***

[videorecording]

Equality Videos, 1998 (15 min.)

ISBN none [362.7089]

This video features Brian Morley telling his life story. Stolen from his mother at the age of three, Brian, his two brothers and sister were all placed in Turana Reception Centre in Melbourne before being adopted into non-Aboriginal families. Brian discusses his childhood experiences, the discovery of his Aboriginality at age 28, and the experience of being reunited with his mother and elder brother. The video also features documents from Brian's welfare file, and the narration places Brian's story in its historical context. This a wonderful resource for teaching about the government policy of child removal, providing a personal story which is reflective of the lives of so many others, and will certainly capture the attention of students. A. Byron

A. Byron

**USER LEVEL:** Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** History Stages 4-5; Aboriginal Studies Stage 6 SCIS 941471

## ***Aboriginal health***

Spinney, 1998 (Issues in society 87)

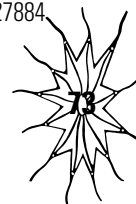
ISBN 1875682961 [362.84]

A collection of articles from government reports, newspapers, magazines and Internet sites dealing with the issues surrounding Aboriginal health makes up this resource. Articles are divided into subject areas: **Health and mortality; Health risk factors; Housing and sanitation; and Health, education and employment.** While the statistics quoted will become outdated, the articles provide a good overview of current health issues in Aboriginal communities throughout Australia. Many of the articles contain cartoons and graphs, however no student activities are included. Note that some of the illustrations are not necessarily part of an article's original format, and should be appropriately labelled to clarify this. This is a useful resource for any teacher examining issues vital to contemporary Aboriginal Australia. Internet sites would need to be checked to verify curriculum relevance A. Byron

**USER:** Stage 6

**KLA:** HSIE; PDHPE

**SYLLABUS:** Aboriginal Studies Stage 6; PDHPE Stage 6 SCIS 927884





### Aboriginal health and welfare

/ edited by Justin Healey. Spinney, 2000 (Issues in society 129)

ISBN 1876811382

[362.84]

A collection of newspaper, magazine, and official government and non government reports and submissions, this book explores issues related to Aboriginal health. Many statistics and articles are sourced from the Australian Bureau of Statistics, making this an excellent resource for the *Social justice and human rights issues* elective topics in the *Aboriginal Studies: Stage 6 syllabus*. Issues covered include: mortality; alcoholism; mental illness; employment; education; and Aboriginal Deaths in Custody. Note that some of the illustrations are not necessarily part of an article's original format, and should be appropriately labelled to clarify this. The limited, descriptive **Glossary** of terms, **Recommended reading**, and **Further** resources provide pointers to assist students in further research. This is a timesaving collation of useful, relevant statistics and data. A. Byron

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; History Stages 4-5  
SCIS 1005342

BERESFORD, Quentin

### Our state of mind: racial planning and the Stolen Generations

Fremantle Arts Centre Press, 1998

ISBN 186368235X

[362.84]

An excellent study, this work explores the Australian government's assimilation policy and its devastating effects on the Indigenous population of this country. The authors make a direct link between the assimilation policy and racism. They argue that the policy was sustained and discriminatory, with the express purpose of the cultural destruction of Aboriginal people. The enacting of specific legislation, condoning the removal of Aboriginal children from their families, is examined as a key instrument in carrying out this racial planning policy. The book examines the history, philosophy, and long term effects of racial planning and the effects of these practices. It tries to address the issues of recognition, justice and Reconciliation. The book is very valuable in its use of primary sources, such as letters, conference notes and other government documents, all of which help make clear the personal and political motivations behind the formulation of the assimilation policy. B. Percival

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies  
Stage 6 SCIS 939221

HAEBICH, Anna

### Broken circles: fragmenting indigenous families 1800-2000

Fremantle Arts Centre Press, 2000

ISBN 1863683054

[362.84]



Aboriginal education K-12 resource guide

This is an important work as it documents the policies and practices of successive Australian colonial, state and federal governments in the removal of Aboriginal children from their families. Haebich's findings are even more chilling when she places occurrences in Australia in a broader international context. The section on practices in colonial Tasmania is very effective, as this is an often neglected area. The work could have benefited from firm editing as it tends to jump from area to area, but this should not distract from what is a gold mine. B. Corr

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 1023601

### The Stolen Generation

/ edited by Kaye Healey. Spinney, 1998 (Issues in society 91)

ISBN 1876811005

[362.84]

Using a wide variety of sources, this excellent book examines such topics as: Aboriginal concepts of family; the Human Rights & Equal Opportunity Commission's *Bringing them home* report; the history and effects of the assimilation policy; and the issue of reparation and what measures are open to the victims of these Stolen Generations. The range of source material provided includes: newspaper articles; government reports; song lyrics; letters to the editor; and Australian Bureau of Statistics figures. The *Bringing them home* report forms the backbone of this resource, with evidence, findings and recommendations presented in a clear and precise manner. The preface of the book asks the student to critically evaluate the articles and to explore the issues further; and a list of additional state wide resources is provided. This material would provide a very good stimulus to students in discussing such concepts as democracy, citizenship and social justice. It should be noted that the images are not always part of the article they accompany which could be misleading. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Legal Studies Stage 6 SCIS 927896

BERESFORD, Quentin & OMAJI, Paul

### Rites of passage: Aboriginal youth, crime and justice

Fremantle Arts Centre Press, 1996

ISBN 186368137X

[364.3]

Aboriginal juvenile crime is powerfully examined through authentic case studies, interviews and research. The text weaves a social history of the political and legal practices instituted to deal with Aboriginal adolescents and crime. Education, the criminal justice system, marginalisation of Aboriginal youth, and relations with police are current political and social issues documented in the text. Issues



related to institutionalised discrimination and dispossession are well researched and documented. Most interesting, are the numerous references to personal accounts by Aboriginal juveniles and their communities. An extensive bibliography provides useful material for further research. F. Plummer

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6  
 SCIS 861195

### Copyrites [videorecording]

Australian Film Finance Corporation, 1997 (60 min.)

ISBN none [364.9404]

The complex issue of copyright law and Aboriginal artworks is explored in this resource. Narrated by Banduk Marika, it illustrates the cultural clash between communal ownership of artwork and private property, hence the pun in the title. A national debate about Aboriginal copyright was initiated when Wandjuk Marika discovered his sacred artwork reprinted on a tea towel. Other incidents of copycat practices which have deeply affected the Yirrakala community are explored, including Banduk Marika's work used for carpet designs. The story is structured around events which culminate in the opening of the *Native Title* exhibition at the Museum of Contemporary Art (MCA) where Yirrakala artists have travelled to Sydney to participate. Djon Mundine, Aboriginal curator of the MCA, Bronwyn Bancroft, and Terri Janke are interviewed. This resource could be used in conjunction with the CD-ROM *The house of Aboriginality*. L. Pratt

**USER LEVEL:** Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Visual Arts Stage 6  
 SCIS 949192

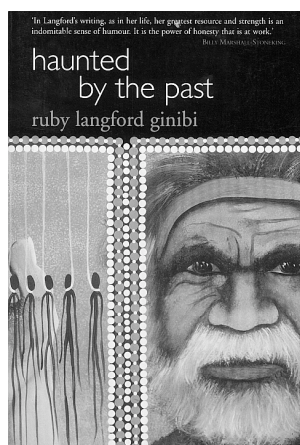
GINIBI, Ruby Langford

### Haunted by the past

Allen & Unwin, 1999

ISBN 1864487585 [365]

Nobby Langford is a gifted contemporary Aboriginal artist, who like too many young Aboriginal men in their own country, end up incarcerated, the victims of an alien legal system. Nobby has been lucky so far, and has survived. Ruby Langford Ginibi tells the story of her son in the context of his Bundjalung culture, his family, and considering the impact of Aboriginal Deaths in Custody. This is a powerful story, from a powerful woman and a loving mother. The language is appropriate for senior students. Good luck Nobby,



may your Dreaming guide you and protect you. B. Corr

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6; Society & Culture Stage 6  
 SCIS 978180

MARRA, Ben

### Powwow

Abrahams, 1996

ISBN 0810926806 [391.00897]

A journey on the road of healing, through the family's sacred circle, into a way of life, is presented by this work. The gift of identity is the story of this powwow. Native Americans have borne the brunt of colonisation, and this theme is inescapable in the minds of those represented in this book. Effective because of its simple design, the book examines the complex issues in reclaiming a decimated culture. The strength of the indigenous peoples is present in their costumes of powwow and in their bodies. This resource is a useful starting point to explore Native American peoples. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; Visual Arts 7-10  
 SCIS 901548

ERDOES, Richard & ORTIZ, Alfonso

### American Indian myths and legends

Pimlico, 1997

ISBN 0712673687 [398.2089]

An extensive and varied collection of Native American belief systems is presented in this excellent resource. Well categorised themes highlight the important relationship between land, culture and identity for all peoples. The sorrow of a colonised people is the loss of the rights to cultural expression, and there is a strong undercurrent of loss throughout the stories. But there is also hope, as the culture is being maintained and revived. Each story has its own attached synopsis, whereby the culturally important knowledge within the story is made available. The variety and length of the stories make them readily accessible to a range of students. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Geography Stages 4-5; History Stages 4-5; HSIE K-6  
 SCIS 904087

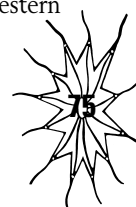
JONES, Elsie

### The story of the falling star

Aboriginal Studies Press, 1989

ISBN 0855751991 [398.20994]

Closely following traditional Aboriginal methods of oral story telling, Elsie Jones of the Paakantji people, in Western



## Secondary information

New South Wales, describes how the advent of a falling star resembles a local Dreaming. Brilliantly illustrated with Karin Donaldson's collage photographs and the art of Doug Jones, the story permits sharing aspects of Aboriginal culture in a sensitive but enlightened manner, using Aboriginal English and conversation balloons. Elsie tells how Malkarra, a strong but evil man, exerts his influence on the people, foretelling the great disaster that would befall them on the event of the falling star. They are unwilling to listen to him because they mistrust him. This is an excellent publication, which has immense potential for application within schools for Aboriginal and non-Aboriginal students alike, and contains a worthwhile glossary which also details specific pronunciations of the Paankantji languages. C. Connett

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Creative Arts K-6; English K-6; English 7-10; HSIE K-6 SCIS 603462

### *Kuiyku mabaigal: Waii and Sobai*

/ retold by Aidan Laza; illustrated & translated by Alick Tipoti. Magabala, 1998

ISBN 1875643408 [398.209943]

Part of Torres Strait Islander cultural heritage is revealed as this excellent story of warriors unfolds. It is a collaboration between a Badu Island Elder and a young Badu man (the translator and illustrator). Through the complex tale of two warrior brothers, a worldview emerges reflecting the uniqueness of the Torres Strait Islander people. The bilingual text reflects the revival and maintenance of cultural heritage, and its important place amongst Australian literary genres. The story is most relevant when undertaking comparative regional studies, as part of a wider cultural study. This study should be undertaken in consultation with Torres Strait Islander people. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5 SCIS 946269

### *The opal that turned into fire: and other stories from the Wangkumara*

/ compiled by Janet Mathews; edited by Isobel White. Magabala, 1994

ISBN 1875641130 [398.209944]

Apparently, this is a collection of stories, myths or legends (all terms used in the text) handed down by Aboriginal people, mostly from New South Wales, over the last 100 years. Voluntarily and faithfully told to anthropologist Janet Mathews, or to her grandfather-in-law, R. H. Mathews, the stories tell of the Dreaming, its 'creation' and spirit beings inhabiting the Land and the sky. The value of this collected knowledge is stated in Iris Williams' introduction: 'If we don't record what we know, then there will be nothing left. We have

to go back and find out where we came from. This is our identity.' However, in nearly all instances these stories are being retold; firstly by Janet Mathews in her own words, and secondly by her retelling stories that R. H. Mathews has already retold. When the storytellers are 'allowed' to use their own words, the real power of the story is the strongest, providing material for discussion on authenticity and integrity. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; History Stages 4-5 SCIS 791485

POVAH, Frank

### *You kids, count your shadows: hairymen and other Aboriginal folklore in New South Wales*

2nd ed. F. Povah, 1997

ISBN 0646346733 [398.20994]

In this collection of short stories told by Aboriginal people of New South Wales, the spelling used follows the speaker's pronunciation as closely as possible, so it reflects the spoken word. A pronunciation guide is also included. The stories of Yuurii, Yuuriwinaa, the minmin and other magical beings that inhabit the NSW landscape are contemporary, yet still reflect the tradition of story telling that is strong amongst Aboriginal people in NSW today. One of the editor's aims is to dispel the myth that most urban Aboriginal people retain nothing of their ancient traditions. This book could be used in the classroom to pass on a knowledge of Aboriginal Dreaming that is appropriate for all ages. L. Pratt

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; HSIE K-6 SCIS 931306

BIRCH, Robin

### *Australia from the beginning*

Macmillan, 1999 (Macmillan highlights)

ISBN 0732948479 [560.994]

A fascinating documentation of evidence of earliest life in Australia, accompanied by a time line of all the different eras, is provided in this resource. It describes the different eras in the story of the Earth, how it was formed and then became shaped with geographical features and the beginning of living creatures. The sequence of events is put in simple, understandable terms. Information is supported by colourful photographs, graphics, diagrams and information boxes. Clear and simple language is used, with appropriate print size and layout. There is a good range of information describing extinct and living animals, and all aspects of land and water. The book also offers the opportunity to compare beliefs in creation, with discussion of



Dreaming stories where animals are identified. This is an interesting and informative resource. R. Carney

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE; ST  
**SYLLABUS:** HSIE K-6; Science & Technology K-6  
 SCIS 964063

ZOLA, Nelly

***Koorie plants, Koorie people: traditional Aboriginal food, fibre and healing plants of Victoria***

Koori Heritage Trust, 1992

ISBN 1875606106 [581.6]

Here Koorie culture comes alive with a wealth of botanic knowledge and oral history. Detailed information on the use of over 100 native plants, many of which have similar species in New South Wales, is supplemented with 150 full colour photographs. The excellent historical introduction covers the use of sustainable Land management practices by Koorie people, the fight for Land and resources in the European invasion, and the resultant degradation of the environment. Well illustrated, contemporary information is provided on **Gathering food plants** and **Cooking**. Plants are divided into broad habitat areas, and categories, such as **The coast** and **Medicines**. Koorie people from Cummeragunja and Framlingham talk about their lives and of their interaction with the plants and animals of the complex ecosystems where they live. In the context of personal and environmental health, this book becomes a valuable resource for cultural and ecological survival. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE; ST  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; HSIE K-6; Science & Technology K-6  
 SCIS 746850

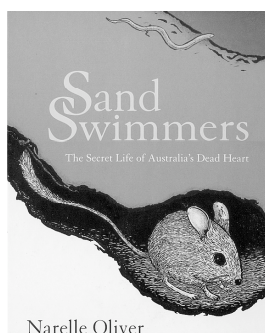
OLIVER, Narelle

***Sand swimmers: the secret life of the Australian dead heart***

Lothian, 1999

ISBN 0850917689 [591.40994]

Illustrated with coloured linocuts and pencil drawings, this handsome picture book follows Charles Sturt's journey north from Adelaide in 1844. Large pages combine illustrations of desert animals and their habitats, descriptive text and sketches of Sturt's expedition (annotated with quotations from Sturt's diary). Much



information is conveyed in the illustrations; masterly depictions of the animals' adaptation and camouflage techniques. The book acknowledges the skills, knowledge and understanding of Aboriginal peoples living in a desert environment. It includes names for many plants and animals from Pitjantjajara, Arrernte, and Pintubi languages. The book has significant potential for use in Aboriginal studies, and learning about desert environments and Australian explorers. W. Smith

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE, ST  
**SYLLABUS:** Geography Stages 4-5; HSIE K-6; Science & Technology K-6  
 SCIS 961580

STEWART, Kathy & PERCIVAL, Bob

***Bush foods of New South Wales: a botanic record and an Aboriginal oral history***

Royal Botanic Gardens, 1997

ISBN 0731300041 [641.300994]

A collaborative resource, this excellent book reflects both Aboriginal and western botanic understandings of the native flora of New South Wales accumulated over 60 000 years, so warnings should be heeded before any experimentation with Australian bush foods. While the **A-Z of bush plants in NSW** is certainly not a complete digest of plants and their uses, it is still extensive in scope. For each plant, a **Description**, **Where it is found**, and **Uses** are given. Supported by eight pages of colour plates and many scaled line illustrations of leaves, fruits, seeds and roots, this is a useful book to enhance Aboriginal studies, science units, environmental education and school excursions. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community  
**KLA:** HSIE; Science & Technology  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; HSIE K-6; Science & Technology K-6  
 SCIS 920601

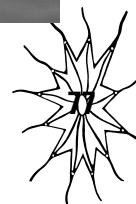
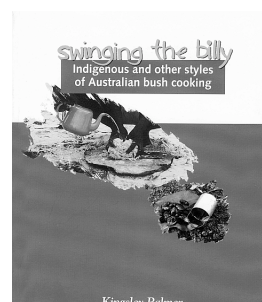
PALMER, Kingsley

***Swinging the billy: Indigenous and other styles of Australian bush cooking***

Aboriginal Studies Press, 1998

ISBN 085575317 [641.5994]

This is a bush cookbook written by a non-Indigenous anthropologist who has spent many years in the bush with Indigenous people. Many of the **Indigenous bush recipes**, however, are only of sociological interest for non-Indigenous people, as protected animal species are used in the cooking.



## Secondary information

This aspect does highlight the diversity and complexity of Indigenous peoples food sources such as echidna, bush turkey and desert frogs. Mussels, witchetty grubs, bush tomatoes and yams, however, are up for grabs. There is a useful section on **Non-Indigenous styles of Australian bush cooking**. Development of sustainable economy and the need for the protection of the natural environment is accentuated throughout the book as is the rich cultural heritage of Indigenous Australians. The text includes numerous Aboriginal voices. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography 7-10; HSIE K-6

SCIS 967914

### **Aboriginal women artists** [videorecording]

Power Institute of Fine Arts, 1992 (50 min.)

ISBN none

[700.94]

Four artists give eloquent testimony to the strength of the Aboriginal artistic tradition in contemporary Australian life. It is particularly refreshing that this excellent video deals with artists in the prime of their careers. Aspiring artists will find strong points of identification. Banduk Marika speaks of combining her artistic career with her important role as community leader. Fiona Foley sees her work as firmly in the political arena, challenging the stereotypical images of Aboriginal people. Bronwyn Bancroft is a shining example of how artists can work to improve the confidence and self perception of their community while carving out a major international career. The older developing artist is represented in Euphemia Bostock, who values family and community support as she works in an urban setting. M. Steinberger

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6

SCIS 738347

### **Moorditj: Australian indigenous cultural expressions** [electronic resource]

DUIT Multimedia, 1998 (Australia on CD)

ISBN 064635552X

[700.94]

Moorditj is the Noongar word for 'excellent', which perfectly describes this excellent **CD-ROM**. It features the work of Aboriginal artists, musicians, and performers, focussing on the diversity of vibrant, contemporary Indigenous cultural expressions in Australia. There are separate sections for **Visual art, Literature, Media, Dance, Theatre, Music, Craft** and **Oral history**. There are specific profiles of several Aboriginal dramatists, including Jimmy Chi and Jack Davis, which will be useful for students studying contemporary Aboriginal theatre. Navigation is simple, with Justine Saunders and Aaron Pederson guiding

first time users through the program. Students using *Moorditj* can collect artworks, information, and audio clips in the coolamon, to be used at a later date or printed. There is also a series of challenges which test user knowledge of the area they have just explored. Artists can be searched by their style or region, making it possible for teachers to focus on Aboriginal cultural expressions in their own area. Finally, issues such as Aboriginal Deaths in Custody, the Stolen Generations, and Land Rights can all be explored in depth through the work of Aboriginal artists. This is a superb resource for teachers and students across many areas of the curriculum. M. Anderson, A. Byron

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Dance Stage 6; Drama 7-10; Drama Stage 6; History Stages 4-5; Music Stage 6; Visual Arts Stage 6

SCIS 944707

### **Aboriginal artists in South Australia**

Dept. of Education, Training & Employment, 1998

ISBN 0730851184

[704]

Presenting photographs of their art, themselves and their environment, this publication most importantly tells us what the artists say about their own work. Over 100 Aboriginal artists are presented in this book. Their styles and mediums are varied, as is their fame. Featured are well known artists such as Trevor Nickols and Ian Abdulla, and others who are relatively new. All tell about the different aspects of their lives and the creation of their art. The interviews with each artist are interspersed with photographic images by Mark Trinne. These give a visual portrayal of the artists themselves, the stunning South Australian landscape where they live, and the diversity of their work. L. Pratt

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE; CA

**SYLLABUS:** Creative Arts K-6; HSIE K-6; Visual Arts 7-10; Visual Arts Stage 6

SCIS 890850

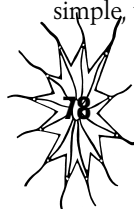
### **The house of Aboriginality** [electronic resource]

Macquarie University, 1998

ISBN 186408426X

[704]

Using a house as the organising structure, this **CD-ROM** shows how vast the use of Aboriginal images on household items has become. The researchers have explored the history of Aboriginal design, from its appropriation in the 1950s where non indigenous designers used a so called Aboriginal style, to recent cases where carpet manufacturers and other companies were taken to court for directly stealing the designs of Aboriginal artists. Legitimate merchandise produced by, or in consultation with





Aboriginal people themselves, is also explored. By researching material available from shopping centres and gift shops all over Australia, these copyright detectives have uncovered enough goods to furnish every corner of a house. The viewer can choose how they wish to navigate through the CD-ROM, room by room, clicking on each item to reveal its history, or by opting for a linear approach and going directly to a detailed menu. The graphics are simple and layout interesting. This is a great resource for use in junior and senior Aboriginal studies. It provides an excellent perspective for visual arts students considering the issue of Aboriginal art and appropriation. L. Pratt

#### Minimum requirements

Macintosh: 68040; System 7.1; 4MB RAM

Windows 3.1/95: 4MB RAM

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6  
SCIS 953554

SAYERS, Andrew

### Aboriginal artists of the nineteenth century

Oxford University Press, 1996

ISBN 0195539958 [704]

Andrew Sayers, currently a curator at the Australian National Gallery, provides this most authoritative, excellent work on 19th century Aboriginal artists. An overview is provided, with an astonishing array of artists represented. The central focus, however, is on the three most prolific artists of the time: Barak; Tommy McRae; and Mickey of Ulladulla. The variety of subjects depicted in the work of all these artists will confound stereotyped ideas of the Aboriginal art of the period. The blend of scholarship and general interest, and the wealth of pictorial material provided by the book should make it a worthwhile resource. M. Steinberger

**USER LEVEL:** Stage 5 Stage 6

**KLA:** CA

**SYLLABUS:** Visual Arts 7-10; Visual Arts Stage 6  
SCIS 882979

BARLOW, Alex

### Aboriginal art [series]

Macmillan, 1997

In this comprehensive and well produced series on Aboriginal art, information is provided on all aspects of the subject. It is a visually impressive series, which uses photographs, maps and reproductions of artworks very effectively. The works highlight different art styles and art as a means of communication. This offers insight into Aboriginal culture and history. Use of traditional elements in contemporary art forms is included. The easily read text is well supported with visual material. Quality of information and perspective does vary

from title to title (see the following reviews of additional individual books in the series). T. Carr

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** CA; HSIE

**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Visual Arts 7-10

*Titles in the series include:*

**A first look at Aboriginal art** SCIS 913942

**Art of Arnhem Land** SCIS 913947

**Art of the desert** SCIS 913959

BARLOW, Alex

### Rock art

Macmillan, 1997 (Aboriginal art)

ISBN 0732935792 [709.01]

Using photographs of art sites, and images of the environment depicted around and in rock art, this work presents wide ranging visual examples of Aboriginal rock art across Australia. The resource also describes the history of European Australian awareness of the existence of Aboriginal rock art in Australia and, for some time, the unawareness of the significance of the art sites. Comparison of Australian Aboriginal rock art with ancient rock art in Europe, in particular, more than proves the antiquity of Australia's rock art sites. It also gives credence to the claim of the age of intellectual and cultural activity in Aboriginal Australia. The variety of styles of art, the materials used, and examples across Australia make this a valuable resource for use with students. Stories surrounding the art depicted, and the description of artefacts and other animal and mineral relics on sites are included. This work provides teachers with the opportunity to address the issues of copyright and recognising other cultures. R. Carney

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** CA; HSIE

**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Visual Arts 7-10

SCIS 915140

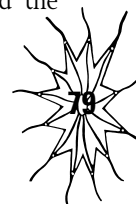
STARZECKA, D. C.

### Maori art and culture

British Museum Press, 1996

ISBN 0714125245 [709.01]

A good general introduction to Maori culture is provided by this resource. Through a time journey from pre-European contact to contemporary society, a complex society is revealed. Maori cultural identity is explored through different art media. Using text, photographs, etchings, a glossary of Maori words, maps and a extensive bibliography, a clear picture of an ever changing Maori culture is revealed. The book concentrates of two key aspects of cultural expression—wood carving and fibre arts—as an integral part of Maori identity in the past and in the present. This collaborative book between Maori people and the



## Secondary information

British Museum can be used for the comparative node of Aboriginal studies or in creative arts generally. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6 SCIS 898209

### 20th century art: a history of modern art

[series]

Heinemann Library, 2000

The magazine style layout of these six books that explore the history of the modern art movement of the twentieth century make them easy reading. Links are made between developments in modern art and historic events and include snippets of information that would appeal to junior high school students, such as how a mummified Inca on display at the Paris World Fair inspired Munch's central figure in *The scream*. In tracing the development of modern art, each book spans a time period of either one or two decades. The coverage is predominately of the European and American art scene. The only Australians noted as a significant international movement under the heading of **Down under**, are Aboriginal artists from Papunya Tula, misspelt as Panunya. L. Pratt

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA  
**SYLLABUS:** Creative Arts K-6; Visual Arts 7-10

*Titles in this series are:*

<b>1900-10, new ways of seeing</b>	SCIS 1035905
<b>1910-20, the birth of abstract art</b>	SCIS 1037039
<b>1920-40, realism &amp; surrealism</b>	SCIS 1035911
<b>1940-60, art in emotion</b>	SCIS 1035914
<b>1960-80, the object of art</b>	SCIS 1035916
<b>1980-2000, very modern art</b>	SCIS 1035918

### Aboriginal art collections: highlights from Australia's public museums and galleries

/ edited by Susan Cochrane. Craftsman House, 2001

ISBN 1877004057 [709.94]

A significant change to Australian museums and galleries has been the development of their relationship with indigenous peoples, one that is explored in this compilation of essays written by curators with an intimate knowledge of their Aboriginal collections. In the introduction, Cochrane highlights the point that Australia has no museum solely dedicated to ethnography. Thus this book serves a special purpose. The changing nature of the collections also reveals shifts in prevailing scientific and social attitudes towards Aboriginal people. Useful for students studying how Aboriginal art is perceived by various audiences in the *Visual Arts: Stage 6 syllabus*, it also supports Stage 6 Aboriginal Studies students specialising in Aboriginal art for their major project. L. Pratt

**USER LEVEL:** Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Visual Arts Stage 6 SCIS 1065043

BARLOW, Alex

### A closer look at Aboriginal art

Macmillan, 1997 (Aboriginal art)

ISBN 0732935814 [709.94]

Placing Aboriginal art in its cultural and historical context, this book discusses the reasons for the failure of Europeans to see Aboriginal ceremonies and paintings as art. Much of the book concerns the historical role of museums and anthropologists in collecting Aboriginal artefacts; most of this part examines the story of William Spencer and Frank Gillen, whose vast collection was eventually transferred to the Museum of Victoria. Issues of ownership and repatriation of artefacts to Aboriginal communities are not discussed. Illustrations include a mix of full colour pictures and Spencer's excellent historic black and white photographs. Aboriginal art is finally tracked, in detail, on its journey from its traditional anthropological home in the museum to its living contemporary home in the art galleries of the world. There is a sketchy history of the Aboriginal art movement since the 1970s, but no detailed biographies of contemporary Aboriginal artists. B. Percival

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** CA; HSIE  
**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Visual Arts 7-10

SCIS 917089

BARLOW, Alex

### Artists and their work

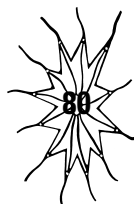
Macmillan, 1997 (Aboriginal art)

ISBN 0732935822 [709.94]

The issue of copyright is of major concern to contemporary Aboriginal artists. This work gives a brief but timely and well presented profile of Aboriginal artists, their work, and their struggle for recognition. It features well known Aboriginal artists from across Australia, both male and female, and from areas as diverse as the western desert, Arnhem Land, and Cairns. The book gives an insight into how Aboriginal artists use their talents to maintain their culture (proving Aboriginal culture is ongoing) and how they are willing to use their high profiles to promote the cause of fellow Aboriginal artists in the protection of their rights, and to improve the lot of Aboriginal society generally. The diversity of styles and mediums used show the talent of Australia's contemporary Aboriginal artists. Interesting examples of commercial ventures are described. With mostly full colour pictures and plain language, this is a good resource for teaching contemporary Aboriginal studies and Aboriginal art across a wide range of age groups. R. Carney

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA; HSIE  
**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Visual Arts 7-10

SCIS 909078



BARLOW, Alex

### *The many forms of Aboriginal art*

Macmillan, 1997 (Aboriginal art)

ISBN 0732935806

[709.94]

An appreciation of the various forms of Aboriginal art is presented in detail in this resource, accompanied by explanations of its applications in everyday life and in ceremonial procedures. Aboriginal art is more than the dot art of Central Australia and the skeletal art of the Tiwi, it comprises a complex collection of many different forms, using a diversity of media depending on purpose. From the intricate feather jewellery, body painting, ceremonial shields, to the very sacred bora grounds and tjuringas, one grasps a glimpse of an extremely ornate culture. Aboriginal history, being largely carried down through the generations orally, was supplemented by rock carvings, paintings and by other art media. Delicately carved emu eggs, shell jewellery, superb wooden sculptures and wonderfully crafted basketware and nets are detailed with quality graphics and explanation. Superb photographs and an excellent layout have created a publication which could become a great classroom resource. C. Connett

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4

**KLA:** CA; HSIE; ST

**SYLLABUS:** Creative Arts K-6; HSIE K-6; History Stages 4-5; Science & Technology K-6; Visual Arts 7-10  
SCIS 909417

BARLOW, Alex

### *Passing on the traditions of Aboriginal art*

Macmillan, 1997 (Aboriginal art)

ISBN 0732935830

[709.94]

Profiles of a variety of Indigenous artists are provided in this resource. The efforts of these artists have resulted in the acceptance of Aboriginal art as a legitimate form of artistic expression. Their artwork illustrates contrasting diversity and creativity. Styles differ depending on cultural expression and/or formal artistic training. Traditional art and methods have been revived in the work of Aboriginal artists, who have incorporated the use of tribal symbols and stories. Common themes in contemporary art combine historical, social and political perceptions. The work of Indigenous artists is exhibited in national and international galleries. The resource is well illustrated and easy to read. It explains art as an important expression of culture. The inclusion of a glossary and index supports the content, and assists information retrieval. R. Crawford

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Creative Arts K-6; HSIE K-6; Society & Culture Stage 6; Visual Arts 7-10; Visual Arts Stage 6

SCIS 917092

### *Catalogue 2000: the Fifth National Indigenous Art Award: Old Parliament House 17 August to 22 October 2000*

Australian Heritage Commission, 2000

ISBN none

[709.94]

The notion of "Place" and the artists' Aboriginal ancestry weave common threads through the amazing variety of artworks featured in the *Art of place 2000* exhibition. The National Indigenous Heritage Art Awards have been running since 1993. This catalogue includes over 100 works that were hung in Old Parliament House, Canberra, plus many other entries not exhibited. Supporting statements by each of the featured artists allow them to describe in words the importance of "Place" as represented visually by their artworks. A useful teaching resource, this document provides abundant examples that reflect the diversity and contemporary nature of Aboriginal art. *An educational guide* is included, containing helpful discussion starters for teachers. L. Pratt

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6  
SCIS 1048846

DRURY, Nevill & VOIGT, Anna

### *Fire and shadow: spirituality in contemporary Australian art*

Craftsman, 1996

ISBN 9766410429

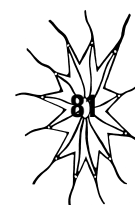
[709.94]

The concept of spirituality in art is explored in the works of fifteen contemporary Australian artists. Many of the artists provide interviews to explain their spiritual preferences and perspectives. The three Aboriginal artists, Mirlkitjunga Millie Skeen, Gloria Tamarre Petyarre and Rover Thomas, stand apart in the totality of their experience. Their artwork is a natural expression of their Dreaming, their ancestors and the Land that they belong to. The overview of Rover Thomas' work is excellent, and the personal annotations of his paintings are very powerful. Mirlkitjunga Millie Skeen reveals her work through detailed explanations of her Dreamings. It would be interesting to compare the sections on two artists who derive heavily from Aboriginal cultural tradition: Tim Johnson, for his deep understanding gained through many years of cross cultural experience, and William Ferguson for his simplistic, superficial and naive romanticism of the 'proud native'. B. Percival

**USER LEVEL:** Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Visual Arts Stage 6  
SCIS 890344



### **Gordon Bennett** [videorecording]

/ produced by Des Kootji Raymond & Paul Roberts. Australian Film Institute, 1997 (Artists up front) (28 min.)

ISBN none

[709.94]

Gordon Bennett identifies himself as an Australian, an Aboriginal person, and most importantly, an artist. His artwork critically examines concepts of identity, race, the power of language and historical representation. He challenges white history and demands that black history of Australia is told, no matter how violent its portrayal. In this video we see numerous examples of Bennett's art work, and individual paintings are clearly explained by the artist. The artist is filmed creating a number of paintings which dramatically demonstrate the process of his work. The video works very hard to involve the viewer, as Bennett constantly presents us with different ways of seeing both himself and his art. This excellent resource is valuable both as an Aboriginal perspective in art, and as an artistic perspective of Australian black history. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6  
 SCIS 929082

HUTCHERSON, Gillian

### **Gong-Wapitja: women and art from Yirrkala, Northeast Arnhem Land**

Aboriginal Studies Press, 1998

ISBN 0855753153

[709.94]

A collaborative project, designed to show the depth of this nation's culture, was developed between the women of Yirrkala in north-east Arnhem Land and the author of this well designed book. The misunderstandings (based on the findings of early male anthropologists) of male and female roles in Aboriginal societies are exposed through the stories of these woman as portrayed through their art. Through an exposition over time, interwoven with the Dreaming and personal experiences, the art reflects the adaptability and cultural interchanges that these women and their ancestors have experienced. This is an important story, in the ever shifting sands of Reconciliation, which helps all Australians to understand the complexities and diversity of Aboriginal cultural expressions. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6  
 SCIS 949418

HAYNES, Roslynn

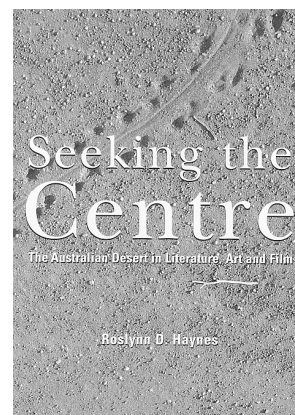
### **Seeking the centre: the Australian desert in literature, art and film**

Cambridge University Press, 1998

ISBN 0521571111

[709.94]

There are an increasing number of writers, such as Stephen Pyne, Eric Rolls and Simon Schama who use the Land as the major character of their work. Roslynn Haynes writes in a similar vein about the Australian desert in literature, art and film. The very word desert epitomises the European concept of a useless wasteland. Haynes writes authoritatively about



the European experience, using explorer's journals, early and contemporary novels, film, song, advertisements and art to show how white perceptions of the desert have changed and continue to change. She is sensitive to Aboriginal issues, and the interaction of Aboriginal and non-Aboriginal is a constant theme in her work. This is a book that the reader can come back to, time and time again. It is essential reading for all Australians seeking some sense of Australian identity. B. Corr

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6; Music Stage 6; Society & Culture Stage 6; Visual Arts Stage 6  
 SCIS 955122

### **The eye of the storm: eight contemporary indigenous Australian artists**

National Gallery of Australia, 1997

ISBN 0642130620

[709.94]

A very handy reference for students and teachers interested in contemporary Aboriginal art, this work examines the work of a group of Indigenous Australian artists. The text takes the reader on a journey through each artist's life, and explores the meaning of their artwork. Also described is their successful participation in an art exhibition in New Delhi. The art work is based on Aboriginal and Torres Strait Islander traditional art styles, demonstrating the influence of each artist's identity, and their response to the world around them. T. Carr

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Visual Arts Stage 6  
 SCIS 906027





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### ***The inspired dream: life as art in Aboriginal Australia***

/ edited by Margie K. C. West. Queensland Art Gallery, Brisbane, 1988

ISBN 0730700216 [709.9429]

The diversity of the Aboriginal nations of the Northern Territory and some Torres Strait Islander peoples is well demonstrated in this reference book. Originally compiled to complement an exhibition for World Expo 88, the catalogue of art is augmented with a brief history covering a range of inspiring cultural expressions of Aboriginal peoples. Essays include: **Rock art of the Northern Territory; Women's acrylic paintings from Yuendumu; and Namatjira and the Hermannsburg School.** Modern Aboriginal painting is not just an expression, but has an economic reality for many communities, and this point is recognised. With a comprehensive **Bibliography**, this book has many uses in the classroom. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE; Languages

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Creative Arts K-6; Geography Stages 4-5; History Stages 4-5, HSIE K-6; Visual Arts 7-10; Visual Arts Stage 6 SCIS 452372

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### ***The painters of the Wagilag sisters story 1937-1997***

/ edited by Wally Caruana and Nigel London. National Gallery of Australia, 1997

ISBN 064213068X [709.94]

The catalogue for *The painters of the Wagilag sisters story*, this resource documents an exhibition at the National Gallery of Australia. The narrative of the Wagilag sisters is a Creation story for the Dhuwa moiety, among the Yolngu of Central and Eastern Arnhem Land. The main objective of the exhibition was to show how connections can be made between the visual aspects of the artworks themselves, and, in a cultural context, across the four generations of artists represented in the exhibition. The catalogue contains 100 high quality colour plates, a glossary and an extensive bibliography. A valuable profile of each of the main artists is included. The artworks would act as an encouragement to students to recognise the clan and group relationships of the represented artists and to explore the historical developments that are represented. The value of the resource is that it clearly demonstrates the holistic nature of Aboriginal spirituality and complex and dynamic relationship between Land, Indigenous people and culture. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6 SCIS 935167

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### ***Shadows in the dust: a contemporary portrait of Aboriginal station life***

Wild Pony, 1997

ISBN 0646329510 [709.94]

Swirling dust, cowboy boots, weather-lined faces and fresh young faces: these are the images that draw the reader to this resource. With beautiful black and white photographs and artworks created by Aboriginal artists, the book provides a vivid picture of the life of the Aboriginal stockman, both young and old. Individual stories, told in a matter of fact manner, give a glimpse of the hardships and horrors endured by these people. Artwork records their experiences. The eagerness of youth shines through, as does the pride of the Elders in their work. This book contains many opportunities for the reader to learn of Aboriginal ways: culture; everyday life; history; and humour. This is a wonderful resource for using to present both sides of Australian history, and helping students across a wide range of age groups to respect other cultures. Language and images used are easy to understand. The book includes a map of the area where the people live and work. R. Carney

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** CA; English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; English Stage 6; HSIE K-6 SCIS 920739

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ISAACS, Jennifer

### ***Australia's living heritage: arts of the Dreaming***

Landsdowne, 1997

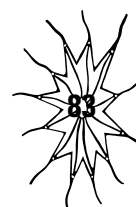
ISBN 1863025618 [709.94]

An attractive book, this shows the complexities and variations of Aboriginal and Torres Strait Islander peoples' cultural expressions. Through glossy pictures and photographs, and mostly dense text, the relationships between Aboriginality, Land and cultural expressions are explored. The information in this authoritative volume, first published in 1984, captures the vast array of Aboriginal peoples through time and geographic location across most of Australia. Chapters on the influence of the Land, body art, painting, engraving, sculpture and wood carving help focus the study. This excellent book is a good way to introduce the complexity of Aboriginal life in the creative arts and HSIE KLAs. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10 SCIS 908102



STOKES, Deirdre

### *Desert dreamings*

Heinemann Library, 1997 (Australian library)

ISBN 1863918558

[709.94]

Designed for the middle years of schooling, this is a focussed art book. Its design allows for an understanding of the principles of Aboriginal art of the Central Desert. Through maps, photographs, artworks and text, the resource shows complexities of Aboriginal cultural expression. The book, available in big and small book format, explores historic and contemporary expressions of Aboriginal desert culture. However, it uses a Eurocentric approach to the topic, thereby not fully explaining the similarities and differences in the eight language groups it covers. Teachers would require background knowledge or adequate resources to ensure this book is most effectively used. It would be appropriate to consult with or involve a local Aboriginal artist or the local Aboriginal community if using this book. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Creative Arts K-6; Visual Arts 7-10

SCIS 900084

### *Aboriginal art from Maningrida* [videorecording]

/ written and directed by Babette Angelli. Educational Media International, 1998. (25 min.)

ISBN none

[709.9429]

Maningrida is an Aboriginal community situated on the coast of Arnhem Land in the Northern Territory. This video looks at their unique artworks in the form of paintings, sculpture and weavings. Peter Danaja, a community member, explains how the Maningrida Art and Cultural Gallery is not just seen as an enterprise, but as a means of passing on their inherited designs to future generations. The community has also developed a Web site to assist in preserving and promoting their culture. This is an excellent resource for Aboriginal studies and visual arts. The deeply spiritual and artistic nature of Maningrida art, contrasted with Western ideas, could provide thought provoking classroom discussion. Teachers notes are also available. L. Pratt

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6

SCIS 941261

CIDDOR, Anna

### *Australian houses and buildings*

Macmillan, 1999 (Macmillan highlights)

ISBN 0732947588

[720.994]

Using the strong foundations of perspectives and context, a student can use this resource to locate in space and time the continuity and change in Australia's long tradition of houses and housing. The perspectives represent the different peoples who have lived here for the past circa 60 000 years. A solid Aboriginal perspective reminds us all of the lessons we need to understand to make best and economical use of the land called Australia. The content clearly indicates era, and shows a full range of houses, from mainstream to experimental and alternate. The book is useful as it shows continuity and change; it also asks students to make decisions about the future of houses.

C. Dorbis

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** HSIE

**SYLLABUS:** HSIE K-6; Geography Stages 4-5; History Stages 4-5 SCIS 964052

ISAACS, Jennifer

### *Hermannsburg potters: Aranda artists of Central Australia*

/ Aranda interpretations by Clara Ngala Inkamala. Craftsman House, 2000

ISBN 9057034034

[738.099429]

The non-Aboriginal author consulted with the Aranda artists in the development of this book. Traditionally, the clay used from the area around Hermannsburg has been sugary white, but the huge upsurge of interest in the ceramics of the Aranda people has led to the modern use of many types of clay, from light grey to burnished earthenware reds. This large book illustrates the fascinating pottery of the Aranda, with the main emphasis on everyday themes of animals and the Land. Circular forms with free watercolour brush work feature in examples shown. There are many large photographs of finished works, and photographs of the potters with works in progress. Interviews with the Indigenous artists enhance our understanding of the works. K. Ashley

**USER LEVEL:** Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts Stage 7-10; Visual Arts Stage 6

SCIS 1010677

FINDLAY, Elisabeth

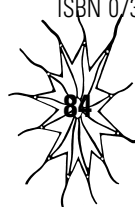
### *Arcadian quest: William Westall's Australian sketches*

National Library of Australia, 1998

ISBN 064210798X

[741.994]

Findlay offers "a piquant view of the politics of colonisation", through the eyes of the young artist William Westall, landscape and figure painter accompanying Flinders'



expedition to circumnavigate Australia. Unlike other painters and natural history illustrators of the period, Westall displayed a harsh, realistic but unsympathetic view of the landscape. In these pictures, Indigenous people were strategically placed within the landscapes to balance the composition rather than to portray actual lifestyles, conveying a fashionably "picturesque" view of the Great South Land. The often violent and strained relationships between the crew of the *Investigator* and the Aboriginal people are not evident in Westall's final engravings and paintings. By comparing the original drawings from the voyage with the finished paintings, Findlay reveals evidence of censorship. Westall's depiction of Aboriginal people, their dwellings, art and artefacts, show that he was an acute observer of Aboriginal life and customs, but no evidence of this appeared in the final exhibition in London. This excellent book demonstrates English ethnocentrism of the period, as revealed in written and visual records, and has value for Aboriginal Studies and history, and possible uses for visual arts. L. Pratt

**USER LEVEL:** Stage 5 Stage 6 Community Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History 7-10; Visual Arts Stage 6  
 SCIS 955126

### *The golden cord* [videorecording]

/ produced by Hilary Furlong. Daedalus Films, 1995 (55 min.)

ISBN none [746.6]

The visit of ten women artists from Utopia, an Aboriginal community in Central Australia, to a batik studio in Yogyakarta, Indonesia, on a cross cultural interchange is the subject of this video. The women, including Gloria Apetyair and Ada Bird Apetyair, were invited so that they could learn about the 'jap' technique of batik design. This hot wax technique has a major influence on Utopia batik design. The video captures the warmth and artistic brilliance of the Utopia women, as they learn the complex techniques of, what becomes in their language, 'tjap', in the luxurious setting of Javanese cultural life. In the second part of this cross cultural interchange, the two Javanese hosts, artist Agus Ismoyo and his wife Nia Fliam, visit Utopia and discover, with the viewer, the vast richness of Central Desert life, and the strong spiritual connection of the women to their country. The Utopia women speak traditional language throughout the video, and the subtitles are excellent. This resource highlights the dynamic nature of Aboriginal art as it continues to adapt and change over time, and provides an excellent contemporary focus on Indigenous peoples' lifestyles. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Visual Arts 7-10; Visual Arts Stage 6  
 SCIS 932615

### *Changing our playground: a Koori artist in residence at a Sydney school* [videorecording]

/ written and directed by Margaret Smith. Smith Street Films, 1996 (20 min.)

ISBN none [751.7]

An excellent resource for teachers who want to incorporate an Aboriginal perspective into the HSIE K-6 curriculum, this video documents the process of urban Aboriginal artist, Elaine Russell, working on a mural project as part of an inner city school Aboriginal artist in residence program. All the activities are based around the celebration of NAIDOC Week. Small class groups of students are filmed and interviewed as they actively participate in the design and painting of the murals. The images incorporate both urban and country themes. Priority is placed on the students' interaction with the artist, not only in learning about the artist's life growing up on a mission, but also in discussing and confronting issues such as racism, Reconciliation and Aboriginal Land Rights. Examples are also given of supporting Aboriginal studies in the classroom, including the areas of dance and music. The video would act as a good stimulus for both students and teachers. B. Percival

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Creative Arts K-6; HSIE K-6  
 SCIS 929228

JOHNSON, Vivien

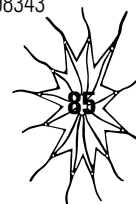
### *Dreamings of the desert: Aboriginal dot paintings of the Western Desert*

Art Gallery of South Australia, 1996

ISBN 0730830659 [759.94]

The 25th anniversary of the Western Desert dot painting movement is celebrated in this brilliantly illustrated, large format catalogue. As the Papunya Tula artists state, 'The style has changed but not the message'. The author describes the origins of the movement in the small community of Papunya, where the Elder 'painting men' and school children symbolically erase the assimilationist era with a series of large, colour saturated murals. A history is given of the Papunya Tula artists, the most notable being Clifford Possum Tjapaltjarri, and the spread of Western Desert art to other communities, such as Yuendumu, Balgo and Indulkana. The recent work of other artists, including Emily Kame Kngwarreye, Gloria Petyarre and Turkey Tolson, is also documented. There is a good discussion on the politics and economics of the market in Aboriginal art. Each painting is annotated with a description of its public meaning. A valuable and comprehensive list of artists' biographies is also included. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10; Visual Arts Stage 6  
 SCIS 898343



JOHNSON, Vivien

### *Michael Jagamara Nelson*

Craftsman House, 1997

ISBN 9766410135

[759.994]

This book brings to life the brilliant career of Michael Nelson, who is a Warlpiri man. It is an excellent resource for anyone interested in Aboriginal art. Nelson is a well known and respected Aboriginal artist. His work is widely displayed, for example the mosaic work in Parliament House in Canberra. Michael takes the reader on a remarkable journey of his Dreaming sites, depicted in his paintings. His artwork displayed in this book is brilliant and colourful. Included are annotations for the paintings, and a list of exhibitions. T. Carr

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Visual Arts 7-10;  
Visual Arts Stage 6

SCIS 892849

KNGWARREYE, Emily

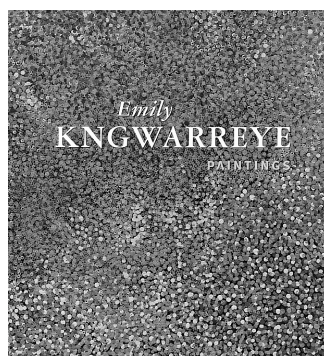
### *Emily Kngwarreyere paintings*

Craftsman, 1998

ISBN 9057036819

[759.994]

Emily Kame Kngwarreye's first contact with a European was with a central Australian policeman on horseback, leading an Aboriginal prisoner in chains. Often referred to simply as "EKK", she became an artist widely known and admired in international circles. Her relatives have granted permission for the reproduction of the paintings she made from 1989 until her death in 1996. Essays by various writers help to develop an understanding of this woman, her people and their relationship to the commercial art world. Jennifer Isaacs, author of many books on Aboriginal art, describes EKK's people, their life style and the development of her artistic career. Professor Terry Smith from the Power Institute of Fine Arts at the University of Sydney, reminds us that art is universal, and sees the Aboriginal contemporary art movement as a bridge between cultures. Judith Ryan, Senior Research Curator of Australian Art at the National Gallery of Victoria, traces the development of EKK's art, including her early paintings rich with fluid batik characteristics. Accounts by Donald and Janet Holt, owners of Delmore Downs where EKK chose to live her final months, reveal touching moments of her life both before and after her rise to fame, and describe how her work strongly expresses her



relationship with the Land (Kame means yam flower or seed). Her works are an abstraction of the landscape, and their purpose is to maintain and pass on her people's knowledge of the Land. Although the text is suitable for senior students, the images could be used as a resource for any age group. L. Pratt

**USER LEVEL:** Stage 5 Stage 6 Community Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Visual Arts 9-10; Visual Arts Stage 6  
SCIS 931922

MORGAN, Sally

### *The art of Sally Morgan*

Penguin, 1996

ISBN 067090354X

[759.994]

Splendidly reproduced here are 89 plates of Morgan's works from 1986 to 1995, a solid tribute to her reputation. In the introduction, her sister details the traditions and family background which affect her art. The vibrant reproductions provide a splendid example of contemporary Aboriginal art. The brief accompanying notations of title and theme (given for most), add to the powerful cultural experience and provide a strong example of the integration of art in Aboriginal life. The book could support Aboriginal studies and visual arts in a variety of ways. M. Hamlyn

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Creative Arts K-6; HSIE K-6; Visual  
Arts 7-10; Visual Arts Stage 6 SCIS 890947

WEDGE, H. J.

### *Wiradjuri spirit man*

Craftsman House, 1996 (An art & Australia book)

ISBN 9766410194

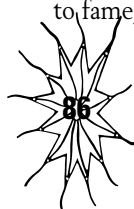
[759.994]

A contemporary Aboriginal artist, Harry Wedge, presents some of his most significant paintings in this book. The first three sections place Wedge's work in context at a personal level, with an autobiographical section; and at a general level, with an essay by Brenda Croft on the importance of Wedge's work as a social commentator. Wedge's art is a powerful synthesis of identifiable Aboriginal art styles with contemporary techniques and styles. His works are shown here in vibrant colour, accompanied by an explanation, mostly in story form, of their meaning through Aboriginal eyes. This excellent book could be used in a variety of ways to portray Aboriginal perspectives. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Visual Arts 7-10; Visual Arts Stage 6  
SCIS 892856





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## Australia: exploring the musical landscape

/ edited by Caitlin Rowley. Australian Music Centre, 1998

ISBN 0909168415

[780.994]

A collection of eleven essays, these provide an overview of some of the styles and genres of Australian music. Included are essays on Aboriginal music, the Anglo-Celtic tradition, music from other cultures, new traditions, popular music, jazz, classical and music since 1970. Many of these topics are extremely relevant to the secondary music curriculum. **Living songs: music, law and culture in Aboriginal Australia** examines the function of music in traditional Aboriginal society. **Contemporary Aboriginal music: an overview** describes some of the distinctive features of contemporary Aboriginal music and their cultural significance and includes a useful introduction to the style, instrumentation and subject matter of contemporary Aboriginal songs. The bibliography provides additional references which would be useful for both teachers and senior students. J. Montague

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Music 7-10; Music Stage 6

SCIS 959861

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PAGE, David

## Ochres [kit]

Larrikin Entertainment/ABC, 1996

ISBN none

[780.994]

Consisting of a video of the Bangarra Dance Theatre's production of *Ochres*, choreographed by Stephen Page, the compact disk soundtrack composed by David Page, and an information kit about the Bangarra Dance Theatre, this resource is a must for anyone teaching Aboriginal cultural expression. The video is of the highest quality, capturing the intensity of the performance and its haunting music. The kit provides a history of the Bangarra Dance Theatre, biographies of the performers, and details about the story of *Ochres*. A series of press clippings has also been included. *Ochres* is an amazing presentation of Indigenous traditional and contemporary dance styles, and demonstrates the vitality of Aboriginal culture in Australia today. A. Byron

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** CA; English, HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Dance Stage 6; Drama Stage 6; Music Stage 6

Videorecording

SCIS 890098

Compact disk

SCIS 908092

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## Rita Mills [videorecording]

/ produced by Paul Roberts & Des Kootji Raymond. Australian Film Institute, 1997 (Artists up front) (27 min.)

ISBN none

[781.62]

Torres Strait Islander musician Rita Mills spent most of her singing career with her two sisters, performing as the Mills Sisters, throughout Australia and the world. Rita tells us in a warm and very accessible style of her upbringing in the culturally and environmentally rich world of Naghli Island, where she was born, and Thursday Island, where she now lives. She talks of the importance of a strong and respectful family, the power of song and dance, and the religious and human values that maintain her culture. The video features many live performances of Rita singing both English and Island culture songs. Her songs tell of the important aspects of her life, including the death of her brother while diving, and the struggle of Eddie Mabo for Native Title. The Island songs are sung in Torres Strait Islander language, against a background of dance and cultural celebration. The video also contains very good archival photographs and film footage of the Torres Strait Islander participation in World War II, and the pearling industry. This is a very useful resource as a comparative study, and as a demonstration of contemporary Aboriginal Torres Strait Islander music and dance. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Creative Arts K-6; History Stages 4-5; HSIE K-6

SCIS 929131

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## Buried country [videorecording]

SBS Independent, 2000 (75 min.)

ISBN none

[781.642]

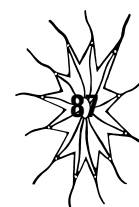
Based on the book of the same name by Clinton Walker, this documentary explores fifty years of Aboriginal country music. Narrator Kev Carmody tells the story of how Aboriginal people adopted country music as a form of cultural expression. Archival and modern concert footage is included to illustrate the variety of artists and the meaning of their lyrics. An excellent combination of video interviews, music and images, this documentary is a great resource for Aboriginal studies. The story of the production of the film, and bibliographical detail of the music are available from Film Australia. A. Byron

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6

SCIS 1015720



WALKER, Clinton

### *Buried country: the story of Aboriginal country music*

Pluto, 2000

ISBN 1864031522

[781.642]

Documenting the history of Aboriginal country music artists from the 1940s to the 1990s, this book is a unique exploration of Aboriginal cultural expression. The careers of icons such as Jimmy Little and Lionel Rose are explored, and their successes placed in the context of a racism in the broader community. Contemporary stars, such as Troy Cassar-Daley and Kev Carmody, are also interviewed for this comprehensive story of country music. Including photographs, playbills, and record labels, this book is easy to read, and is an excellent resource for Aboriginal studies. An accompanying video is available. A. Byron

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6 SCIS 1012627

### *Jimmy Little* [videorecording]

Film Australia, 1997 (Australian biography) (26 min.)

ISBN none

[782.0092]

Jimmy Little's life is a wonderful example of what can be achieved against the odds if you have the love and support of your family, talent, determination, and belief in yourself. Breaking into the mainstream media entertainment was difficult for a young Aboriginal man at the time of racism, Aboriginal activism and the Freedom Rides. To add to that, he was a reserved young man who sang ballads when the world was caught up in the new rock era. Jimmy is fortunate to have a natural talent for singing, and he exercised his voice by imitating bird calls. Despite personal tragedy, poverty and criticism from many of his own people, Jimmy also knew triumph and personal satisfaction. His life story is an inspiration to young people who wish to nurture their talent, and strive to succeed professionally or in their chosen careers. This is a good resource for use as a role model and discussion starter. R. Carney

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community Professional  
**KLA:** CA; HSIE; PDHPE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Music 7-10; PDHPE 7-10 SCIS 968477

EGAN, Ted & INGPEN, Robert

### *The drover's boy*

Lothian, 1997

ISBN 0850918405

[782.42]

A picture book version of an award winning song that has generated interest and controversy, this tells of lonely drovers in the pioneering days of Australia, who acquired Aboriginal women for sexual and economic exploitation. Aboriginal women travelled through vast areas of country, each disguised as a drover's boy. They worked sided by side with men, and became talented horsewomen. Singer and songwriter, Ted Egan, is a well known personality, who has been acknowledged for his commitment to the rights of Aboriginal people. The haunting illustrations are a clear depiction of the life of one such 'drover's boy'. While the portrayal in the book can be seen as sensitive and honest, care must be taken to acknowledge clearly the essentially exploitative relationship between the drover and his 'boy'. There is some romanticisation of this relationship in the book, and we never see the relationship from the perspective of the 'drover's boy'. The helpful end notes point to the perception of a situation where the needs of two people in remote harsh country, focussed on companionship and survival, led to a relationship based on mutual dependency. This is an extremely challenging resource that gives overdue recognition to the valuable contribution of Aboriginal women in the onset of the Australian pastoral industry. Care would need to be taken when using it to initiate discussion and address issues on history, gender and social attitudes. It is not suited to younger readers, despite the picture book format. R. Crawford

**USER LEVEL:** Stage 5 Stage 6 Community  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; History Stages 4-5 SCIS 914326

PRYOR, Boori & McDONALD, Meme

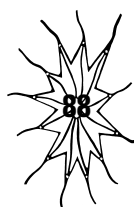
### *Maybe tomorrow*

Penguin, 1998

ISBN 0140273972

[791.092]

Boori (Monty) Pryor always knew that he was Kunggandji (Yarrabah area) on his mother's side and Birri-gubba (Bowen area) on his father's side. In just fourteen years, he lost two brothers and a sister through suicide, and his closest nephew in a car accident. In a powerful story of Reconciliation and courage, the reader is given the rare opportunity to share Boori's determination to carry on his brother's role as a storyteller and performer touring schools throughout the country. Issues such as: identity; racism; and prejudice; are confronted with humour, honesty and pride. Aboriginality, the Stolen Generations and Deaths in Custody are also discussed. Boori's life spans two worlds: a white world of jobs in abattoirs, the Air Force and thirteen years as a disc jockey; and an Aboriginal world of bush tucker, dance, song and language.



Warm personal photographs of Boori and his family, taken by co-author Meme McDonald, are included. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; English Stage 6: *Standard*; History Stages 4-5 SCIS 928744

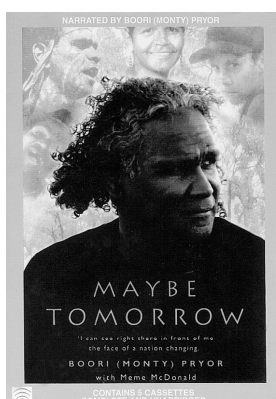
PRYOR, Boori (Monty) & McDONALD, Meme

### ***Maybe tomorrow*** [electronic resource]

/ narrated by Boori (Monty) Pryor. Louis Braille, 1998 (376 min.)  
 ISBN 0732023165 [791.092]

The voice of Boori is a gift bestowed upon the listener. It is at once generous and embracing, peaceful and evocative of deep personal feeling. He is not angry and it is his greatest asset, for from its depth of feeling comes the information we all need to understand the Land. With Meme McDonald, Boori has managed to weave into his tale a very graceful, quietly powerful and spell-binding story of love grown out of pain and travail. Issues addressed include: identity; respect; children and trust; Reconciliation; inspiration; sport and commitment; grief and survival; and culture. His performance of the book adds just one more dimension to an already transcendent experience. W. Bowie

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; English Stage 6: *Standard*; History Stages 4-5 SCIS 1001582



DINGO, Sally

### ***Ernie Dingo: king of the kids: an Australian's story***

Random House, 2000  
 ISBN 1740517105 [791.43]

Watching Ernie Dingo on television's *The great outdoors* leaves viewers with the impression that he was born into the role of travel guide guru. Intelligent, light hearted and fun loving, he presents well and makes it look easy. This biography of Ernie Dingo, written by his wife, capitalises on this image, and gives us another dimension. He was not born into the role, nor was he just lucky. Ernie is someone to be admired as he met many challenges, including discrimination and racism because of his Aboriginality, on the way to fame and fortune. The book is compulsive reading; we get to know the real Ernie, through good times and bad, and appre-

ciate how much depth there is to his character. Sally, a non-Aboriginal woman who knows and loves her partner, also gives readers interesting insights into Aboriginal and non-Aboriginal relations, and the true history of the last 200 years of our country, including government policies and their impact on families such as Ernie's. This is an easily read, relevant, positive, informative story. J. Shoebridge

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; English 7-10 SCIS 1014409

### ***Frances Rings*** [videorecording]

/ produced by Paul Roberts & Des Kootji Raymond. Australian Film Institute, 1997 (Artists up front) (28 min.)  
 ISBN none [792.809]

Frances Rings is a principal dancer with the Bangarra Dance Theatre. In this video she talks inspirationally about her love and passion for dancing, and aspects of a dancer's everyday life. She also discusses personal issues, including: being reunited with her sister who had been adopted out; and the racism and shame she has experienced while growing up. Excerpts from the outstanding Bangarra production *Ochres* are an excellent feature of the video, as is the segment on Francis's return to see her mother after fourteen years of separation. This resource would act as good stimulus material for dance students; or as a case study on Aboriginal perspectives on family. B. Percival

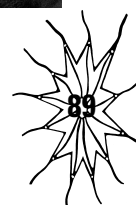
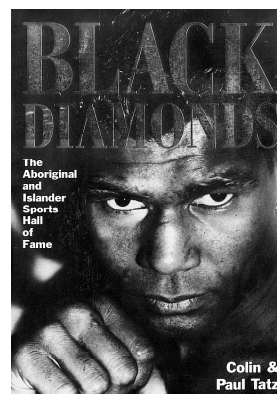
**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Dance 7-10; Dance Stage 6 SCIS 929086

TATZ, Colin

### ***Black diamonds: the Aboriginal and Islander Sports Hall of Fame***

Allen & Unwin, 1996  
 ISBN 1864480653 [796.08]

A showcase of outstanding Aboriginal and Islander sports people, this work demonstrates the long history of Australian Indigenous people in a wide variety of sports. All of the athletes in this Hall of Fame have competed at the highest level in their sport. Tatz provides an essay on the social and economic disadvantages Aboriginal people have overcome to succeed,



## Secondary information

and also discusses racism in sport. The role of sport in Aboriginal identity and in improving relationships with non-Aboriginal people is considered. The work includes retired figures such as the Ella brothers, and competing athletes such as Cathy Freeman and Nicky Winmar, with black and white photographs of all athletes. It is a comprehensive and well designed reference for students. A. Byron

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; PDHPE 7-10; PDHPE Stage 6 SCIS 871657

### **Buffalo Legends** [videorecording]

/ written, produced and directed by Paul Roberts and Des Kootji  
Raymond. Ronin Films, 1997 (85 min.)

ISBN none [796.33]

The Buffalo Legends were the group of Aboriginal people who formed the famous Buffaloes Football Club soon after the Australian Rules football code was introduced to the Darwin area in 1916. This high quality production is primarily an Aboriginal and multicultural social history of Darwin, centred around the Buffalo Legends' long struggle for social and political justice. Extensive interviews with descendants of the players, black and white archival film footage, and excellent re-enactments of Aboriginal life in the 1950s present a clear picture of what life was like for Aboriginal people under the Northern Territory Ordinance Act, and how family and kinship support was critical in surviving the Act's highly discriminatory and racist practices. The concepts of justice, recognition and respect are stressed throughout the video, as is Darwin's unique position as an ultimately successful multicultural city. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6 SCIS 932609

### **Marn Grook: an Aboriginal perspective**

[videorecording]

/ written by Steven McGregor, Shane Mulcahy & Kim Gleeson.  
Ronin Films, 1997 (45 min.)

ISBN none [796.33]

The history of Australian Rules Football from an Aboriginal perspective is examined in this excellent video. Its title comes from the Aboriginal name for a game very similar to Australian Rules that Aboriginal people were recorded playing on a mission in the 1840s, 20 years before the game was actually founded in 1860. This excellent video traces the history of Aboriginal participation in the sport from the first Koorie player, Joe Johnston, in 1904, to the many players participating at all levels of the sport today. It is a history rich in characters, such as:

Pastor Sir Doug Nicolls; Graham 'Polly' Farmer; the Cracker brothers; and Mad Dog Robert Muir. The larger political events effecting Aboriginal people are very effectively incorporated into the story, so that a history is also given of the assimilation policy, the Stolen Generations, the 1967 referendum, Land Rights and the fight for Native Title. Issues such as racism are also raised, especially in relation to the Nicky Winmar incident where, after a game marred by racial slurs, Nicky is forced to publicly and proudly point to the colour of his skin. Overall, the video makes a strong statement for Reconciliation and provides portraits of numerous positive role models for Aboriginal and non-Aboriginal youth alike. Any student interested in Aussie Rules will love it B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; HSIE K-6 SCIS 928892

WHIMPRESS, Bernard

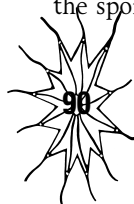
### **Passport to nowhere: Aborigines in Australian cricket 1850-1939**

Walla Walla, 1999

ISBN 1876718064 [796.358]

An exploration of the role of Aboriginal people in cricket in south east Australia, at first glance this seems to be a fairly obscure work. However, the author's scholarship, and the model used, cast considerable light on race relations in Australia and the ways in which those relations are perceived. Whimpress cites Atwood as remarking that since the late 1960s, writing about Aboriginal people is: oppositional (portraying Aboriginals as victims); revisionist (portraying Aboriginals as active agents in resisting or accommodating white pressures); or Aboriginal (written by Aboriginal people and employing innovative techniques such as oral history). Whimpress claims his approach is somewhere between oppositional and revisionist. This book contends that previous writing on this subject has been about Aboriginal cricket, rather than Aboriginal people in cricket, which the author asserts is more accurate because of the discontinuous nature of Aboriginal participation in cricket. The impact of racism on Aboriginal cricketers is discussed, and attention paid to the reasons why Aboriginal people would want to play or not. This is a fascinating book, and one which further illuminates the interaction of Aboriginal and non-Aboriginal Australians. B. Corr

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6 SCIS 996429





DOLAN, Beth

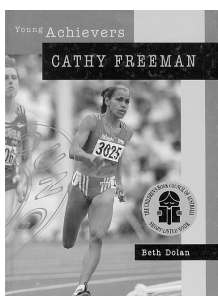
### **Cathy Freeman**

Heinemann, 1997 (Young achievers)

ISBN 1863918612

[796.42092]

Biographical information on the life and career of successful young Aboriginal athlete, Cathy Freeman, is attractively presented in this book. Each double page spread focusses on a significant step in her career. The support of family and friends, individual will to achieve, and the sheer hard work of striving for excellence are well developed throughout the book. Language is simple and information clearly arranged. Pages are well designed and uncluttered, with good use of colour photographs. This is an appropriate biographical resource for students, which conveys both factual information and a genuine sense of the personality of this remarkable person. B. Bowie, J. Buckley



**USER LEVEL:** Stage 3 Stage 4

**KLA:** HSIE; PDHPE

**SYLLABUS:** HSIE K-6; PDHPE K-6; PDHPE 7-10

SCIS 907781

JONES, Philip

### **Boomerang: behind an Australian icon**

Wakefield, 1996

ISBN 1862543828

[799.20282]

A wonderful mixture of history and trivia, this work traces the history of this Australian icon. Written in consultation with Aboriginal people in South Australia, the use of boomerangs by Aboriginal people around Australia and around the world is explored from an historical perspective. A map is included, identifying all places mentioned in the text. After examining the practical uses of the boomerang, Jones then discusses the appropriation of this symbol for a variety of commercial purposes, and the modern sport of boomerang throwing. This is an interesting look at the way Aboriginal people used technology, and the way national icons develop. A. Byron

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** HSIE K-6; History Stages 4-5

SCIS 889293

GRANT, Elizabeth

### **My humpy home**

Restoration House, 1998

ISBN 0869420828

[A820]

Elizabeth Grant (nee Cameron) grew up in Coonabarabran in the 1950s and 1960s, a time when missionaries and the

Aboriginal Welfare Board were dominant factors in the lives of Aboriginal people. Grant focuses on her family life, and tells us much about small country towns of the time, from the perspective of a fringe dweller. Illustrated by Terrie Anne O'Brien, the poems and short stories tell of: humpies; bush toilets; sharing; communal washing on the banks of the Castlereagh; bush two-up schools; visits to town on mission trucks; and seaside camp holidays at La Perouse. This is an interesting, informative look at an Australia not all that far away. B. Corr

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** HSIE K-6; History Stages 4-5; Aboriginal

Studies Stage 6

SCIS 1013155

### **Kevin Gilbert [videorecording]**

/ researched and interviewed by James Murdoch. Australia Council, 1992 (Archival writers. Series III) (50 min.)

ISBN none

[A820]

Aboriginal writer and artist Kevin Gilbert talks about his growing up on the Lachlan River, his time in gaol, and his renewal as a writer, poet, playwright, artist and activist. Gilbert, with drama, humour and sadness, discusses concepts of justice, democracy, and the political struggle for Aboriginal sovereignty and self determination. Gilbert is a good storyteller and the stories that he relates are extraordinary in their injustice, alienation and importance in the place of contemporary Aboriginal history. In his determination to express the Aboriginal experience, he became the first Aboriginal printmaker, the first Aboriginal playwright and, after his release from gaol, the key player in the setting up of the 1971 Tent Embassy and Treaty '88. His two novels *Because a white man'll never do it* and *Living black* (still the best collection of Aboriginal oral history) are discussed in detail. The entire video is just the one shot of Gilbert talking. Splitting up the material into key historical periods would make it very accessible to students. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies

Stage 6; English 7-10; History Stages 4-5;

Legal Studies Stage 6

SCIS 920802

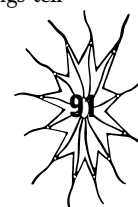
### **The strength of us as women: black women speak**

/ compiled by Kerry Reed-Gilbert. Ginninderra Press, 2000

ISBN 1740270304

[A820]

Through poetry and prose in this book, Aboriginal women take up the challenge to broaden contemporary society's understanding of Aboriginal culture and history, emphasising their inheritance of a culture where women had their own business, no less important than men's, just different. These writings tell



## Secondary information

of what it means to be a modern Aboriginal woman in contemporary Australian society. From Noeline Briggs-Smith's *Granny Lizzie* to Anita Heiss' *Love is*, Aboriginal women take this opportunity to mourn their losses and celebrate their strengths. They identify themselves as modern women whose spirituality is deeply rooted in all that is of value to them in the traditional culture and beliefs, at the same time displaying the essence of women that crosses all cultures. The book demonstrates the diversity in the lives of modern Aboriginal women and is worthy of consideration for teachers of senior students in English, gender studies and personal development, and Aboriginal culture and history. R. Carney

**USER LEVEL:** Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6  
SCIS 1014840

### Message stick: contemporary Aboriginal writing

/ compiled by K. Reed-Gilbert. Jukurrpa, 1997

ISBN 186465001X [A820.8]

This collection of writings gives voice to the emotions of dispossessed people, each generation suffering in its own way. The writings touch on a wide range of experiences and the emotions they trigger. Not all are negative emotions. In *Growing pains* the young boy shows pride in his culture and the knowledge of the old people. His feeling of security in the love the older people have for him is evident. This piece of writing portrays the sort of experiences the Stolen Generations were denied. *Personal growth* encourages other sufferers of dispossession to look beyond the pain of here and now. The haunting sadness of *Rose* reflects the never ending pain of the Stolen Generations, whilst *Hindmarsh Bridge* and *Ode to an aunty I hardly knew*, give the ordinary Aboriginal person's view on what are political issues in Australia today. This collection gives teachers the opportunity to lift the veil of denial which covers Aboriginal history, through the words and experiences of those who suffer most from that denial. It is a very good resource for the study of contemporary society, and for teaching an Aboriginal perspective in literature. R. Carney

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; English Stage 6 SCIS 936400

COCHRANE, Kathleen J.

### Oodgeroo

University of Queensland Press, 1994

ISBN 0702226211 [A821]

This fascinating and powerful biography of Oodgeroo Noonuccal (Kath Walker) has some autobiographical elements. It is written by her long time (white) friend, and apparently Oodgeroo was happy with the manuscript prior to

her death. Incorporated are scattered entries in Oodgeroo's own words, a selection of her poems in significant context, some of her stirring speeches, and a moving tribute by Judith Wright. The essential simplicity of style evokes a myriad of responses. It is testament to Oodgeroo's strength, pain, anger, heroism, leadership, compassion, and her Aboriginal identity and associated deep mourning and loss. The work could double as a concise history of the Black struggle for civil rights during the period of her life, including an unknown glimpse of Pig Iron Bob! It tugs insistently, Oodgeroo touching our lives even in death, providing forceful insight into the need for the healing process we are all still a long way from completing. C. Foley

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English 7-10;  
History Stages 4-5 SCIS 816505

GILBERT, Kevin

### Black from the edge

Hyland, 1994

ISBN 1875657223 [A821]

Both serious and more casual readers of poetry should find this book a delight. A collection of Kevin Gilbert's thought provoking poems is complemented by a section of vivid colour photographs by Eleanor Williams. While the emotive lyrics offer a clearer understanding of the culture of Aboriginal peoples, the photography captures glimpses of a unique landscape in a country of many forms and textures. Its aesthetically pleasing presentation makes this far more than just another collection of poems. C. Sly

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10 SCIS 785531

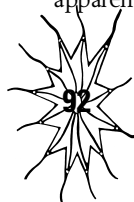
HEISS, Anita

### Token Koori

Curinga Communications, 1998

ISBN 0646352 [A821]

An Aboriginal woman's strong views are communicated in this passionate, reflective, and powerful collection of poetry. It reflects a life long journey of everyday events, feelings, culture, and the struggle for justice. The poems highlight the need to deal with contentious issues that may challenge individual comfort zones and counter stereotypes. Such issues include: identity; survival; Reconciliation; and fraud. For example, Heiss deals with non-Aboriginal people claiming Aboriginality, and benefiting from fraudulent claims. The book confronts people's misunderstandings about contemporary Aboriginal issues. Clear, energetic use of language and image in the poetry highlights the depth and intensity of emotion in Heiss's writing. It is a hard hitting literary collection, outstanding for its potential to generate interesting discussion among senior students. D. Anderson



**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 951790

McDOUGALL, Jill & TAYLOR, Jenny

### *Anna the goanna: and other poems*

Aboriginal Studies Press, 2000

ISBN 0855753447 [A821]

Students will enjoy this colourful and engaging picture book: a collection of poems about living in an Aboriginal community. The non-Aboriginal author acknowledges the advice, inspiration, insights and support offered to her by Aboriginal students and adults from a range of Aboriginal communities. Her purpose in writing such material was to provide relevant reading and literacy support for the students in remote Aboriginal communities, where she has taught for some ten years. The poems cover a variety of topics relevant to the lives and environment of these children. They range in tone from light hearted to serious. Apart from activities such as riding bikes and hunting, important issues are also addressed in an accessible way that students could relate to. For example, there are poems about: Reconciliation; petrol sniffing; and alcoholism. This resource offers potential as a starting point for use with both Aboriginal and non-Aboriginal students, for exploring social issues with students in consultation with the local Aboriginal community. A. Byron



**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4 Stage 5  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6; HSIE K-6  
 SCIS 1005046

MORETON, Romaine, TAYLOR, Alf & SMITH, Michael J.

### *Rimfire: poetry from Aboriginal Australia*

Magabala, 2000

ISBN 0876541599 [A821]

The three Aboriginal poets in this book have widely different experiences that are reflected in their work. Romaine Moreton is a performance poet and writer. Alf Taylor is a graduate of the school of hard knocks, who started writing in his later years. Separated as a child from his family, Michael J. Smith has been on a journey of healing back to his



family and country. The photographs and biographical notes add to the readers' understanding of the poems. The common themes of Aboriginality, grief, dispossession, anger, love, patience, and resilience unite their work. The poems are relevant to all Australians, and provide valuable insights into the diverse nature of contemporary Australia. B. Corr

**USER LEVEL:** Stage 6  
**KLA:** English  
**SYLLABUS:** English Stage 6 SCIS 1006208

PAGE, Geoff & POORAAR

### *The great forgetting*

Aboriginal Studies Press, 1996

ISBN 0855752904 [A821]

An ambitious project, this work gives snapshots of Australian history in verse, with complementing images. Using different time frames identifiable through either the title or the event, Page appears to rely on European conventions to tell the Aboriginal point of view. Is this so Europeans might finally listen to their history? The stories allow Page to use poetic conventions to pose questions, give answers, or be ironic about the 200 years of contact history. This would be useful in the classroom, because it does tell real history, and because the poetic and graphic images can challenge the students to respond strongly to the theme or topic being studied. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10  
 SCIS 893662

SYKES, Bobbi

### *Eclipse*

University of Queensland Press, 1996

ISBN 0702228486 [A821]

Dr Roberta (Bobbi) Sykes celebrates the joy, pain and achievements of women in their struggle against racism and sexism. At times the poetry identifies struggles which are intensely personal, others political and social. The poetry is deeply sensitive, written in a direct and simple style of diverse types of text. The poems explore issues related to Aboriginal dispossession, Land Rights, mothers and daughters, discrimination and two hundred brutal years. The explicit and expressive language conveys the heights of emotion and depth of depression: "when confronted with despair—don't shoot. PRAY". F. Plummer

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Society & Culture Stage 6  
 SCIS 868409

TAYLOR, Alf

### *Singer songwriter*

Magabala, 1992

ISBN 1875641033

[A821]

With these poems, Alf Taylor charts his terrible and frightening journey through drugs, alcohol and isolation. On this journey his poems visit: a lonely gaol cell where he attempts suicide; crowded flats; drunken pension days; and the mission from where he is stolen as a child because of his fair skin. Alf's only escape from this world of nightmares is to dream. He writes uplifting poems of the people he has loved and of his beloved Kimberleys: the Land; the Elders; and Pigeon who, like Ned Kelly, bravely fought the troopers but whose story was never told. Alf's story is one of strength and survival, and in the last poem, *New beginning*, he has beaten the alcohol and life feels like 'Cool rain cascading on parched land'. Simply written and very accessible, these poems address the issues of Deaths in Custody, racism and Reconciliation, enabling the reader to enter into the life of one 20th century Nyungar man. B. Percival

**USER LEVEL:** Stage 6

**KLA:** HSIE; PDHPE

**SYLLABUS:** Aboriginal Studies Stage 6; PDHPE Stage 6  
SCIS 725353

UTEMORRAH, Daisy & TORRES, Pat

### *Do not go around the edges*

Magabala, 1992

ISBN 1875641025

[A821]

Clever use of borders enable fifteen poems, reflecting the heritage and experiences of the Aboriginal author, to be simultaneously accompanied by a simple prose autobiography. The book is remarkable for its clever layout and design, which showcase the dual text and the vibrant contemporary Aboriginal artwork by Pat Torres. Colour is used to particularly good effect, white borders contrasting with earthy browns, yellow ochres, vivid blues and greens. A photograph of the author, a map, and contents page are included. It is definitely a book to share and discuss with all ages. In 1991 it was shortlisted by the Children's Book Council of Australia. B. Richardson

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** CA; English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Creative Arts K-6;  
English K-6; HSIE K-6

SCIS 745071

### *The honey-ant men's love song and other Aboriginal song poems*

/ edited by R. M. W. Dixon and Martin Duwell. University of Queensland Press, 1990 (UQP poetry)

ISBN 070222278X

[A821.008]

Aboriginal songs are performed in a ritual context, accompanied by dance and decoration. Different categories of songs exist, and those represented in this collection include: corroboree songs, which deal with everyday topics such as weather, bird life, and white men cutting tracks through land; love songs, which convey more personal themes such as love, jealousy and seduction; clan songs, which celebrate clan spirits and gods; and series songs, which are part of song lines that extend across each language group's country, referring to special places and mythological happenings. In this collection of translated songs, four language groups are represented: Dyirabal; Walpiri & Anmatjarra; Wangkangurru; and Anbarra. Each song, presented in language and in English translation, is accompanied by a very informative description and explanation. There are excellent notes supplied on each of the performers and translators, and maps of the relevant language areas. This anthology is the first collection of its kind, and acts as a valuable addition to mainstream Australian poetry. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; English 7-10

SCIS 625959

GRAHAM, Trevor

### *Mabo: life of an island man*

Currency, 1999

ISBN 0868195804

[A822]

This screenplay of a highly acclaimed Australian documentary film is worthy of study for a number of reasons. As a script, it is finely crafted, sensitive to the issues, and displays a thorough research of subject. It also has an important role as historical commentary on a monumental decision for the country's Indigenous people. A qualitative piece of writing, it expresses the powerful impact of Eddie Mabo, and his family and the events that made the name Mabo widely known in Australia. Published in conjunction with the post production script, it is a wise choice for senior studies. C. Sly

**USER LEVEL:** Stage 6

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6

SCIS 982176

HARRISON, Jane

### *Stolen*

Currency, 1998 (Current theatre)

ISBN 0868194583

[A822]

A brilliantly moving dramatisation, this play is not for the weak hearted. It is a powerful portrayal of the impact of institutionalisation on Aboriginal people separated from their families by government policy. The play follows five Aboriginal people from childhood into adulthood,



exploring the impact of separation on them. Cameos of past and present experiences of each of the characters are melded into a didactic theatrical experience. All attention is on the five characters. Five old iron beds are poignant representations of the various stages in the characters' lives. An acute sense of alienation and despair is conveyed through the frequent use of monologues, counterbalanced by reverberating sounds and off stage voices. The characters react in widely different ways to the treatment they receive. Children's home, middle class families, gaol, and a mental institution are the milestones of their life journeys. Though the play moves from childhood to adulthood, it does not move in strict chronology. The effect of this on the audience is cumulative, as the full horror of separation gradually sinks in. *Stolen* is highly relevant to the Reconciliation process. Its focus on the poignancy of innocent victims highlights the need to explore the other victims of the Stolen Generations, the perpetrators. The play is a wonderful script for senior students, with its compelling characters and a range of exciting dramatic techniques. B. Corr, C. Sly



**USER LEVEL:** Stage 6  
**KLA:** CA  
**SYLLABUS:** Drama Stage 6 SCIS 953874

### Plays of the 70s. Volume 1

/ edited by Katherine Brisbane. Currency, 1999 (Currency modern drama/Currency plays)

ISBN 0868195529 [A822]

A brief but notable period in Australian theatre history is reflected in this collection of plays written between 1973 and 1975. It features works by Peter Kenna, Alex Buzo, Jim McNeil and Robert Merritt. While their diverse themes include the plight of immigrants; the feminist movement; prison life; and despair experienced by Aboriginal people, they are generally linked by a focus on the impact of society on the individual. Each play offers a valuable study of social and cultural changes occurring during this period. This volume contains some wonderful choices for either drama or English studies. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6 (Preliminary); English Stage 6 SCIS 972636

PRICHARD, Katharine Susannah

### Brumby Innes; and, Bid me to love

Currency, 1974 (The national theatre)

ISBN 0868190861 [A822]

Although better known as a novelist, Prichard displays her skills in another genre. Her intensity in portraying domestic

and sexual conflict has been likened the best works of Eugene O'Neill. The first play in the book comments on marriage and infidelity, while the second centres on a rough, exploitative station owner who takes advantage of Aboriginal women. The latter, *Brumby Innes*, is included as a set text for Topic 1 in the *Drama: Stage 6 syllabus*. Preliminary course. Clearly ahead of their time in style and content, these two plays, written in the 1920s, were not staged until the 1970s. They are significant in the development of early Australian theatre and are worthy of study in this context. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6 (Preliminary); English Stage 6 SCIS 485093

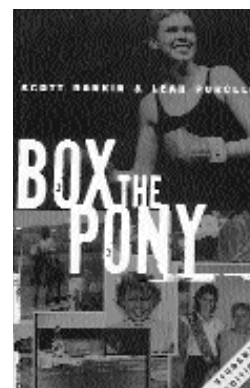
RANKIN, Scott & PURCELL, Leah

### Box the pony

Hodder Headline, 1999 (Sceptre)

ISBN 0736610692 [A822]

A stunning semi autobiographical account of Leah Purcell's spiritual and physical journey is presented in this play. It begins at her birthplace in Murgon, Queensland and continues to her present day residence in Woollahra, Sydney. The pace is fast, the drama is tough and brutal, and the humour is sharp and clever. On stage, Purcell brings this play to life with incredible energy and charisma; and the Rankin's text reads with the same intensity. This is a story of contemporary Aboriginal experience which embraces Aboriginal mission life, alcohol and domestic abuse, Stolen Generations, and cultural survival. This edition contains insightful **Introductions** from the two authors, and **Director's notes** and additional information on **Themes, Aspects of the writing, Other topics, Traditional language** and **Further reading**. B. Percival



**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; English Stage 6 SCIS 970376

RANKIN, Scott & PURCELL, Leah

### Box the pony

Student ed., Hodder Headline, 1999 (Sceptre)

ISBN 0733611915 [A822]

A powerfully moving play, this script exudes the inner strength of the main character/actor, Leah Purcell. This autobiographical performance piece focuses on Purcell's physical and spiritual journey from her birthplace in

## Secondary information

Murgon, Queensland to the inner city area of Sydney. An energetic actor, with fascinating tales to tell, she exposes many elements of the contemporary Aboriginal experience including mission life, alcohol and drug abuse, Stolen Generations, and cultural survival. It is a fiery blend of sadness, wit, and humour. This student edition is well supported with an array of supplementary notes by the writer, director, and other informative contributors. B. Percival, C. Sly

**USER LEVEL:** Stage 6  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Drama Stage 6;  
English Stage 6 SCIS 983147

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DAVIS, Jack

### *Honey spot*

Currency, 1987 [A822.3]  
ISBN 0868191639

A meeting of Aboriginal and white beliefs about the environment make this play highly relevant to today's Reconciliation debate, although it is over ten years old. At both the level of the developing friendship between Peggy and Tim, and the confrontation between the ranger and William over his timber cutting, this drama seeks to explore cultural differences, resolution of conflict, and the need for tolerance and mutual respect. Environmental issues are explored through different understandings and ideas for uses of the forest. Dance combining traditional Aboriginal movement with modern ballet simply and effectively symbolises the growth in understanding which develops for both the children and the adults. Ellen Jose's black and white line drawings and Aboriginal motifs are an important part of this text. Aside from performance potential, the script could stimulate much discussion around the issues it raises. It is suitable for performance by secondary and experienced primary students. R. Ewing

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** CA; English  
**SYLLABUS:** Creative Arts K-6; Drama 7-10; English K-6;  
English 7-10 SCIS 421825

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DAVIS, Jack

### *In our town*

Currency, 1992 (Currency plays) [A822]  
ISBN 0868192945

A clash between love and racism forms the basis of the conflict in this powerful drama. Returning home as a hero from World War II, a young Aboriginal man, David Millimurra, hopes to change the lifestyle of his family. With new skills and money he has earned, his aspirations are to own a property and set up a small business. Unfortunately, he is unable to combat the prejudices of the white townsfolk. His growing relationship with a sympathetic young white woman turns her family and the town against him, undermining any plans for the future. Written by an

acclaimed Aboriginal playwright, this script incisively captures aspects of racial intolerance. Clearly drawn characters authenticate time and setting. A thought provoking play carried by profound comments, wit and humour, it is an insightful text for senior students. Treated with sensitivity in direction it is an appropriate performance piece. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6; English Stage 6 SCIS 734514

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HARDING, John

### *Up the road*

Currency, 1997 (Current theatre) [A822]  
ISBN 0868195081

Sensitively written, with a delicate blend of humour and pathos, this play offers an insight into the experiences of a contemporary Aboriginal community. Following the death of his uncle, Ian Sampson is drawn back to his remote homestead for the funeral. Having worked his way up through the bureaucracy in Canberra, 30 year old Sampson is met with mixed feelings from his Koori relatives. In the brief time surrounding the funeral, some skeletons emerge from the closet. Essentially naturalistic, the drama is broken on occasions by songs that reveal the inner feelings of some characters. Raising many issues related to Aboriginals in today's society, this play has merit both for study and performance. In keeping with his own ethnicity, the playwright has a predominantly Aboriginal cast. It is suitable for performance by senior students and contains two substantial male monologues that could be developed for the HSC individual project: performance. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6; English Stage 6 SCIS 916610

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### *Ningali Lawford* [videorecording]

/ produced by Paul Roberts, Des Kootji Raymond & Melissa Hasluck. Australian Film Institute, 1997 (Artists up front) (26 min.) [A822]  
ISBN none

Ningali Lawford is an actor from Fitzroy Crossing country in Western Australia; her language is Walmajarri; and her autobiographical one woman show, *Ningali*, won an Edinburgh Festival Award. It toured successfully in Sydney in 1997. Brilliant excerpts from this production are intercut with clips of Ningali's journeys to Sydney and New Zealand, and her time spent with family and community at Fitzroy Crossing. In her talks, Ningali places much importance on family and culture, and her concise and humorous explanations of Aboriginal family structure and kinship systems are a valuable resource to students in Aboriginal studies. Aboriginal concepts of Law, cultural survival, identity and Land are also prime elements in Ningali's story and are presented with clarity and force. Aboriginal language is used throughout the video and acts

as a powerful and dramatic demonstration of cultural strength and identity. Secondary drama students would find the video useful in providing additional perspectives on dramatic form and scriptwriting. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Drama 7-10; Drama Stage 6 SCIS 929139

NOWRA, Louis

### *Crow*

Currency, 1994 (Current theatre series)

ISBN 0868194085 [A822]

A conglomeration of offbeat characters live in Darwin, under threat of Japanese attack in 1942. Crow, a strong willed Aboriginal woman, is fighting the authorities for her rights to a tin mine. Crow has two sons: Vince, a boxer; and Boofhead, who swallows anything from money to mice. The owner of the general store is an invalid who conducts his business from a bed on wheels. A Chinese man and a nightsoil collector aim to make their fortune by selling candles, and safety, in their ready prepared trenches. In this bizarre world, people attempt to achieve their goals through any means: cunning; manipulation; seduction; blackmail; or violence. The witty dialogue makes biting comments on several social issues. This play is challenging in its style and content. It is suitable for more mature students. While it may not be appropriate for school performance, it is a fascinating script for its unconventional, eccentric roles. C. Sly

**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6; English Stage 6 SCIS 815195

NOWRA, Louis

### *The golden age*

Currency, 1989

ISBN 0868192341 [A822]

The true tale of a 'lost tribe' of white Europeans, discovered in the south western Tasmanian wilderness in 1939, was the inspiration behind this epic tale, regarded by many as Nowra's most accomplished work. Two bushwalkers stumble across the tribe, who still maintain a strong link with their mid eighteenth century, harsh colonial background. Inbreeding has led to serious genetic disorders, and the remaining few return to civilisation. Combining historical fact, Australian folklore and Greek mythology, Nowra examines the themes of cultural conflict, racial harmony, white Anglo-Saxon values, and the madness of war. The lost tribe is thrown into an asylum. The action of the play takes place in Hobart, southwest Tasmania and Berlin during the latter part of the war. Eloquent and inspiring, this excellent play is

worth consideration as a literary study and performance piece. It is suitable for performance by senior students. S. Bannister

**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6 SCIS 485657

NOWRA, Louis

### *Radiance*

Currency, 1993 (Current theatre)

ISBN 0868193704 [A822]

Set in isolated coastal North Queensland, three Aboriginal women come together to bury their mother, honour her memory, and find a sense of family and belonging. Mae, Cressy, and Nona attempt a journey to their ancestral island and uncover the truth of their past along the way. Finally, in an act of destruction, they symbolically free themselves to face an altered reality. The issues raised include: re-culturalisation; rape; mental illness; personal identity; loyalty; the sacrifices women make for love; and sense of purpose. The issues are handled with passion, humour, and an openness which lends itself to a powerful and subtle performance. There are several dramatic monologues covering each character, which are suitable for individual performance, as well as fast and humorous dialogue sequences. This play is suitable for Year 12 individual performances. F. Crum

**USER LEVEL:** Stage 6  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6 SCIS 855409

PARSONS, Nicholas

### *Dead heart*

Currency, 1994 (Current theatre)

ISBN 0868193771 [A822]

A moving presentation of the conflict between Aboriginal and non-Aboriginal Australians, this work is set within an outback Australian Aboriginal community. The conflict arises from the differing values and cultures of the two groups, and is enriched by the unsentimental presentation of the characters. The setting is truly grand in scale and incorporates Aboriginal languages and customs. The script deals with many complex issues including: Aboriginal Deaths in Custody; the impact of white settlement; violence in both cultures; and the inherent lack of understanding between each culture. Fundamental differences of attitude are presented in raw and naturalistic detail. Although not written by an Aboriginal playwright, the script has interest for those studying contemporary Aboriginal theatre. Performance of this script would be difficult without Aboriginal actors. It is recommended for study by senior students and for professional study. J. Milford

## Secondary information

**USER LEVEL:** Stage 6 Professional  
**KLA:** CA; English  
**SYLLABUS:** Drama Stage 6; English Stage 6 SCIS 805259

### *Plays from black Australia*

Currency, 1997

ISBN 0868192260

[A822]

Reflecting aspects of Aboriginal experience in white Australia, this collection is introduced by Justine Saunders, who notes the difference between these and plays written by white Australians. Jack Davis' *The dreamers* (1982) deals with Worru, an elderly uncle, whose death reflects that of the language and traditions of his people. Eva Johnson's *Murras* (1988) deals with the plight of a family from South Australia and the welfare policies such as resettlement and sterilisation, which leave them with little hope for the future. Richard Walley's *Coordah* (1987) deals with sensationalism, exploitation, and politics. It highlights spiritual beliefs, traditions, interpersonal relationships, and the price of trust. Bob Maza's *The keepers* (1988) deals with cultural survival in South Australia in the lead up to Federation. Each play has a glossary of Aboriginal words. Well written and enlightening, with good monologues for men and women, these plays are suitable for performance by Year 12. F. Crum

**USER LEVEL:** Stage 5 Stage 6

**KLA:** CA; English

**SYLLABUS:** Drama Stage 6

SCIS 486712

STRACHAN, Tony

### *State of shock*

Currency, 2000 (Currency plays)

ISBN 0868196193

[A822]

Aboriginal actors, including Ernie Dingo, have had input over time into the development of this play script by a non-Aboriginal playwright. Cultural, social, and political tensions existing between Aboriginal and white people in Australia today are quite evident in this moving drama. Based on a true story of love, alienation, disempowerment, and alcoholism, it exposes the web of complex circumstances that led Alwyn Peter to murder his girlfriend in 1979. The playwright compassionately expresses the vast ideological gap between Aboriginal culture and the white power structures that impact on their lives. A tightly written script, it raises many significant contemporary issues that are worthy of study in senior English or Drama classes. C. Sly

**USER LEVEL:** Stage 6

**KLA:** CA; English

**SYLLABUS:** Drama Stage 6; English Stage 6 SCIS 999382

### *Boori & Meme: the process of collaborative writing* [videorecording]

Video Education Australasia, 1999 (23 min.)

ISBN none

[A823]

A positive example of collaboration, offering a possible model for consultation between Aboriginal and non-Aboriginal people in a range of settings including schools, is presented by this inspiring, professional video. Opening statements, from Boori about living in two worlds and the strength of Aboriginal culture, and Meme in acknowledging traditional owners of the Land wherever she is guest speaker, set the spirit of the video immediately. With warmth and humour, Boori and Meme talk very naturally about their writing process: the recognition of the different skills they each bring to it; the team involved, including Boori's family and Elders as the "first editors", and the lack of a sense of ownership of the book by any one person; what they hope to achieve for readers; and the importance of reflecting Boori's oral storytelling voice. Specific reference is made to *Maybe tomorrow* and *My girragundji*. Boori's anecdotes about questions he is asked in schools reflect his belief in the partnership between laughter and learning when dealing with challenging issues. A deep sense of the importance of understanding and respect, and finding inner strength to learn about oneself and face the difficult things in life, are key messages. C. Foley

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; English K-6; English 7-10; HSIE K-6; History Stages 4-5

SCIS 986919

### *Gary Lee* [videorecording]

/ produced by Paul Roberts & Des Kootji Raymond. Australian Film Institute, 1997 (Artists up front) (27 min.)

[A823]

Gary Lee is a Larrakia man from the Darwin area. His ancestry incorporates Aboriginal, Chinese, Filipino and Japanese influences. Lee's life story highlights the multi-cultural composition of the Top End's population, and the rich cultural interchange with our close Asian neighbours. Lee's 1994 production of his play *Keep him my heart*, the story of a Filipino man coming to Darwin and marrying a Larrakia woman, acts as an excellent backdrop to the video. Segments of the production are interspersed with interviews which provide colourful and humorous anecdotes of Lee's varied career as: a fashion designer; an anthropologist working on Aboriginal Land claims; an AIDS researcher; a playwright; an environmentalist; and, more recently, as a photographer dealing in issues of race, representation and homo-erotic themes. This excellent video is valuable in its clear demonstration of the diversity and strength of contemporary Aboriginal cultural expression, as well as the ability for Indigenous peoples to care for country through their art. B. Percival

**USER LEVEL:** Stage 5 Stage 6

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Visual Arts 7-10

SCIS 929085



DAVIS, Jack

### ***A boy's life***

New ed. Magabala, 2000

ISBN 187564167X

[A828]

Republished in this commemorative edition, Davis's autobiographical book reveals his early life as a leading Aboriginal poet and playwright. His compelling anecdotes recall both ordinary and exciting boyhood experiences in country Western Australia, and exude the warmth, support and love he experienced from his family and friends. His often humorous tales display a strong admiration for his parents, and a great fondness of his siblings. He depicts sensitively a family that straddled two disparate cultures, managing to blend Indigenous and non-Indigenous Australian lifestyles. Presented as a string of yarns, this book makes for compulsive reading. The new foreword is by Wesley Enoch; Sally Morgan's 1991 foreword has been retained. C. Sly

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** English

**SYLLABUS:** English 7-10; English Stage 6: *Preliminary*  
SCIS 1034182

KIEM, Paul & SMITHSON, Michael

### ***Colonial & contact history***

Pearson Education Australia, 2001 (Studies in history 2)

ISBN 0733914004

[909]

With case studies, maps, diagrams, photographs, primary source material, and ready made questions, this book explores the history of race relations in Australia, with comparisons of these issues on an international level. It is a useful tool for Aboriginal studies in particular, in that it provides the potential for teachers to positively affect attitudes towards Aboriginal people. Through the comparative studies, students could learn that the paternalism, ethnocentrism, racism and prejudiced attitudes that many early settlers had toward Australia's Aboriginal people, also existed in other countries where Europeans dispossessed the native peoples. It provides an opportunity to support student understanding of Australia's denial of the truth of its history of relationship with Aboriginal people, and allows students to equip themselves with the honesty, awareness and responsibility with which we must all meet the future if Reconciliation is to be achieved. R. Carney

**USER LEVEL:** Stage 4

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; History Stages 4-5  
SCIS 1026887

BROOKES, David

### ***The Arrernte landscape of Alice Springs***

Institute for Aboriginal Development, 1991

ISBN 0949659622

[919.429]

David Brooks wrote this excellent book from information supplied to him by members of the Mparntwe community, the Aboriginal custodians of Mparntwe (Alice Springs). In telling this story, it was hoped that the general public would gain a greater understanding of the Dreaming stories and significant sites attached to Mparntwe. At the same time, the Mparntwe community hopes to increase the awareness of the damage being done to their Dreaming Land by modern development. Black and white illustrated panoramas of the landscape, detailing the language names of all significant sites, are included as an aid to identifying and naming Mparntwe topographical features. As an additional resource for a local area study of (Mparntwe) Alice Springs, this offers an excellent Aboriginal perspective on how the Australian landscape always has a 'totemic' geography of Aboriginal place names and Dreaming stories, and not just a colonial geography of settler history and English place names. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; Geography Stages 4-5 SCIS 753182

THOMSON, Phil

### ***Whitefella wandering***

Fremantle Arts Centre Press, 2001

ISBN 186368316X

[920.094]

One man's adventures in the company of people from different cultures, this book gives a brief peek into the world of people who believe in spiritual living. It is a useful resource to the extent that it provides evidence from a non-Aboriginal man's personal experience and perceptions of the devastating effects of racism on indigenous people, and Australia's Indigenous people in particular, based solely on the colour of skin. This book provides opportunities for discussion on many other topics with regard to Reconciliation such as: respect for other cultures; the love and joyfulness in relationships between people of different cultures that can grow out of such respect and acceptance; and the role of the arts as a meeting point in developing and maintaining Reconciliation between Aboriginal and non-Aboriginal Australians. R. Carney

**USER LEVEL:** Stage 6

**KLA:** English

**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6:  
Standard SCIS 1034227

### ***Australians [videorecording]***

ABC, 1998 (30 min.)

ISBN none

[920.094]

These five minute video biographies provide instant overviews of prominent Australians. The segments reviewed were for: aviator *Sir Charles Kingsford-Smith*; Land Rights champion *Edward (Eddie) Koiki Mabo*; activist

Dr. Faith Bandler; writer Paul Jennings; politician Dame Enid Lyons; and swimmer Shane Gould. All use documentary footage and interviews with the subject where possible. The portraits are superficial and uncontroversial, but can be revealing, especially where the subjects themselves appear. A valuable issues based resource for history, English and civics, the episodes are interesting, relevant, well presented, and not too challenging to individual attention spans. The material implies opportunities for research, biographical writing, discussion starters, and role plays. G. Spindler

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE; English  
**SYLLABUS:** English K-6; English 7-10; History Stages 4-5; HSIE K-6 SCIS 957126

DINGO, Sally

### *Dingo: the story of our mob*

Random House, 1997

ISBN 0091836344 [929]

The public face of Ernie Dingo, Aboriginal actor, comedian and television personality, hides a depth of character shaped by the ravages of history then and now. A story with its beginnings in the Dreaming, this book concentrates on the last one hundred years of the Dingo family and is well worth reading. Weaving between the personal, the profound and the perverse on the broad canvas of Australian history, the book is perceptive in that it is the story of one family's survival against the worst ravages of paternalistic genocide. Written by Ernie's "whitefella" wife, the book truly captivates the reader. For students studying the humanities, it is an essential resource. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; Society & Culture Stage 6 SCIS 916574

HALL, Robert A.

### *Fighters from the fringe: Aborigines and Torres Strait Islanders recall the Second World War*

Aboriginal Studies, 1995

ISBN 0855752866 [940.53]

The extent of Aboriginal and Torres Strait Islander involvement in Australia's war effort was little known until recently. Yet, despite racist enlistment policies, up to 3000 Indigenous Australians served in World War II. After an overview essay, Hall offers six personal recollections: Captain Reg Saunders and Charles Mene MM; AWAS wireless operator (later poet), Oodgeroo Noonuccal; Torres Strait Light

Infantrymen, Saulo Waia and Tom Lowah; and RAAF fighter pilot, Leonard Waters. Inside the services most Indigenous people experienced an existence where merit counted more than race. Post war Australia was another story, but the Indigenous experience of, and involvement in, the war did eventually contribute to change. G. Spindler

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Community  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; History Stages 4-5 SCIS 857468

OSBORNE, Elizabeth

### *Torres Strait Islander women and the Pacific War*

Aboriginal Studies Press, 1997

ISBN 0855753137 [940.53]

The histories of wars are often those of prominent events and personalities. This text is the story of people who have been ignored, or left out, of these histories. The stories and oral traditions of the Torres Strait Islander women here are poignant. Osborne has demonstrated that cultural sensitivity and academic research are both possible in this extensive tome. Through snippets of information and oral histories, the little pieces of history are jigsawed together, giving a picture of depth and courage against a background of government neglect, racism and historical changes. This is an excellent and important study of Australia's past, with a eye to Australia's future. C. Dorbis

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Modern History Stage 6 SCIS 920132

HALL, Robert A.

### *The black diggers: Aborigines and Torres Strait Islanders in the Second World War*

Aboriginal Studies Press, 1997

ISBN 0855753196 [940.54]

A thought provoking resource, this book fills a gap for those studying World War II. It examines the contributions of Aborigines and Torres Strait Islanders during the war, and gives a comprehensive outline of the reasons for the lack of recognition of their services. Interesting and relevant material is enhanced by the inclusion of wonderful photographs, and other primary evidence such as quotes, along with some worthwhile tables, figures, and maps. Input from, and interviews with, Aborigines involved in the war effort help provide an Aboriginal perspective. It would have relevance to Civics and Citizenship. S. Holden

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Studies 7-10; Aboriginal Studies Stage 6;  
History Stages 4-5; Modern History Stage 6  
SCIS 908259

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WOOD, Marion

### *The world of the native Americans*

Macdonald Young, 1997

ISBN 0750022760 [970.004]

The reader is introduced by this resource to a North America peopled by a diverse and rich range of indigenous cultures. This is the America that Columbus did not discover. This book details the history and culture of the North American tribes by using the distinct geographical regions of the continent. However, much of the life and culture captured so beautifully in the illustrations and fact boxes is caught in a time warp of pre European contact, and it is only in the occasional heading such as **The end of a way of life**, that we are reminded of the fatal impact of colonisation. This post contact history is told incidentally in a biographical section on **Native Americans in history**. There is an anthropologically based glossary and a list of British museums with collections of North American objects. While there is no contemporary Native American perspective in the book, it may be useful for comparative studies of other pre colonial indigenous peoples. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; HSIE K-6;  
Studies in Society 7-10 SCIS 928651

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KING, Michael

### *Moriori: a people rediscovered*

Viking, 1989

ISBN 0670826553 [993]

The Moriori are the indigenous people of Rekohu, a remote group of islands to the east of New Zealand, better known as the Chatham Islands. They have been the scapegoats of social Darwinists and racists virtually since their discovery by Europeans in 1791. Michael King, a prominent New Zealand social historian, was invited by the Moriori to write this history and set the story right. This work opens a window into another culture and teases out and exposes the stereotypes of earlier views. The author employs a mixture of anthropology, history, linguistics, and contemporary photographs to work his way through a complex story. Whalers and sealers had a devastating effect on the ecology of Rekohu. The situation worsened in 1835 when 500 Maori of the Ngati Mutunga and Ngati Tama groups, displaced from their traditional homelands, invaded and colonised the islands. Despite the destruction brought

about by white and Maori invasion, the Moriori have survived. The parallels with Aboriginal people are strong. This is an amazingly well documented resource, and is valuable for anyone addressing Indigenous and colonial issues. It could be helpful for comparative studies. B. Corr

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6 SCIS 1017808

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BOOTH, Phil & FULLOON, Sandra

### *Aboriginal history* [videorecording]

Classroom Video, 1995 (24 min.)

ISBN none [994]

This well structured short videorecording introduces the student to Aboriginal history. Narrated by actor Rachael Maza, the video uses interviews, archival footage, and contemporary filmed material, thereby fulfilling the documentary approach demanded by the current Aboriginal Studies syllabus. Major themes include: Aboriginal relationship with the Land; first contracts with white colonisers; cultural dispossession; forced removal of children; the use of Aboriginal people as cheap labour; and the lack of citizenship and general rights until 1967. Clearly presented, the material is greatly enhanced by the almost exclusive use of Aboriginal speakers, including Neville Bonner, educators and everyday people with a story to tell. Gough Whitlam and Paul Keating make cameo appearances, underlining how very recent is the process of Reconciliation. It is relevant to Civics and Citizenship. M. Steinberger

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; History Stages 4-5 SCIS 829223

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### *The encyclopedia of Aboriginal Australia: Aboriginal and Torres Strait Islander history, society and culture*

Volume 1, A-L; Volume 2, M-Z / edited by David Horton; Aboriginal Studies Press, 1994

ISBN 0855752491-Vol. 1

ISBN 0855752505-Vol. 2 [994]

This is a grand project whichever way you look at this two volume publication. Six years in the making, it features eighteen editors, over 200 contributors (one third of whom are Aboriginal or Torres Strait Islanders), 2 000 entries and 1 000 photographs, illustrations and maps. It aims to cover 'all aspects of Australian Aboriginal and Torres Strait Islander history, society and culture', an impossible feat even in 1 340 pages. Yet what has been achieved here is the most wonderful, clear, brief, and up to date (at 1994) information on a large range of topics in a most readable style. Those seeking extensive details on complex topics such as Mabo and moieties will have to look

elsewhere; there are many excellent suggestions in the 27 pages listing further reading. Contributors range from Paul Coe and Charles Perkins to Professor Ellis, and topics are as diverse as the Yothu Yindi band, and the Myall Creek massacre. It is one of the easiest encyclopedias to use: arranged A to Z by topic, with clear bold print for headings; see also references; and accompanying illustrations for most entries. The second volume begins with a one page biography of Eddie Mabo, and concludes with very useful appendices covering such statistics as health, missions, and imprisonment. The index reminds us of alternative spellings and Aboriginal preferred forms of European names. One of the most useful aids for teachers is the **Entry guide by subject** where broad topics such as **food** or **literature** have over 60 recommended entries: eg. diabetes and witchetty grubs; or Aboriginal theatre and the play *Wild cat falling*. The separately available **CD-ROM** version, despite some limitations, adds sounds and video footage to this already long list of excellent material; both are designed as much for the browser as the serious researcher. This publication comes with a wide range of support and sponsorship from DEET, ATSC, Dept. of School Education, and the Council for Aboriginal Reconciliation. It is a resource for all Australians to enjoy and return to many times. M. Williams

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; English; HSIE  
**SYLLABUS:** Aboriginal Studies K-6; Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Creative Arts K-6; Drama Stage 6; English K-6; English 7-10; HSIE K-6; History Stages 4-5; Visual Arts 7-10; Visual Arts Stage 6  
 Vol. 1 SCIS 799663  
 Vol. 2 SCIS 799668

### **The encyclopaedia of Aboriginal Australia**

[electronic resource]

Aboriginal Studies Press, 1994

ISBN 0855752610 Mac; ISBN 085572785 Windows [994]

A range of information on Aboriginal peoples, and their culture from ancient through to contemporary times, is available on this comprehensive **CD-ROM**. There are significant similarities between the hard copy encyclopaedia and the CD-ROM. There is much that is visually pleasing, though presentation quality of images and videos varies. Visual and sound backdrops are part of the invaluable experience of Aboriginal culture provided by this resource. Videos are small, and at times dialogue is not synchronised. General layout remains attractive and accessible. The key sections are helpfully subdivided to varying degrees. For regions within the **Map of Australia**, information for **People** and **Places** is offered. The timeline is broadly divided into ancient and recent history. **Main subjects** accesses **Culture**, **History**, **Issues**, and **Society**, with further subheadings. Overall, the program is user friendly with helpful guidance via the bottom bar text direction and the shield icon. Despite the limitations, this remains a fascinating and valuable resource. Auditory

learners will love the integrated use of sound and music. The music section itself is wonderful, though some expected artists are absent. Assistance would be required by users in primary years and those at less sophisticated information skill levels. C. Foley

#### **Minimum requirements**

Macintosh: System 7; 5MB RAM

Windows 3.1/95: Pentium or 486; 16MB RAM

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** CA; English; HSIE; Science; ST; TAS

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5; Legal Studies Stage 6; Studies in Society 7-10

Macintosh

SCIS 811925

Windows

SCIS 937737

### **Preserving the old traditions: portrait of the Yanuwa and Gurrwa peoples** [videorecording]

Video Classroom, 1995 (30 min.)

ISBN none

[994]

A visually pleasing video, this explores many issues confronting the Aboriginal peoples of the centre. The colonial experiences, as recalled by older people, highlight the damage caused by European people, and what is currently being done to preserve an ageless set of traditions. Through Dreaming stories the connections between the Land and people are established. Through oral histories, personal tales of colonial experiences are related, and through video journalism, the current impact of whitefellas is stated from the point of view of traditional owners. This useful video provides snippets of information which need to be explored in depth, from the different contexts of the different Aboriginal nations throughout Australia. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10 SCIS 895490

REYNOLDS, Henry

### **Black pioneers**

Rev. ed. Penguin, 2000

ISBN 0140298207

[994]

Until Stanner's groundbreaking 1968 Boyer lecture, *After the Dreaming*, historians either ignored Aboriginal people or portrayed them as passive participants in Australia's story. Reynolds is a significant revisionist historian who has played an important part in deconstructing the 'jolly swagman' view of Australian history. This book is a revised edition of Reynold's 1990 work, *With the white people*, that explored the role of Aboriginal people in the exploration and development of Australia. The chapters are reordered, and the introduction strengthens the focus on the role of Aboriginal people in the development of Australia. The title is particularly apt, as this sophisticated work examines the complex interaction of Aboriginal and non-Aboriginal



people since 1788. It is a book that may cause discomfort for many readers, as it challenges and dispels many myths. This is an important work, that gives all Australians noteworthy directions in the exploration and creation of our identity. B. Corr

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 1023992

TUCKER, Alan

### *Homelands and frontiers*

Omnibus, 1999

ISBN 1862913870 [994]

From the man who brought us *Too many Captain Cooks* and *Side by side* comes a brilliant third book, which details the specific 'brutal conflicts' which now act as markers in the invasion and resistance that took place in Australian frontier regions between 1804 and 1928. The battles at Risdon Cove, Bathurst and Battle Mountain are retold, as are the massacres at Cape Grim and Waterloo Creek. Stories on the fight for Land Rights in Arnhem Land and the Murray Islands are also included. The text is very descriptive and easy to read. The illustrations are riveting, and stand as a story in their own right, with a creative mixture of text and images. This book excels, as it gives names, faces and a sense of place to the historic conflicts resulting from the British colonisation of Aboriginal Land owned by at least 750 separate language groups. It adroitly fits into the chronology of the new Aboriginal Studies 7-10 syllabus. B. Percival

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6 SCIS 969310

TUCKER Alan

### *Side by side*

Omnibus, 1998

ISBN 1862913110 [994]

The second book in Tucker's trilogy, this work investigates the relationships between Aboriginal people, British colonists and European missionaries. Through fourteen separate accounts, he provides an insight into the impact of the early invasion of Aboriginal Land and society. The stories succinctly remind us of the struggle of the Aboriginal resistance fighters and heroes in a manner suitable for young children. Some of the stories reveal the outright brutality suffered by Indigenous people at the hands of British colonists, and why they retaliated. Others provide a stark picture of how well intentioned missionaries helped to entrench British control. Through their lack of understanding about Aboriginal people and their culture, ethnocentric practices prevailed. Tucker's naive

paintings, composed like mind maps, accompany each story, reproduced in vibrant colour on alternate pages. These are an excellent visual portrayal of these historic events. Each account is approximately 600 to 700 words long and could easily be used in the primary classroom in a range of areas such as history, art, and Aboriginal studies. L. Pratt

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; HSIE K-6; History Stages 4-5 SCIS 925785

### *Aboriginal heroes of the resistance: from Pemulwuy to Mabo*

/ edited by Paul W. Newbury. Action For World Development, 1999  
 ISBN 0959375376 [994.009]

This is a most useful book for HSIE teachers and students. It is of interest as much for its structure as its content. It is divided into three sections that examine: resistance to invasion; resistance to domination and control; and cultural revival. It also contains a most useful glossary. Within each section the contributors explore both the heroes, and those who have written about them. The footnotes and references are a goldmine in themselves. The book is also of particular interest in the way it explores resistance. As one would expect, Pemulwuy and Windradyne figure prominently; but equally important are the anonymous figures of the fringe camps, the political leaders such as Ferguson, who took the whites on at their own game, and the writers such as Gilbert, who used an alien language to champion Aboriginal rights. B. Corr

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Society & Culture Stage 6 SCIS 981464



MULVANEY, D. J.

### *Prehistory of Australia*

Allen & Unwin, 1999

ISBN 1864489502 [994.01]

This work uses a fairly standard text book format to examine the prehistory of Australia. The text appears to explore all parts of Australia and provide accurate and sensitive information. While the authors argue that the first

## Secondary information

Australians came from Asia when the sea levels were lower, they do acknowledge that most Aboriginal people do not accept the views of archaeologists that their ancestors came from the sea, but believe that they came from the Land. The text is well illustrated by pictorial references and clear maps, and uses language appropriate for senior students. B. Corr

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 980544

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PYNE, Michael, BOWE, Julie & CONNOLLY, Diane

### ***One land, many stories: a history of Australia in the 20th century***

Pearson Education Australia, 2001

ISBN 0733905552

[994.04]

The mandatory sections of the Stage 5 History syllabus are adequately covered by this useful, up to date resource. Of the seven topics, five address issues relating to Aboriginal people, and the remaining two topics could be taught including an Aboriginal perspective. This book attempts to address those problems that have divided Aboriginal and non-Aboriginal Australians since British colonisation. In this it mostly succeeds. The inclusion of Aboriginal guest speakers, or consultation with the local Aboriginal community, should be incorporated as part of the course to provide an alternative view and additional perspectives when discussing the longevity of the Aboriginal people's presence in Australia. Modern methods of radiocarbon dating have taken the dates back much further than previously believed. As there can be no real certainty, it would be beneficial if the teacher were to make that statement, and to include discussion about the Aboriginal people's views on this topic. The book contains some proofing mistakes, for example, incorrect names used in captions under photographs. R. Carney

**USER LEVEL:** Stage 5  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; History Stages 4-5  
SCIS 1025124

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DE VRIES-EVANS, Susanna

### ***Great Australian women: from Federation to freedom***

HarperCollins, 2001

ISBN 0732269318

[994.04092]

The selection of those people who are deemed "great" will always cause controversy and the De Vries-Evans' collection is no exception. This anthology of twenty Australian women, from such diverse backgrounds as law, sport, architecture, music and politics, presents both well known and relatively unknown women. Its introduction provides an historical context for each of the snapshots of such remarkable and complex personalities as: Eileen Joyce (classical pianist);

Kundaibark (healer of the Biripi people); and Florence Mary Taylor (architect). Throughout the lives of these women, the themes of bravery, independence, determination and justice can be traced. The author's style is engaging, witty and poignant. This text would be useful for students of Australian history and women's history. It could also be used as related material for the focus area *Changing perspective* from the English Stage 6: Standard course. B. Hull

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** English; HSIE  
**SYLLABUS:** English Stage 6: *Standard*; History Stages 4-5  
SCIS 1033242

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BENTERRAK, Krim, MUECKE, Stephen & ROE, Paddy

### ***Reading the country***

Fremantle Arts Centre Press, 1996

ISBN 1863680713

[994.1]

An excellent and detailed study of the Yawar peoples of north-west Australia, this mixes western evidence and Aboriginal understanding to produce a strong history. Augmented with pictures, a glossary, an addendum and maps, a country is able to be read in depth. It offers challenges to some vocal elements in Australia who wrongfully stereotype Aboriginal peoples. It contains Dreaming stories, archaeological evidence, historical documents and interviews. A sense of Aboriginality and Land still remains. Whilst the fundamental relationship is still present, the expressions of this have changed, and this is borne out by the evidence presented here. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Ancient History Stage 6 SCIS 870671

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DOWLEY, Carolyn Wadley

### ***Through silent country***

Fremantle Arts Centre Press, 2000

ISBN 1863682813

[994.1]

This book is outstanding for both its content and its methodology. It records the epic journey of least nineteen Aboriginal people who were taken into custody on the Laverton goldfield in 1921, and sent a thousand kilometres by cattle truck to the Moore River Settlement on the West Australian coast. Later that year, eighteen Aboriginal people escaped from the Moore River Settlement and walked back to their home. One old person died on the journey and an old blind man finally found his way home after being left behind because he was too slow. Shortly after, two men and three children also escaped safely. The records of this epic journey are scant. The strength of the work lies in the broader picture of the interaction of Aboriginal and white societies that the author portrays. The author uses her personal journey in the footsteps of the escapees; oral transcripts of Aboriginal and non-

Aboriginal people who have knowledge of the journey; and contemporary records, to build the story and tease out issues relevant to the Stolen Generations. This is a most remarkable story and has much to offer both Aboriginal and non-Aboriginal people. B. Corr

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6 SCIS 1000760

MOWALJARLAI, David

### *Yorro Yorro: everything stand up alive: spirit of the Kimberley*

Magabala, 1993

ISBN 187564105X [994.1]

David Mowaljarlai, a Ngarinyin Elder, travels across his Kimberley country, the Land of Wandjina, with Sydney photographer Jutta Malnic. He wants to tell his story "because these stories must be written down. There is no time; time is running out". Part I is the author's physical journey across the Kimberley landscape to photograph the Wandjina paintings. On the way, the Dreaming of this country is opened up to the reader, through David Mowaljarlai's dialogue and explanations, and through the photographs of Jutta Malnic. Part II is Mowaljarlai's life story in his own words. Part III tells of Lalai, the active part of Creation, the Law and songs from the spirit world. A glossary of Aboriginal language is included. This is an excellent example of a cross cultural, collaborative work that retains a high degree of integrity. Because this book contains images and names that are culturally sensitive, it must be carefully checked before it is taught in Kimberley communities. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Visual Arts Stage 6 SCIS 755325

WALGAR, Monty

### *Jinangga: on my tracks*

Magabala, 1999

ISBN 1875641513 [994.1]

The effect of policies enacted by successive European governments is made clear in this personal story. Stolen at ten years of age, drinking by fourteen and working in a racist society, Monty shows strength of character that can only inspire. Well written and full of personal history, his is a story that is all too common amongst Indigenous peoples. The cycle of poverty, created at the beginning of the century, still weighs heavily on the efforts by individuals and communities as Australian moves from civic rights to Indigenous rights. This is a useful resource in a

number of ways, including supporting various HSIE syllabuses. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5 SCIS 987752

WILLIAMS, Magdalene

### *Ngay janijirr ngank = This is my word*

/ edited by Pat Torres. Magabala, 1999

ISBN 1875641475 [994.1]

Dreaming stories, family history and language belonging to Nyulnyul people of Western Australia make up a complex mix: overlaid with the impact of non-Aboriginal people, resulting in a blend of sorrow and spiritual hope. The book is beautifully and imaginatively designed. Paintings by Torres and photographs by Maria Mann complement the large, appealing text font. The Dreaming stories are the story of the people and should appeal to younger readers. The language is also their story and this is the author's attempt to preserve at least some of it so that her people will retain some aspects of Nyulnyul identity. This is a very useful book for classroom studies of one Aboriginal nation. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; HSIE K-6 SCIS 972992

NICHOLSON, John

### *Kimberley warrior: the story of Jandamarra*

Allen & Unwin (True stories/A little ark book)

ISBN 1863738614 [994.103]

The story of Jandamarra, as told in the oral histories of the Bunuba peoples, is presented in this attractively formatted resource. A collaboration between the Bunuba Elders and Nicholson, it shows the Reconciliation process at the grass roots. Nicholson is able to maintain Jandamarra's spirit, his Aboriginality, and fight for justice in the way the book is structured, which reflects the lines of the telling. Broken into segments which are mini stories in themselves, the struggle of the late nineteenth century of the Bunuba peoples is brought alive. With good maps, and lists of key events and people, this excellent work can be used in the classroom in many ways. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; HSIE K-6; History Stages 4-5 SCIS 897330

WARD, Glenyse

### *Wandering girl*

Magabala, 1995

ISBN 1875641246

[994.104]

One of the Stolen Generations, Glenyse was taken when a baby from her mother and raised on an Aboriginal mission to the age of sixteen. She was then assigned as a servant to a Western Australian pastoral family. She tells of the twelve months where she was considered virtually a slave. Glenyse tells her story, engagingly, with humour, irony, compassion and charm, which allowed her to cope with the appalling treatment, inhumanity and lack of dignity, until she was able to escape to establish a life of her own. The power of this excellent story lies in its simple, straightforward prose, and in the knowledge that it occurred in 1960s Australia. It is relevant to many areas of the Aboriginal Studies syllabus, such as oral and contact history, Protection Board policies, racism, and other social issues. D. Gearing, M. McLachlan

**USER LEVEL:** Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Modern History Stage 6

SCIS 866547

PAPUNYA SCHOOL

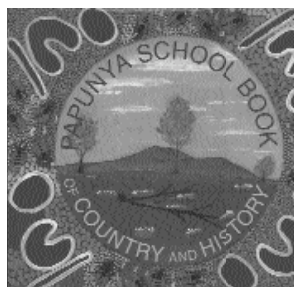
### *Papunya School book of country and history*

/ produced by staff & students at Papunya School; text by Nadia Wheatley; book design by Ken Searle. Allen & Unwin, 2001

ISBN 1186508526X

[994.2]

This story offers a viewpoint about Australia, not often told. It is an account of specific events that have impacted upon the Anangu people, from five different language groups, who came to live together at Papunya. From first contact, through to the arrival of missionaries, to Land Rights, this story has many facets and layers that will unravel as the true story is told. Other topics include: Stolen Generations; health; resistance; massacres; and the Assimilation Policy. It is about two way learning: the Anangu way and the Western way. Aboriginal language (Anungu) is used throughout the text and explained in the glossary. A useful and precise timeline is captured on each double page with the inclusion of an overall timeline that extends into three pages. A powerful, varied collection of children's illustrations and historical photographs have been used to highlight the reality of events that took place. Individual recollections by community members have been used to combine real life experiences with facts about specific events. This is an inspirational attempt to tell it as it was, with passion and dignity. D. Anderson



**USER LEVEL:** Stage 3 Stage 4

**KLA:** English; HSIE

**SYLLABUS:** English K-6; HSIE K-6

SCIS 1058501

### *History in portraits: biographies of nineteenth century South Australian Aboriginal people*

/ edited by Jane Simpson & Luise Hercus, Aboriginal History, 1998 (Aboriginal history monograph 6)

ISBN 0958563721

[994.23]

Providing a rich variety of black and white visual images and well researched biographies, this book is an invaluable resource for teachers of Aboriginal Studies. Featured are the stories of individuals and families from many regions of South Australia, with a particular focus on Kangaroo Island. The information presented is based on historical documents that are well referenced for readers wishing to do further research. As a collection of biographies, this is a unique resource and would be of particular use in the Preliminary course of the *Aboriginal Studies: Stage 6 syllabus*, providing a chronicle of the treatment of Aboriginal people as the colony of South Australia expanded. A. Byron

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6

SCIS 983165

### *Thompson of Arnhem Land [videorecording]*

Film Australia, 2000 (55 min.)

ISBN none

[994.259]

Anthropologist Donald Thompson worked with Aboriginal people in Arnhem Land, Central Australia and Victoria, in a period of enormous change in Aboriginal affairs. Working outside the then fashionable area of social structure, focusing on the realities of people's lives. It is tragic that his film stock was destroyed in a fire. Thompson's collection is now in the Museum of Victoria and its true worth is only now being realised; his still photographs, also featured in this video, are magnificent. Thompson's career began when he volunteered to assist the Federal Government to develop an appropriate Aboriginal policy by investigating the lives of Aboriginal people in Arnhem Land. His recommendations that the Yolngu be protected from the outside world were ignored by contemporaries such as Professor Elkin, the architect of assimilation. His vision did not belong to that time, and he had little impact on government policy. This video was made in collaboration with Laynhupuy and Raminginning homelands people, and is important for gaining insights into government policy of the time. B. Corr

**USER LEVEL:** Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6

SCIS 1015729



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### ***Benny and the dreamers*** [videorecording]

/ produced by Ivo Borum. Ronin Films, 1992 (54 min.)

ISBN none

[994.29]

Up to the 1930s, the Pintubi people in West Central Australia had continued to live as they had done since the Dreaming. With 'white fella' contact, however, Pintubi life changed forever, with some Pintubi choosing to move onto mission settlements such as Hermannsburg, mainly due to easy access to food. We hear from the Pintubi people themselves how this settlement life eventually became a living nightmare of malnutrition, diabetes, grog madness and assimilationist policies. It was only in the 1970s that the Pintubi could envisage moving back to their homelands. The two main characters in the story, Benny Tjapaljarri and Freddy West, have choices over their way of life, where they can 'look after their Land and Dreaming'. What makes this story even more extraordinary is the use of rare archival footage documenting the Pintubi's first contact with white anthropologist Danny Long. Benny and Freddy view themselves in this footage. Over the soundtrack of the original film, a new story is told, in subtitled Pintubi, by Benny, Fred and Danny Long. This retelling is done with much insight and humour and very little anger. This video is a very good demonstration of how Indigenous peoples can tell their own story and their own history. The video's length and subject matter make it more suitable for senior secondary students, but with teacher direction and use of shorter segments, it would also be very useful for junior secondary. B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; History Stages 4-5; Legal Studies  
Stage 6 SCIS 794437

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LEWIS, Darrell

### ***A shared history: Aborigines and white Australians in the Victoria River District Northern Territory***

Timber Creek Community Government Council, 1997

ISBN none

[994.29]

A good photographic journal of a century of European contact with Aboriginal peoples of Victoria River, this work is designed with Reconciliation in mind. Through a text that consists of snapshots of various stages of history, the issues relating to how Reconciliation can occur are explored. The photographs give primary evidence of a shared history. The many policies and practices of White Australia are contrasted with ordinary Australian, Aboriginal, European and Asian people working together for common purposes or interests. This is a useful and excellent book, as it introduces many aspects of the Aboriginal Studies syllabuses. C. Dorbis

**USER LEVEL:**

Stage 4 Stage 5 Stage 6

**KLA:**

HSIE

**SYLLABUS:**

Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6 SCIS 909123

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KIDD, Rosalind

### ***The way we civilise: Aboriginal affairs, the untold story***

University of Queensland Press, 1997 (UQP paperbacks)

ISBN 070222961X

[994.304]

Through Queensland government documents, the history of colonialism in Queensland is revealed by this resource. Kidd has used records of the Queensland Dept. of Aboriginal and Islander Affairs to validate the arguments that Australia does have a black history. For example, a quote from *The Queenslander* of May 1880, which endorses extermination of Aboriginal people, reflected the policies and practices of many, if not all, Queensland governments. Kidd uses the evidence to promote knowledge and understanding of how the past injustices impact on contemporary Australia. Marcia Langton provides a personal view of how the policies and practices affected her people. C. Dorbis

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies  
Stage 6 SCIS 906128

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MORGAN, Eileen

### ***The calling of the spirits***

Aboriginal Studies Press, 1994

ISBN 0855752556

[994.4]

Some fascinating, detailed insights into growing up and life as an Aboriginal in Wallaga Lake are given in this very personal book. It becomes a history of the area as Elder Eileen Morgan tells her and her family's story, and stories passed on from other Elders. It is told simply, conversationally, as a storyteller would, with natural oral rhythms and some repetition so we remember and learn. The scattered, descriptive poems, photographs and illustrations complement the story. It would support a local area study. Complex relations between Aboriginals and whites over time are presented, without judgement, though events and experiences speak for themselves. This book is certainly for the open mind and spirit. C. Foley

**USER LEVEL:** Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; History Stages 4-5; Modern History  
Stage 6 SCIS 826582

ZAGAR, Cilka

### *Goodbye riverbank*

Magabala, 2000

ISBN 1875641637

[994.4]

Through Aboriginal people reminiscing about the old days; the early history of contact in country towns; and experiences of life on the missions or working on pastoral stations, this book provides an opportunity for discussion on a range of topics that will assist non-Aboriginal people develop an understanding of Aboriginal people. Topics include: the importance of family life; the effects of aggressive dispossession, based on racism, ethnocentrism and paternalism, on the dignity of those dispossessed; and the responsibility of governments for the rights of all of its people. Pride in what was achieved when people were treated with respect and recognition is evident in the stories told, and providing an excellent basis for discussion about human rights and equal opportunities. R. Carney

**USER LEVEL:** Stage 5 Stage 6

**KLA:** English

**SYLLABUS:** Aboriginal Studies Stage 6; English 7-10;  
English Stage 6: *Standard* SCIS 1033228

DAVIS-HURST, Patricia

### *Sunrise Station*

SunBird, NSW, 1996

ISBN 0646283308

[994.4092]

Sunrise Station is now known as Purfleet, and lies on the southern approaches to Taree. Whilst this book is principally autobiographical and focusses on growing up in the Taree district, it draws its strength from the subtle and fascinating anecdotal evidence by which aspects of Koori culture and its history are revealed. The text is well supplemented with illustrations and photographs, and the personal elements in this approach engender an admiration for the survival of Aboriginal communities past and

present. This is an extremely useful resource across a range of KLAs requiring original source material, including contemporary English issues. E. Maxwell

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** English; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
Stage 6; History Stages 4-5 SCIS 880455

LANDON, Carolyn & TONKIN, Daryl

### *Jackson's track: memoir of a Dreamtime place*

Penguin, 2000

ISBN 0140276602

[994.5]

Telling the story of a family from the 1930s through to the 1960s, this book is an amazing oral history of a non-Aboriginal bushman and his life with an Aboriginal woman. Daryl Tonkin moved to the forests of West Gippsland to start a new life with his brother during the Depression. They bought land at Jackson's Track beside a large Aboriginal camp. Daryl tells his story as he falls out with his brother over his relationship with an Aboriginal woman, and how he and Euphie establish a happy life together. As time passes the community of Jackson's Track are the targets of, firstly, the police, and then welfare agencies, eventually forced to leave the area. This inspiring story is a powerful exploration of an Aboriginal community in the period of protection and assimilation, told openly by a white man caught between two worlds. This book is a worthwhile resource for history Stage 5, and the *Aboriginal Studies: Stage 6 syllabus*, particularly for the *Heritage and identity* unit. Many students and teachers would find this a fascinating and moving story. A. Byron

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** History Stages 4-5; Aboriginal Studies Stage 6  
SCIS 1005584

# Internet sites

*Sites are listed alphabetically by title.*

*Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The USER LEVEL descriptor, Professional, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed.*

## Aboriginal and Torres Strait Islander page

<http://cf.vicnet.net.au/aboriginal/>

Designed to be a starting point for Aboriginal and Torres Strait Islander information in Victoria, this site provides a mechanism for Indigenous people to keep in contact with their community. Users have access to many research sources through hypertext links to current events, conferences and public seminars, history, mailing lists, cultural aspects, and political and sociological issues. There are also links to Australian and Canadian Aboriginal information, and newsgroups. It is well presented, using relevant subheadings. The variety of information will provide secondary students with an excellent source for the contemporary study of the Aboriginal peoples, though time is required to locate specific information. K. Bennett, C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6; Modern History Stage 6

**SCIS SUBJECTS:** Aboriginal peoples; Torres Strait Islanders  
**KEYWORDS:** Aboriginal; Indigenous studies; Torres Strait Islander

**PUBLISHER:** ATSIC, ACT

**REVIEW DATE:** 22/8/03 [994]

SCIS 1033173

## Aboriginal Australia

<http://www.aboriginalaustralia.com>

Adelaide based, this company is 27 per cent owned by the Iliri Trust, a special purpose trust, whose aim is to encourage further Aboriginal cultural enterprise. Well designed and easy to navigate this site reflects the new e-business that is developing. It is an important sites as it shows a positive indigenous culture within Australia. The six main sections: **Shop; Travel; Art centers; Culture; and Cultural businesses** each contain a wealth of information to cover a number of topics or themes areas across a number of syllabuses. The information is clearly presented with many photographs and video clips. C. Dorbis

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; HSIE K-6; Legal Studies Stage 6; Modern History Stage 6

**SCIS SUBJECTS:** Aboriginal peoples; Art, Aboriginal

**KEYWORDS:** Culture; heritage; indigenous

**PUBLISHER:** Aboriginal Australia Pty Ltd

**REVIEW DATE:** 22/8/03 [994]

SCIS 994968

## Aboriginal Youth Network

[http://ayn.ca/band\\_home.asp](http://ayn.ca/band_home.asp)

A Canadian initiative, this is designed by and for indigenous youth in an effort to create and maintain an online youth community. It provides access to information and news stories and allows participants to exchange ideas, ideals, values, beliefs and cultures, and traditions. Supported by the Canadian Department of Indian and Northern Affairs, it is well designed and easy to navigate. The issues, such as police and indigenous youth, reflected in this homepage seem to be worldwide for indigenous youth. This is a good source for the comparative international study in the *Aboriginal Studies: Stage 6 syllabus* (approved 1999). It is regularly updated. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6

**SCIS SUBJECTS:** Indigenous peoples

**KEYWORDS:** Aboriginal; youth

**PUBLISHER:** Indian and Northern Affairs, Canada

**REVIEW DATE:** 22/8/03 [305.235]

SCIS 1033178

### Aborigine News

<http://www.aboriginenews.com/>

Part of the *World News* network, this site collects news stories about Indigenous Australia. The news stories on the front page are current, but there is also an extensive archive. The featured headlines are linked to the source newspaper running that particular story, along with the full text article. The site is helpful for investigating current affairs relevant to Aboriginal people and issues. The majority of external links to other sites, featured on the left hand bar, are good; though there is a concern about the authenticity and copyright of one link, *Encyclopaedia of Aboriginal culture*. *Aborigine News* is a useful site for both Aboriginal Studies and Legal Studies. The volume of information available, means users need to be focussed in their information search strategies. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English Stage 6: *Standard Advanced*; *ESL*; History Stages 4-5; Legal Studies Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples; Australia – History – 1991-  
**KEYWORDS:** Aborigine; news  
**PUBLISHER:** World News, USA?  
**REVIEW DATE:** 22/8/03 [994] SCIS 1033012

### Australian Institute of Aboriginal and Torres Strait Islander Studies

<http://www.aiatsis.gov.au/>

This academic service is essential for any study of Aboriginal Australia. It is regularly up-dated and could be visited regularly for current affairs. It contains sections such as: **What's new**; **Publications**; **Index**; **About AIATSIS**; and **Native Title** research. **Publications** is an extensive list of Aboriginal and Torres Strait Islander works that can be searched by **Subject**, **Author**, or **Title**. The **Native Title** research unit is easy to use, and provides access to copies of newsletters, issues papers, and agreements issues papers. Because of the extensive number of categorised links, it is easy to keep current with the latest views and facts. Time may be required to locate specific information. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples; Torres Strait Islanders  
**KEYWORDS:** Aborigines; indigenous studies; Torres Strait Islanders  
**PUBLISHER:** AIATSIS, ACT  
**REVIEW DATE:** 22/8/03 [994] SCIS 994972

### AIATSIS - Indigenous languages and interactive technology at AIATSIS

[http://www.aiatsis.gov.au/rsrch/rsrch\\_pp/ilit\\_aiatsis.htm](http://www.aiatsis.gov.au/rsrch/rsrch_pp/ilit_aiatsis.htm)

Easily navigated, the site features an Indigenous language of the month series. This features writings in various Aboriginal languages, including those of New South Wales, with English translations line by line. These resources would be used in consultation with the local Aboriginal community. The site is worth visiting regularly as the information changes with regular updates. It contains **Coombs indigenous languages** page; an **Australian languages bibliography**; **Aboriginal studies electronic data archive (ASEDA)**; and **ASEDA on-line catalogue** from the Coombs server at Australian National University. The **Kamilaroi/Gamilaraay web dictionary** and **Arrernte bibliography** are also linked to this site. Time is required to explore external links for curriculum relevance and to locate specific information. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** HSIE; Languages  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6  
**SCIS SUBJECTS:** Aboriginal people – Languages; Torres Strait Islanders - Languages  
**KEYWORDS:** Australian; Indigenous; languages  
**PUBLISHER:** Australian Institute of Aboriginal and Torres Strait Islander Studies  
**REVIEW DATE:** 22/8/03 [499] SCIS 1033182

### AIATSIS – RCIADIC research register

[http://www.aiatsis.gov.au/rsrch/rsrch\\_pp/dic\\_surv.htm](http://www.aiatsis.gov.au/rsrch/rsrch_pp/dic_surv.htm)

Designed to monitor the implementation of the Royal Commission into Aboriginal Deaths in Custody's recommendations, this site accesses information on the ongoing effects of colonialism. A simple introduction explains why, when, and by whom it was set up. The database uses a search interface that allows users to search, by text, journal title or author, for information on implementation of the recommendations, and the effects of incarceration on Aboriginal peoples. Using 'education' as a search term produced 40 contemporary texts and authors who had submitted papers on the education recommendations. A more refined search can be achieved if the user has a copy of the recommendations. This site is useful for teachers and students in Aboriginal Studies and Legal Studies. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6  
**SCIS SUBJECTS:** Aboriginal deaths in custody  
**KEYWORDS:** Deaths in custody; Royal Commission recommendations  
**PUBLISHER:** Australian Institute of Aboriginal and Torres Strait Islander Studies  
**REVIEW DATE:** 22/8/03 [323.1] SCIS 1033185



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## The Ainu Museum

<http://www.ainu-museum.or.jp/english/english.html>

This simple, well designed site introduces the indigenous people of Japan to the world. Sections about lifestyle (**Clothing**, food, and **Housing**), beliefs (life cycles and oral history), and religion are clearly explained from the Ainu perspective. Well illustrated, easily read text allows users to explore the history of the Ainu. The site enhances understanding of the Ainu people. It could be useful for comparative studies. Students would find the site easy to navigate. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5  
**SCIS SUBJECTS:** Ainu; Indigenous peoples  
**KEYWORDS:** Ainu Museum; indigenous  
**PUBLISHER:** The Ainu Museum, Japan  
**REVIEW DATE:** 22/8/03 [305.89] SCIS 1033320

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## Arctic Circle

<http://arcticcircle.uconn.edu/index.html>

Devised for the indigenous peoples north of the 66th parallel, this extensive home page has indexes leading to relevant information for an understanding of the indigenous issues worldwide. The information covers peoples from Canada, Russia, Scandinavia, and Greenland. Through twelve sections, ranging from an introduction, through issues that affect all indigenous peoples, to a virtual classroom and search engine, much information can be gained. The seven main areas: **Natural resources**; **History and culture**; **Museum**; **Virtual dassroom**; **Forum** and **Social equity and environmental justice**, cover issues from the traditional through to the contemporary. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; Legal Studies Stage 6  
**SCIS SUBJECTS:** Indigenous peoples  
**KEYWORDS:** Arctic; Canadians; Greenlanders; indigenous; Russians; Scandinavians  
**PUBLISHER:** University of Connecticut, USA  
**REVIEW DATE:** 22/8/03 [998] SCIS 990160

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## ATSIC (Aboriginal and Torres Strait Islander Commission)

[http://www.atsic.gov.au/default\\_ns.asp](http://www.atsic.gov.au/default_ns.asp)

This is an essential page for the understanding of contemporary Aboriginal Australia. The site has been recently rebuilt using frames and exploration time may be needed to get used to the navigation. This site has a great deal of relevant information for Aboriginal Studies, with several main categories leading to specific information and relevant links

for different perspectives on all Indigenous issues. A new and valuable addition is the Torres Strait Islander Advisory Board (TSIAB) Internet site. Topics include: **Native title**; **Cultural information**; **Media/Speeches**; **Library/Publications**; and a contacts page. Information on NAIDOC Week and many links to other Indigenous sites, including the Minister's make this a comprehensive site, though exploration time is required to verify syllabus relevance. Because of the volume of information present, students would need to be clearly focussed to ensure efficient use of the site. Specific sections of this site are part of the prescribed texts 2001-2002 for the Advanced course of the *English: Stage 6 syllabus* (approved 1999). C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English Stage 6: *Advanced* Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples; Torres Strait Islanders  
**KEYWORDS:** Aboriginal; Indigenous studies; Torres Strait Islander  
**PUBLISHER:** ATSIC, ACT  
**REVIEW DATE:** 22/8/03 [353.534] SCIS 998769

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## Australian Human Rights & Equal Opportunity Commission website

<http://www.hreoc.gov.au/index.html>

An outstanding site, this deals with **Disability rights**, **Sexual discrimination**, **Human rights** and **Aboriginal and Torres Strait Islander social justice**. As social justice and human rights are the key concepts in the Aboriginal studies curriculum, this is an invaluable resource. **Social justice** examines issues fundamental to the core of the *Aboriginal Studies: Stage 6 syllabus* (approved 1999), providing easy to read text and up to date statistics on all major social indicators. The issues of Aboriginal Deaths in Custody, Stolen Generations, and Native Title are addressed in detail with both government reports (including *Bringing them home: the 'Stolen Generation'*) and basic summaries, making it a helpful resource for teachers and students. There is also a **School page** where students can have their questions answered. **Links** are provided to sites dealing with specific types of discrimination, though exploration time is required to verify curriculum relevance of these. The site is regularly updated. A. Byron, B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5; Legal Studies Stage 6; Society & Culture Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples; Social justice; Torres Strait Islanders  
**KEYWORDS:** Discrimination; equal opportunity; human rights; Stolen Generations  
**PUBLISHER:** Human Rights and Equal Opportunity Commission, Australia  
**REVIEW DATE:** 22/8/03 [353.4] SCIS 1144261

### Australian Human Rights and Equal Opportunity Commission website: information for school students

[http://www.hreoc.gov.au/info\\_for\\_students/index.html](http://www.hreoc.gov.au/info_for_students/index.html)

This outstanding site for students and teachers deals sensitively, yet thoroughly, with human rights and social justice. Presented in simple and uncomplicated language, the site provides students with unbiased answers to commonly asked Questions. Human rights is defined, and the Convention on the Rights of the Child and Declaration on the Rights of the Child are included, which support *Social systems and structures* substrands of *HSIE K-6: syllabus*. Navigation of the site is via the side bar, and from the sitemap, a hypertext listing of contents facilitates the selection of reports such as *Bringing them home: the Stolen Generation*. Links are provided to sites dealing with specific types of discrimination, and time is required to verify the curriculum relevance of these. The site promotes civic participation amongst students in human rights issues through the *Youth Challenge*, accessed in **Information for teachers**. L. Singleton

**USER LEVEL:** Stage 3 Stage 4 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5  
**SCIS SUBJECTS:** Civil rights; Social justice  
**KEYWORDS:** Human rights; Stolen Generation  
**PUBLISHER:** Human Rights and Equal Opportunity Commission, Australia  
**REVIEW DATE:** 22/8/03 [305] SCIS 1079250

### Australian Indigenous HealthInfoNet

<http://www.HealthInfoNet.ecu.edu.au/>

This well organised, comprehensive, easily navigated site offers "Quality information for better Indigenous health". Across several sections, it offers Australia wide resources and information specific to each state. **Health** is particularly relevant to the *PDHPE: Stage 6 syllabus* (approved 1999) HSC core 1, *Health priorities in Australia* and HSC option 5, *Equity and health*. It contains extensive information about the health status of Indigenous Australians and would be ideal for students who are investigating health inequalities between different population sub groups. **Links** leads to a comprehensive list of related web sites, which require further investigation to determine curriculum relevance. Information on this site should be approached with cultural sensitivity, and could be complemented by consultation with the local Aboriginal community. J. Atkin, C. Dorbis

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** Aboriginal Studies Stage 6; PDHPE Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples – Health; Torres Strait Islanders – Health

**KEYWORDS:** Aboriginal; health; Torres Strait Islanders  
**PUBLISHER:** Edith Cowan University, WA  
**REVIEW DATE:** 22/8/03 [362.84] SCIS 1031843

### Australasian Legal Information Institute

<http://www.austlii.edu.au/>

With nearly half a million pages, this is an invaluable site. It aims to provide free Internet access to legal information, legislation, treaties, decisions of courts, and tribunals. Its resources include primary material such as the full text of Australian legislation, the judge's summation in legal cases, and public domain secondary material. It is possible to read transcripts of recent court cases and judgements, including Human Rights Committee and High Court material. Several search engines are available to locate information within the clearly and logically organised site, while the links pages (exploration time required) include indices to law sites within and beyond Australia, eg. Australian Human Rights Information Centre, and the Council for Aboriginal Reconciliation. It is regularly updated. R. Buchanan, E. Maxwell

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; Legal Studies Stage 6  
**SCIS SUBJECTS:** Australia - Law and legislation; Citizenship; Civil rights; International law; Law - Australia; Legislation  
**KEYWORDS:** Law; legal  
**PUBLISHER:** AustLII (Faculties of Law, University of Technology Sydney & University of NSW)  
**REVIEW DATE:** 22/8/03 [349.94] SCIS 1033331

### Balkanu Cape York Development Corporation

<http://www.balkanu.com.au/>

Although designed to reflect the self determination in the Aboriginal people of Cape York, this site does more than this. It is a statement about positive community based action. Containing such sections as: **Business; Media; Projects; Events; Places; and Building team – latest photos**. In **Footprints before me – a family history**, a determined people are revealed. The information supplied about the community, on the main land and the islands, is up to date and relevant. Well illustrated with contemporary and historical images, it is useful for a number of topics in Aboriginal studies. Teachers should preview the site to develop work sheets that will focus the students on most appropriate material for the topic or theme. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples – Queensland

**KEYWORDS:** Cape York; Indigenous  
**PUBLISHER:** Balkanu Cape York Development Corporation, Australia  
**REVIEW DATE:** 22/8/03 [994.3] SCIS 1047163

### **Centre for Aboriginal Economic Policy Research**

<http://online.anu.edu.au/caepr/>

The Centre for Aboriginal Economic Policy Research has seven clearly labelled sections on this important home page, which gives an understanding of the policy research in contemporary Aboriginal economics. It includes: **CAEPR information**; **Discussion papers** on Aboriginal economic development, sorted by year of publication and with an abstract of each paper; **Research monographs**; **Issue briefs**, which detail in abbreviated form the key research results of papers; **Ordering information** for past papers; **Working papers**; and **Search CAEPR**. As the site has up to date information on Aboriginal economics and policy research, it can offer a high level of academic information for the *Aboriginal Studies: Stage 6 syllabus* (approved 1999). C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples  
**KEYWORDS:** Aboriginal economics; policy; research  
**PUBLISHER:** Australian National University, ACT  
**REVIEW DATE:** 22/8/03 [305.89] SCIS 1033347

### **Center for World Indigenous Studies home page**

<http://www.cwis.org/>

The publisher of this site is an independent, non profit research and education organisation dedicated to education, social justice, human rights of indigenous peoples, and cultural diversity as enriching the world. This comprehensive site provides information on indigenous issues and strategies for indigenous peoples across the world, and offers excellent potential for supporting comparative studies. The **Fourth World Journal** may be useful for those students studying contemporary international indigenous issues. The **Fourth World Documentation Project** contains many documents relevant to Australian and overseas indigenous people. An internal search engine assists users to locate specific information. In the context of this site, the "Fourth World" includes the 5000 to 6000 internationally unrecognised nations whose descendants maintain a distinct political culture within the states which claim their territories. As part of the **Indigenous peoples' web ring**, this site allows access to many other Indigenous sites, though exploration time is required to verify curriculum relevance. C. Dorbis, B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6

**KEYWORDS:** Aboriginal studies; Fourth World; indigenous  
**SCIS SUBJECTS:** Aboriginal peoples; Indigenous peoples  
**PUBLISHER:** Centre for World Indigenous Studies  
**REVIEW DATE:** 22/8/03 [306.08] SCIS 978831

### **Council for Aboriginal Reconciliation Publications (Vincent Lingiari lectures)**

<http://www.austlii.edu.au/au/special/rsjproject/rsjlibrary/car/>

Five **Vincent Lingiari lectures** may be found at the end of this alphabetical listing. Exploring issues of Indigenous and non-Indigenous historical and contemporary relationships, the speeches from the annual Lingari speeches, are important steps in the Reconciliation process. Delivered by five eminent Australians: Sir William Deane; Gough Whitlam; Gurrurway Yunupingu; Pat Dodson; and Malcolm Fraser, the speeches capture the thinking of people who have influenced the debate about, or legislation for, Indigenous rights and Reconciliation. Key ideas are encompassed in the speeches and these ideas are related to topic areas of a number of HSIE syllabuses including human rights and heritage. The speeches can be integrated in the classroom as primary evidence for topics being studied. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples – Civil rights; Reconciliation of Aboriginal and non-Aboriginal Australia; Torres Strait Islanders – Civil rights  
**KEYWORDS:** Vincent Lingiari; Reconciliation  
**PUBLISHER:** Council for Aboriginal Reconciliation, Australia  
**REVIEW DATE:** 22/8/03 [323.1] SCIS 1047105

### **Cultural Survival**

<http://www.cs.org>

Concerned with the rights of indigenous people worldwide, this site contains anthropological material and information from indigenous perspectives useful for cross cultural studies for the opening section of the *Society and Culture: Stage 6 syllabus* (approved 1999). **Active Voices**, an online journal, contains educational materials that promote tolerance and understanding of other cultures and respect for indigenous people. **Related sites** gives access to a range of sites addressing diverse issues. Exploration time is required to verify curriculum relevance of external site links. C. Dorbis, C. Preston

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6; Society & Culture Stage 6

**SCIS SUBJECTS:** Human rights; Indigenous peoples  
**KEYWORDS:** Cultural; indigenous  
**PUBLISHER:** Cultural Survival Inc., Cambridge, USA  
**REVIEW DATE:** 22/8/03 [306.08] SCIS 1033398

### *The First Perspective – Aboriginal, First Nations and native news in Canada*

<http://www.firstperspective.ca/>

A newspaper on the Internet for Canada's indigenous peoples is presented by this site. Its counterpart in Australia is the *Koori Mail*. This easily navigated site, allows students to access information on issues concerning Canada's indigenous peoples. Students can easily draw comparisons and reach conclusions about the similarities and differences between Canada and Australia. **Ottawa watch** provides an insight into political developments; **Legal** offers articles on the law and Canada's aboriginal peoples; and **Pow Wows** provides information on indigenous events. Some interesting legal developments should make this relevant to many Stage 6 students. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Indigenous peoples  
**KEYWORDS:** Aboriginal; indigenous; perspective  
**PUBLISHER:** Taiga Communications Inc., Canada  
**REVIEW DATE:** 22/8/03 [305.897] SCIS 1033405

### *Fremantle Arts Centre Press*

<http://www.facp.iinet.net.au/>

Material about Australian authors and their works is conveniently located at the commercial site of this publisher. **New titles** are grouped in order of publication date, and the **Catalogue** provides a comprehensive listing of their books in categories such as: **Aboriginal writing**; **Poetry**; and **Young readers**. Information about writers is easily found either through hyperlinks in the catalogues, or from an alphabetical listing in **Authors**. Summaries of the books published by particular authors are provided, with the covers displayed. Unfortunately not all authors have biographical information, but simple biographies may be found for many, including: Elizabeth Jolly; Sally Morgan; and Tim Winton. S. Leslie

**USER LEVEL:** Stage 3 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; English K-6  
**SCIS SUBJECTS:** Australian literature; Authors, Australian  
**KEYWORDS:** Publisher  
**PUBLISHER:** Fremantle Arts Centre Press, Western Australia  
**REVIEW DATE:** 22/8/03 [A820] SCIS 1039163

### *Frontier online*

<http://www.abc.net.au/frontier/>

A professional, well designed site, this has been based on material developed from the ABC television series, *Frontier*, which examined the frontier wars between white Australians and Aboriginal peoples. Included on the site are the contents of three forums: **Treaties**; **Personal responsibility**; and **Reconciliation**, which were originally conducted as a **Live panel**. Other inclusions are: a detailed **Background** on each of the *Frontier* episodes; an extensive **Glossary**; and a **Guestbook**, where issues can be discussed. The **Education** section is current and contains well researched teacher and student information, including worksheets. There is a worthwhile list of **Resources**. This site is an excellent survey of opinion and information relating to Aboriginal post invasion history and Reconciliation. C. Dorbis, B. Percival

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples – Race relations; Australia – Race relations  
**KEYWORDS:** Aboriginal history; frontier; Reconciliation  
**PUBLISHER:** Australian Broadcasting Corporation  
**AUTHOR:** PRICE, Kaye  
**REVIEW DATE:** 22/8/03 [994] SCIS 1034168

### *Human Rights and Equal Opportunity Commission website: children's rights*

[http://www.hreoc.gov.au/human\\_rights/children/index.html](http://www.hreoc.gov.au/human_rights/children/index.html)

It is important for students to study controversial issues from a number of different perspectives. Mandatory sentencing is such an issue. This is one of a number of sites presenting information for and against mandatory sentencing. Each site has a different perspective and needs to be balanced by the others. Important current information is held in all the sites for those studying Aboriginal Studies and Legal Studies. Each site has a different volume of information. It is therefore suggested that teachers preview them and develop work sheets based on the material. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Children – Civil rights  
**KEYWORDS:** Children; equal opportunity; human rights  
**PUBLISHER:** Human Rights and Equal Opportunity Commission, Australia  
**REVIEW DATE:** 22/8/03 [323.3] SCIS 1047139



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## ***The Inca Trail and Machu Picchu***

<http://www.raingod.com/angus/Gallery/Photos/SouthAmerica/Peru/IncaTrail/>

The Inca Trail is a hiking route through the mountains near Cuzco, Peru, which ends at the Inca city of Machu Picchu. This site provides a short, illustrated account of the walking tour; and some information about Mayan society. The information is comprehensive and accurate, and accompanied by many clear photographs that may be enlarged. An **Interactive map** shows scenery along the trail. Links are provided to photograph collections of archaeological sites in Europe, the Middle East and the Americas. These would need to be investigated further to determine their curriculum relevance. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5

**KLA:** HSIE

**SYLLABUS:** History Stages 4-5

**SCIS SUBJECTS:** Incas; Peru – History

**KEYWORDS:** Inca Trail; Machu Picchu

**PUBLISHER:** Angus McIntyre

**REVIEW DATE:** 22/8/03 [985] SCIS 1030769

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## ***Indian and Northern Affairs Canada***

[http://www.inac.gc.ca/index\\_e.html](http://www.inac.gc.ca/index_e.html)

The comprehensive pages of this official site of the Canadian government cover all aspects of policy and law relating to Canadian indigenous affairs. Students would need a focussed approach to locate specific information. The site is user friendly, with each of the 24 sections clearly marked. It is a useful site across a range of secondary HSIE syllabuses. **Kids stop**, developed specifically for students, provides easy to read information on the people, place names, language and history of this group of indigenous peoples. Simple, classroom activities are also available for download and can be used with permission. Information available here would support comparative studies. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6

**SCIS SUBJECTS:** Indigenous peoples

**KEYWORDS:** Aboriginal; Canada; Indian; indigenous

**PUBLISHER:** Indian and Northern Affairs, Canada

**REVIEW DATE:** 22/8/03 [305.897] SCIS 1033415

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## ***International Indian Treaty Council***

<http://www.treatycouncil.org/>

An organisation of indigenous peoples from North, Central, South America and the Pacific, has published this informative site. The value of the web site is in the policy statements, reports (often from the United Nations), history, and indigenous perspectives it offers. The compre-

hensive text information contains important details about the continuing struggles of indigenous people to break the stereotypes of the past colonial world. There is a wealth of information for discerning teachers and students. This is a useful site for historiography and international comparative studies in Aboriginal studies. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6; Modern History Stage 6

**SCIS SUBJECTS:** Indigenous peoples

**KEYWORDS:** Indian; international; treaty

**PUBLISHER:** The International Indian Treaty Council, USA

**REVIEW DATE:** 22/8/03 [306.08] SCIS 1033423

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## ***Main Maori site on the Net!***

<http://www.maori.org.nz>

A decorative home page, which acts as a scrollable index with clearly defined topics, is on this attractive site. The welcome is in Marae, and represents the Whakairo people's views and cultural expressions. It reflects a trend in some indigenous web sites to present both cultural and related business information. Sections on carving; performing arts; language studies; **Marae protocol**; myths and legends; and a Marae general knowledge quiz, provide a good starting point for the understanding of a complex society. These complexities are discussed in historic and contemporary time frames. An interactive map gives listings of Maori peoples in each region of New Zealand. This is a relevant site for senior students exploring indigenous cultures and doing comparative studies. Exploration time is required to locate relevant information at linked sites, which are arranged by category. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** CA; HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5; Visual Arts 7-10

**SCIS SUBJECTS:** Indigenous peoples; Maori

**KEYWORDS:** Maori; New Zealand

**PUBLISHER:** Maori Web Sites, NZ

**REVIEW DATE:** 22/8/03 [305.89] SCIS 1033433

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## ***National Museum of Australia***

<http://www.nma.gov.au/>

This attractive, constantly updated site contains useful historical and contemporary information, **Exhibitions and events**, and **Education resources**. Students would need assistance navigating the layers in some sections. The Museum's role in relation to Aboriginal peoples is defined under the Aboriginal and Torres Strait Islander Heritage Act 1984. Besides an educational role, it has the task of returning artefacts and Aboriginal remains from the past. The Collection has three central themes: **Gallery of**

Aboriginal Australia; Australian social history; and People and the environment. All three sections are inclusive of Aboriginal peoples, and in relation to Aboriginal and Torres Strait Islander people and culture, it is specifically stated that Aboriginal and Torres Strait Islander people will be consulted and have control. Travelling exhibition locations and dates are also given. Education resources has a range of possible materials which could be adapted by teachers for students from Stage 3 to Stage 6. While attempts are made to address issues of cultural diversity among Aboriginal peoples, for example in **Coasting on the web**, care would need to be taken to consult with the local Aboriginal community to ensure appropriate use of the information. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE; Science  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; HSIE K-6; History Stages 4-5; Legal Studies Stage 6; Science Stages 4-5  
**SCIS SUBJECTS:** Aboriginal peoples; Australia – Galleries and museums  
**KEYWORDS:** Aboriginal; National Museum of Australia; Torres Strait Islanders  
**PUBLISHER:** National Museum of Australia  
**REVIEW DATE:** 22/8/03 [069.0994] SCIS 1033435

### National Native Title Tribunal

<http://www.nntt.gov.au/>

This well designed site caters for specialised study of contemporary Land Rights issues. A clear index allows students or teachers to access current information on Native Title. Topics covered include: **Questions and answers**; **What's new**; **Media releases**; **Publications**; **Policies and procedures**; and **Time lines**. Each of these can be viewed on a state basis. It also provides a page to have questions answered by members of the Tribunal, and contact lists for each state. This site is an essential reference when studying Land Rights. It could be complemented by additional resources specifically from Aboriginal perspectives. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples – Land Rights  
**KEYWORDS:** Native Title  
**PUBLISHER:** Commonwealth Government, WA  
**REVIEW DATE:** 22/8/03 [346.9404] SCIS 1033441

### NativeWeb

<http://www.nativeweb.org/>

A collective project, from many of the world's indigenous peoples, this location is aimed at linking all indigenous

peoples through modern technology to make a cyber community. It contains three broad sections: **Resource centre**; **Community centre** with **Message boards** and **Email lists**; and **General site information**. Information may be obtained either by: **Subject**; **Nation**; **Geography**; or **Document search**, thus making it an easy home page to navigate. Whilst the volume of information pertaining to most of the world's indigenous communities, through links, makes this a very useful resource for comparative studies, searching needs to be focussed to locate relevant information. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6  
**SCIS SUBJECTS:** Indigenous peoples  
**KEYWORDS:** Cultures; indigenous; Native  
**PUBLISHER:** NativeWeb, USA  
**REVIEW DATE:** 22/8/03 [306.08] SCIS 1033443

### Our culture our future: Indigenous cultural and intellectual property rights

<http://www.icip.lawnet.com.au/>

Ownership of culture is the basis of this Internet site. It is the electronic version of the report into cultural ownership commissioned by Australian Institute of Aboriginal and Torres Strait Islander Studies and the Aboriginal and Torres Strait Islander Commission (ATSIC). The threats to Indigenous Australians' cultural ownership are more urgent today because of the globalisation of media. With many recent examples of non-Indigenous people exploiting indigenous culture this site is very relevant to those who wish to understand the issues. Simple in design all sections are easy to access. With links to government initiatives, world developments and bibliography this site is very useful across a number of themes and topics in many HSIE syllabuses. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples – Civil rights  
**KEYWORDS:** Indigenous; intellectual property rights  
**PUBLISHER:** Aboriginal and Torres Strait Islander Commission & Australian Institute of Aboriginal and Torres Strait Islander Studies  
**REVIEW DATE:** 22/8/03 [346.9404] SCIS 1047114

### OzLit@Vicnet - Australian literature, books, reading & writing (Aust. Aboriginal writers)

<http://home.vicnet.net.au/~ozlit/aborigwr.html>

On this simple home page is listed, at time of this review, a large number of Aboriginal authors: poets; illustrators;

performers; and storytellers. Most authors have biographical details; some have links to their own home page and, in some cases, extracts from their writings and covers of selected books. There are **Aboriginal links** to a page called *Australian Aboriginal interests* which links to several further useful pages. It also provides a registered listserv for **Literary discussion group** contributions. The site may be accessed to show the range of contemporary Aboriginal writers, and the breadth of topics and styles in their works. The site also contains advertisements for Australian writing events and new books. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English 7-10; English Stage 6: *Standard, Advanced, ESL*; History Stages 4-5  
**SCIS SUBJECTS:** Authors, Aboriginal  
**KEYWORDS:** Aboriginal writers; Australian literature; books; reading; writing  
**PUBLISHER:** VICNET, Victoria  
**AUTHOR:** SCHMIDT, Mareya & Peter  
**REVIEW DATE:** 22/8/03 [A820] SCIS 1030190

## **RAWW - Redfern Aboriginal warriors website**

<http://mail.koori.usyd.edu.au/raww/default.html>

Containing five major sections: **Koori proud**; **Koori vibes**; **Koori kids**; **Koori culture**; and **Koori contacts**; this site is about a youth culture of inner Sydney. It is a well constructed site using visible Aboriginal colours and Koori language of inner Sydney. Aimed at the youth market, it reflects the audience it is designed for, using bold and dark colours. It is an important site because it helps breakdown the idea that Aboriginal people only live in desert country. Each section reflects what the youth of Redfern do, including community based activities, film reviews, Profiles and Poems and stories. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples – New South Wales; Adolescents in Australia  
**KEYWORDS:** Koori; Redfern  
**PUBLISHER:** The Settlement Neighbourhood Centre, Chippendale, Australia  
**REVIEW DATE:** 22/8/03 [994.4] SCIS 1047177

## **Reconciliation Australia: Council for Aboriginal Reconciliation**

<http://www.austlii.edu.au/au/ongs/car/>

For an understanding of contemporary Aboriginal Australia, this is an essential page with a vision of a reconciled Australia. Key sections include: **Roadmap for**

**Reconciliation**; **The people's movement**; **Media releases**; **Social research**; draft Reconciliation documents; **Social justice library**; and information on getting involved in a young person's network. The library has important information on the **Royal Commission into Aboriginal Deaths in Custody** and **Bring them home - a community guide**. Resources offer newsletters, social justice updates, and key issues papers. This is an important source of current and historical information about significant contemporary issues. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Legal Studies Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples; Torres Strait Islanders  
**KEYWORDS:** Aboriginal; Aboriginal Deaths in Custody; Indigenous studies; Reconciliation; Torres Strait Islanders  
**PUBLISHER:** Council for Aboriginal Reconciliation, Canberra  
**REVIEW DATE:** 22/8/03 [323.1] SCIS 1033394

## **The role of storytelling (Indigenous Australia)**

<http://www.dreamtime.net.au/dreaming/index.htm>

Although designed to support a program of cultural events, the site is useful in the classroom. Developed with Indigenous people from a number of communities, it contains Dreaming stories told by the custodians of these stories. It shows the range of Dreaming stories and how Indigenous and non-Indigenous people can work together in Reconciliation. The stories may be read, but require *Realplayer* for the audio and video presentations. The reliance on one brand of Internet plug-in may cause some problems as it is a 12.8 MB download. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples - Dreaming  
**KEYWORDS:** Indigenous  
**PUBLISHER:** Commonwealth Institute, UK & Australian Museum  
**REVIEW DATE:** 22/8/03 [298] SCIS 968110

## **Rottnest Island Western Australia**

<http://www.rotnest.wa.gov.au>

Given the sensitivity of the issues surrounding Rottnest Island, this web site is quite informative about its history as: prison; reformatory; military garrison; and governor's holiday resort. It would be a more valuable resource if Aboriginal voices could be included. Rottnest Island was one of the British Empire's earliest prisons for Indigenous peoples. Between 1838 and 1922 some 3700 Aboriginal men and boys were incarcerated here. Many still remain in

the burial ground. Some specific information to support the new HSIE K-6 syllabus strand, *Change and continuity* is available. This includes: issues relating to cause and effect of change in the local community; human rights; and experiences of Aboriginal prisoners. Related historical information is accessed by selecting particular dates on the **History and heritage** timeline in **All about Rottnest**. Additional information is provided in the historical photographs, included with permission from Aboriginal Elders, not all of which are captioned. Material appropriate to the *Environment* strand of the HSIE K-6 syllabus is also provided. Information is simple and concise. It is an attractive site, although students would need guidance navigating its layers. B. Corr, S. Zivanovic

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5; Society & Culture Stage 6  
**SCIS SUBJECTS:** Aboriginal peoples; Aboriginal peoples – Race relations; Australia – Race relations; Environmental protection; Rottnest Island  
**KEYWORDS:** Environment; prisons; Rottnest; Western Australia  
**PUBLISHER:** Rottnest Island Authority, Western Australia  
**REVIEW DATE:** 22/8/03 [919.41] SCIS 1033454

### Teaching heritage

<http://www.teachingheritage.nsw.edu.au/>

#### ABSTRACT

Focusing directly on the Stages 4-5 History and Geography curriculums, this site is divided into sections on **Resources** and **Teaching units**. The former includes written documents, audio and sound files relating to various aspects of teaching about heritage. Interactive timelines of Australian heritage focus on the themes of Aboriginal heritage, environmental activism and twentieth century Australia. Units of work explore the theme of heritage across time. Issues examined range from Federation, to the changes in national identity between the wars, and the reshaping of our values, both cultural and environmental. The units of work are supported by images, audio and video files, and maps. This is one starting point for *Exploring heritage issues through a site study* for Stages 4-5 History. A. Byron

**USER LEVEL:** Stage 4 Stage 5 Professional  
**KLA:** HSIE  
**SYLLABUS:** Geography Stages 4-5; History Stages 4-5  
**SCIS SUBJECTS:** Aboriginal studies; Australia – History – Study and teaching; Australia – Social life and customs – Study and teaching; Citizenship – Study and teaching; National characteristics, Australian – Study and teaching  
**PUBLISHER:** NSW Heritage Office, Australia  
**REVIEW DATE:** 30/3/03 [306.0994] SCIS 1126514

### Truth in justice

<http://www.truthinjustice.org/>

It is important for students to study controversial issues from a number of different perspectives. Mandatory sentencing is such an issue. This is one of a number of sites presenting information for and against mandatory sentencing. Each site has a different perspective and needs to be balanced by the others. Important current information is held in all the sites for those studying Aboriginal Studies and Legal Studies. Each site has a different volume of information. It is therefore suggested that teachers preview them and develop work sheets based on the material. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6  
**SCIS SUBJECTS:** Justice, Administration of – United States  
**KEYWORDS:** Justice; truth  
**PUBLISHER:** Truth in Justice, USA  
**REVIEW DATE:** 22/8/03 [345.73] SCIS 1047135

### Yothu Yindi

<http://www.yothuyindi.com>

A comprehensive site providing information about Aboriginal Australia through the music of the rock band Yothu Yindi. Information about members of the band and its music is included in **The Band** with music samples in **Music**. Further audio files are found in **Rare Yothu Yindi audio dips** and include yidaki (didgeridoo) solos by Makuma Yunupingu. Text, images and video footage provide information on Yolngu culture and perspectives. The site has clear navigation and includes an interactive music player to make your own mixes of their music. A valuable introduction to Aboriginal music and culture is further enhanced by the link to the **Garma Festival** on the front page of the site. This is also a valuable resource for the *Aboriginal Studies: Stage 6 syllabus* (approved 1999) in the areas of *Heritage and identity*, *Economic independence* and for comparative studies. J. Montague

**USER LEVEL:** Stages 5 Stage 6 Community Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Music 7-10; Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6  
**SCIS SUBJECTS:** Music, Aboriginal; Rock music; Songs, Aboriginal; Yolngu (Aboriginal people)  
**KEYWORDS:** Australian Aboriginal music; Aboriginal rock music; comparative study; didgeridoo; Mandawuy Yunupingu; Yolngu; Yothu Yindi.  
**PUBLISHER:** Alan James & Yothu Yindi, Australia  
**REVIEW DATE:** 22/8/03 [782.42166] SCIS 994960



# Professional resources

*Resources are in Dewey order.*



WRIGHTSON, Patricia

## ***The Wrightson list: the Wrightson list of Aboriginal folk figures***

Random, 1998 (A Mark Macleod book)

ISBN 0091829518

[298]

Patricia Wrightson was a well known poet and author of children's fiction who drew widely on Aboriginal beliefs and customs in her fiction. This work is a compilation of sources she used in her books. The definitions are largely the work of non-Aboriginal anthropologists and ethnologists, usually male. There is no evidence that Wrightson has consulted with Aboriginal communities in compiling this book. Patricia Wrightson draws upon British folklorist Katherine Briggs' definition of fairy to justify her appropriation of Aboriginal spirituality for her fantasy novels. The analogy is dubious given the differences between Aboriginal and British cultures. Turning the Dreaming into a resource list of little people, monsters, and sirens is patronising and offensive. This book is of limited curricula value, and should not be bought or used without consulting with the local Aboriginal community. B. Corr

**USER LEVEL:** Professional  
Paper \$16.95

SCIS 938555

## ***Aboriginal Australia: an introductory reader in Aboriginal studies***

/ edited by C. Bourke, E. Bourke and B. Edwards. 2nd ed. University of Queensland Press, 1998

ISBN 0702230510

[305.89]

Originally developed as a text for an open learning course, this is a useful resource for teachers wanting to broaden their knowledge of this area of curriculum. Each chapter deals with an important contemporary issue, such as

education, health and language, but also places the issue in its historical context. The chapters by Eleanor Bourke on the historical construction of images of Aboriginal people, and the identity of contemporary Aboriginal identity, are of particular interest to teachers of Aboriginal studies. All of the contributing authors have impressive backgrounds in Aboriginal education, and each chapter utilises primary sources and is well referenced. A. Byron

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 939523

## ***Australian South Sea Islanders: stories and activities for primary schools***

Australian Agency for International Development, 1997

ISBN 0642220034

[305.89]

The history and lives of Australian South Sea Islanders are shown in this excellent resource, which emphasises how their experiences have differed from those of other Australians. Stories and songs are used well to show the richness and diversity of the culture. The early childhood unit is based on three illustrated stories which explore issues such as responsibility, discrimination and family. Songs and recipes are also included. The upper primary unit introduces students to the stories of individual Australian South Sea Islanders, using an excellent mix of documents, photographs and recollections. These are stories of racism, indentured labour and cultural survival. Each unit of work is supplemented with relevant and meaningful activities. Information skills and critical literacy skills are emphasised, and student discussion, participation and reflection is promoted. The upper primary unit might need to be separated into smaller segments for presentation to students. B. Percival

**USER LEVEL:** Professional

**KLA:** HSIE; English

**SYLLABUS:** HSIE K-6; English K-6; History Stages 4-5

SCIS 917981

## ***Australian South Sea Islanders: a curriculum resource for secondary schools***

Australian Agency for International Development, 1997

ISBN 0642220743

[305.89]

Fifty thousand Australian South Sea Islanders were brought to Australia between 1863 and 1905 as indentured labour, mainly for agricultural work. These Islanders were Australia's first large non Indigenous minority group. This resource examines the racism and discrimination experienced by Islanders, and their daily activities in work, sport, church and participation in war. This valuable resource encourages students to reflect critically on the historical and contemporary issues affecting Australian South Sea Islander communities. Using an issues based



approach, the book addresses such questions as: **Why were South Sea Islanders in Australia in the nineteenth century?** and **Migration: kidnapped or voluntary labour?** There are separate units for junior and senior secondary students. A rich variety of resources includes photographs, interviews, newspaper articles and cartoons. Other features include: excellent notes for teachers; a comprehensive timeline; and extensive questions and activities. This book provides a valuable resource for comparative study with Aboriginal and Torres Strait Islander communities. B. Percival

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; History Stages 4-5; ModernHistory Stage 6 SCIS 917983

RUDDER, John

### ***The natural world of the Yolngu, the Aboriginal people of North East Arnhem Land***

Restoration House, 1999

ISBN 086942100X [306.08]

Interesting and informative in its recognition of the importance of relationships in Aboriginal culture, Rudder's book describes Aboriginal classification systems, which differ markedly from the Linnaean system used by the western world. Good information is given about relationships of events and their impact on the lives of Aboriginal people. He also addresses relationships between what he refers to as the *outside* (physical) and the *inside* (spiritual) world of Aboriginal people. Given that the author recognises the significance of spirituality in all aspects of Aboriginal life, it is of concern that he should use such a western term as *natural* when describing the world of the Yolngu. The Dreaming teaches that we are all part of a larger whole; the western concept of *nature* is alien to Aboriginal culture. This booklet highlights the difficulties of working across cultures. B. Corr

**USER LEVEL:** Stage 4 Stage 5 Community Professional  
**KLA:** Science  
**SYLLABUS:** Science Stages 4-5 SCIS 1013176

HAGE, Ghassan

### ***White nation: fantasies of white supremacy in a multicultural society***

Pluto, 1998 (Radical writing)

ISBN 1864030569 [306.0994]

This resource uses multiculturalism to explore what the author calls white fantasy. It is insightful of the processes by which Australian culture appropriates and includes outsiders and their culture, without losing its essential whiteness. While the author claims that multiculturalism is redefining Australian identity, he highlights the dangers of

a reactionary backlash by those who bemoan the loss of monoculturalism. The argument of this work would have been far stronger if it had included an Aboriginal perspective on this myopia of the dominant culture. While it successfully identifies issues, it offers little advice on how to address those issues. Though it contains many excellent anecdotes, this work is essentially a reference for teachers.

B. Corr

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Legal Studies Stage 6; Society & Culture Stage 6 SCIS 969668

CHESTERMAN, John & GALLIGAN, Brian

### ***Citizens without rights: Aborigines and Australian citizenship***

Cambridge University Press, 1997

ISBN 052159751X [323.1]

While citizenship is a fundamental cornerstone of modern democracies, all embracing citizenship in Australia did not happen until the official removal of the White Australia Policy in 1972, and for Indigenous peoples in 1967. This book explores the issues surrounding these policy changes. The arguments for and against including Aboriginal people as citizens, and the thinking and policies of different eras, are explored. This book will contribute to an understanding of the complex tapestry of Eurocentric history in Australia, the impact of the various stages of this history, from exclusion to inclusion, and provide pointers for the ongoing journey towards Reconciliation. It is worthwhile professional reading for teachers, especially for those teaching Aboriginal Studies. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5; Legal Studies Stage 6 SCIS 937119

REYNOLDS, Henry

### ***Aboriginal sovereignty: reflections on race, state and nation***

Allen & Unwin, 1996

ISBN 1863739696 [323.1]

This systematic unravelling of the convenient legal fiction of *Terra nullius* concludes that the Aboriginal and Torres Strait Islander nations entrapped within Australia must become sovereign within the broader Australian nation. This is hardly a notion with which political leaders are likely to be comfortable (or relaxed), but Reynolds convincingly reviews Indigenous society and law, and the historical process by which Australia became British. There is solid material here for both legal and Aboriginal Studies. Many won't accept his conclusions, but this is a powerful,

timely, and very readable review of the process of legal disenfranchisement at the foundation of the Australian nation. G. Spindler

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6;  
 Legal Studies Stage 6 SCIS 874694

GOODALL, Heather

### ***Invasion to embassy: Land in Aboriginal politics in New South Wales, 1770-1972***

Allen & Unwin, 1996

ISBN 1864481498 [333.2]

A comprehensive analysis of the place of Land in Aboriginal politics in New South Wales for this period is contained in this excellent book. Maps, photographs, and primary sources combine with the scholarly, readable text to build a picture of the Eurocentric view of history that has permeated Australian thinking. This book assists readers to reappraise their understanding of the issues. The analysis debunks many of the myths about how Aboriginal people lost their Land, which have previously been part of the Australian interpretation of events. This work helps provide historical information that is essential to an informed view on contemporary Land claims by Aboriginal people. The book is useful across a number of HSIE syllabuses, and for professional reading. C. Dorbis

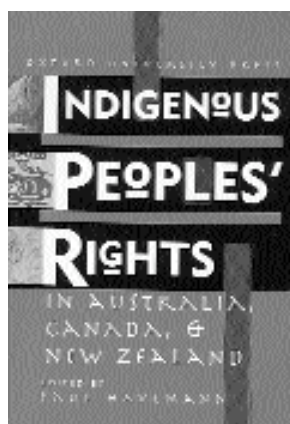
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
 Stage 6; Geography Stages 4-5; History Stages  
 4-5; Legal Studies Stage 6 SCIS 959073

### ***Indigenous peoples' rights: in Australia, Canada & New Zealand***

/ edited by Paul Havemann. Oxford University Press, 1999

ISBN 0195584074 [342]

An essential resource for all teachers of the *Aboriginal Studies: Stage 6 syllabus*, this book provides a comparative study of three nations invaded and colonised by the British. Detailed chronologies are included for each nation. These explore the similarities and differences of their individual colonial experiences. Issues such as sovereignty, self determination, and coexistence, are discussed from Indigenous perspectives by Indigenous academics, and the idea of constitutionalising Indigenous rights is also raised. A thorough analysis of Indigenous



peoples' relationship with the criminal justice system in all three nations demonstrates the devastating impact this relationship has on communities and on race relations. The essays on administering Indigenous affairs are particularly interesting, exploring the idea of ongoing cultural imperialism. Biographies of all contributors are included. A. Byron

**USER LEVEL:** Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6 SCIS 997616

SAGGERS, Sherry & GRAY, Dennis

### ***Dealing with alcohol: Indigenous usage in Australia, New Zealand and Canada***

Cambridge University Press, 1998

ISBN 0521620325 [362.292]

Drugs, alcohol in particular, are a central factor in the dispossession and alienation of Aboriginal people in Australia. This work is valuable in that it examines the historical and contemporary impact of alcohol on Indigenous people in Australia, Canada and New Zealand, bringing together in a concise manner the research done in this area. It addresses current programs dealing with the problems of alcohol, and explores future directions. While a specialised work, it has relevance to teachers of Aboriginal studies, history, geography and PDHPE. It is important background reading for those responsible for the welfare of Aboriginal students. B. Corr

**USER LEVEL:** Professional  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies  
 Stage 6; Geography 7-10; History 7-10;  
 PDHPE Stage 6 SCIS 946963

### ***Aboriginal contact with the criminal justice system and the impact of the Royal Commission into Aboriginal Deaths in Custody***

Hawkins, 1995

ISBN 1876067012 [364.3]

Providing a comprehensive analysis of Aboriginal involvement with the police, and incarceration levels of Aboriginal people, this book is an excellent resource for teachers of legal studies and Aboriginal studies. The Royal Commission into Aboriginal Deaths in Custody, and the implications of its recommendations for both Aboriginal communities and the criminal justice system, are examined. Statistics on crime, victims, and juvenile detention are covered in detail. While many of the statistics included are particular to Western Australia, the impact of dispossession, subsequent government policies, and substance abuse are relevant across the country. A. Byron

**USER LEVEL:** Professional  
**KLA:** HSIE SCIS 887224

### ***Perspectives on Aboriginal and Torres Strait Islander education***

/ edited by G. Partington. Social Science Press 1998

ISBN 1876033134

[371.829]

In an attempt to provide understanding of the changes occurring in Australian society, and its resultant effects upon Aboriginal people, Partington has gathered some informed contributors to this publication. They examine, in detail: historical factors of invasion; dispossession; exclusion; the White Australia policy; the Stolen Generations; and Deaths in Custody. They discuss how these issues form attitudes in both Aboriginal and non-Aboriginal cultures. Issues such as traditional methods of learning and teaching are raised, along with an examination of how much schooling is relevant today. The consensus would appear to be that schools today are not catering for the specific needs of young Aboriginal people. The recommendation is that we restructure the school system to ensure adequate education is provided. Teachers will find information on what makes the Aboriginal students in their classes so different to the others, and some useful discussion of assessment procedures, classroom practice and curriculum issues. C. Connett

**USER LEVEL:** Professional

SCIS 948601

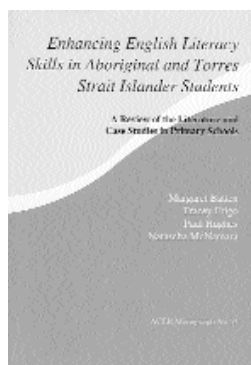
### ***Enhancing English literacy skills in Aboriginal and Torres Strait Islander students: a review of the literature and case studies in primary schools***

ACER, 1998 (ACER monograph no 54)

ISBN 0864312601

[428.007]

With attention to detail and accuracy in research, this manual offers a critical insight into the problems which may be encountered when teaching literacy skills to Aboriginal and Torres Strait Islander students. It examines, through a review of current literature, the historical perspective which may be the cause of some of the difficulties many of these students experience. It further examines those problems in terms of the diversity of Aboriginal culture today in urban society. The writers then pose the question: 'are these factors as relevant as they once were?' Follow up case studies are used to examine questions raised after examination of the literature. The conclusions reached by the writers propose controversial viewpoints that are certainly worth considering. Classroom teachers will find some excellent strategies, which may be beneficial to teaching procedures for Aboriginal students, and may consider adopting some of the suggestions, particularly regarding assessment procedures. C. Connett



**USER LEVEL:** Professional  
**KLA:** English

SCIS 939853

TROY, Jakelin

### ***The Sydney language***

J. Troy, 1993

ISBN 0646110152

[499]

The impact of the white invasion in 1788 on the Indigenous people of the Sydney region was catastrophic. This book is welcome, as it increases our knowledge of that most difficult time. It is more than just a word list. It explores the current controversy of language and cultural boundaries on the Sydney plain, and describes the quite complex process of cross cultural communication in the eighteenth century. The Eora and Dharug language groups are referenced and discussed. The word list is appropriately arranged by subjects, rather than alphabetically. It includes Aboriginal names for the islands in Sydney Harbour, and detailed annotations of ceremonial and environmental words. The illustrations of artefacts are a valuable addition to this work. This resource is a very interesting insight to the Eora in the time of the cataclysm. It is a worthwhile resource for the study of contact history. The work would have been more valuable if it had included comments from contemporary Aboriginal people of the Sydney plain attempting to revive the language of their forebears. B. Corr, B. Percival

**USER LEVEL:** Professional  
**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies Stage 6; History 7-10

SCIS 931189

MARTIN, Angela

### ***Diversity: a celebration of art & culture: an education kit for the Yiribana Aboriginal & Torres Strait Islander Gallery***

Art Gallery of NSW, 1998

ISBN none

[759.994]

A comprehensive kit, this resource explores the diversity of Aboriginal art and culture through 16 works selected from the Yiribana Gallery of Aboriginal and Torres Strait Islander Art within the Art Gallery of New South Wales. Compiled by Angela Martin, museum educator for Aboriginal and Torres Strait Islander Art, its versatile loose leaf format allows for use of the images individually in conjunction with other programs, or as an integrated study. There is a wealth of information in the text, with suggested student activities for Stage 1 to Stage 6 students relevant to each work, a map indicating where each of the art works is from, appropriate terms and protocol, and a resource list. Yiribana Gallery opened in 1994 and was the first to begin collecting and exhibiting Aboriginal art from an aesthetic rather than ethnographic viewpoint. It is still one of the largest single gallery spaces devoted to the permanent



exhibition of Indigenous Australian art. The works selected show the variety of mediums used by Indigenous Australian artists and the range of spiritual and political concerns communicated through their works. L. Pratt

**USER LEVEL:** Professional  
**KLA:** CA; HSIE  
**SYLLABUS:** Creative Arts K-6, HSIE K-6, Visual Arts 7-10, Visual Arts Stage 6 SCIS 966083

### ***Those who remain will always remember: an anthology of Aboriginal writing***

/ edited by Anne Brewster, Angeline O'Neill & Rosemary Van Den Berg. Fremantle Arts Centre Press, 2000

ISBN 1863682910 [A820.8]

Consisting of writings in a range of genres by Aboriginal people from Western Australia, this book is a unique collection of readings suitable for professionals. Many of the contributions are biographical and autobiographical, but also included are poetry and fictional stories. The **Glossary** of words used by Western Australian Aboriginal people and a brief biography of each contributor, are helpful. Many of the writings could be confronting, but would be useful when examining Aboriginal literature in the *Aboriginal Studies: Stage 6 syllabus*. Teacher guidance would be required for such studies using this resource, and the AEA should be consulted regarding the language used. It is an interesting collection of material that is often difficult to access. A. Byron

**USER LEVEL:** Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies Stage 6; English Stage 6 SCIS 997459

SAUNDERS, Esme

### ***Voices in the wind [kit]***

Pronesti & Merle, 1997?

ISBN 0646312162 [A822]

This play, with supporting videos (two) and notes, challenges us all to travel the labyrinth to Reconciliation. The linking of historical policies and practices to their consequences for ordinary people is always a challenge. The play evokes painful memories for every Indigenous family in Australia, for all were touched by the policies and practices of the White Australia policy—it challenges its residual supporters of today. Designed for the classroom, the teaching ideas are successful because they link the past to the present at personal and national levels. The clear message this kit delivers is that through knowledge comes understanding, and then healing can begin. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
Community Professional  
**KLA:** CA; English; HSIE SCIS 900055

BARLOW, Alex & HILL, Marji

### ***The Macmillan encyclopedia of Australia's Aboriginal peoples***

Macmillan, 2000 (Macmillan library)

ISBN 0732954347 [994]

Superficially, based on appearances, this is a valuable resource. It is well set out, beautifully illustrated and the maps are highly attractive. The **Index** is accessible and signals a comprehensive approach to a complex topic. The text is written in plain English. Unfortunately, the cliché about not judging a book by its cover does not hold true with this work. At first glance, the covers of the nine volumes present a picture of an Australia of vibrantly diverse culture, celebrating Reconciliation, a society where the Indigenous cultures are still strong in their traditions, but capable of adapting to modern urban society without losing their essential identity.

While presentation is attractive, a strong paternalism pervades the work. The contents would have benefited from vigorous editing. There are numerous inconsistencies and insensitivities in cultural matters that should not be present in such an important work. Similarly, there are errors in the historical record. The encyclopedia has problems with tense when referring to the Dreaming, which could lead the uninformed reader to the erroneous conclusion that the Dreaming no longer underpins all aspects of Aboriginal life, as it always has and always will. The NSW Aboriginal Education Consultative Group Inc (AECG) holds the view that the Dreaming is a continuum of past, present and future. The glossaries of Board of Studies' Aboriginal Studies syllabuses (AECG approved) contain better descriptions of the Dreaming. In the encyclopedia, **Dreaming** is spoken of as "the remote past of Aboriginal people's Spirit Ancestors". There is no entry for Spirit Ancestors. **Ancestral Beings** is used in its place. This is spoken of in the past tense, but the continuation of their creative power is spoken of in the present tense. Many Aboriginal people would be most upset by the encyclopedia's assertion that "when Aboriginal people were displaced from their country throughout the 1800s and 1900s, many of them could not continue to hold their Dreamings". While the encyclopedia acknowledges that "Aboriginal people's country is the source of their personal, group and spiritual identity", it refers to Aboriginal peoples' responsibility to country in the past tense. The male name of Baiami, which should not be used with a mixed audience, is used in the encyclopedia in the past tense.

Under the entry of **Maps**, the encyclopedia tells us that "Aboriginal and Torres Strait Islander people carry a mental map of their own country". While this may be true of the small number of Aboriginal and Torres Strait Islander people still living something approaching a traditional lifestyle, it is not true of the many Aboriginal people who no longer live in their own country as a result of dispossession.

sion and alienation. It tells us the reason for the Myall Creek massacre in 1838 "seems to have been to frighten away the local population". Given that Major Nunn had already carried out at least one large scale massacre in the area, and that the murderers "attempted to hide the murders by burning the bodies", this is patently absurd. Genocide is genocide.

The encyclopedia is coy in a number of its entries. It tells us that Jack **Marsh**, a famous bowler, "died tragically in 1916, in a fight in Orange". Jack Marsh was kicked to death, and his killers acquitted by a jury that did not even leave the courtroom. The judge was of the opinion that he *might have deserved* the kicking he received while on the ground.

The entry for **Dog tags** describes provisions of the Exemption Certificates, and the contempt that many Aboriginal people felt for them. However, it does not address the reason for the certificates in the first place. The new Federal policy of Assimilation, which changed the definition of Aboriginality, swept many Aboriginal people, who had previously not been incarcerated, into reserves. Exemption Certificates were the only way out of the reserves for many Aboriginal people. The encyclopedia tells us that "those people who were given a certificate could enjoy the same rights as other Australian citizens, such as voting and drinking alcohol" when, in fact, they were forced into the invidious position of renouncing their Aboriginality to access jobs, education and health care. The final sentence of the entry is, at its best, appallingly naïve: "After the 1967 Referendum, Aboriginal people no longer needed to obtain exemption certificates to be able to live like other Australian citizens."

The entry **Freedom Rides** contains a number of errors. There was only one Freedom Ride in 1965, not a number of "journeys of a group of Sydney University students who travelled by bus throughout country New South Wales in 1965". It was followed up by a number of trips by small groups by train, car and hitching, to various country towns to follow up on the Freedom Ride. The photograph of the Freedom Riders was taken at Kempsey Pool, not Moree Pool.

The encyclopedia is inconsistent in its treatment of **Reconciliation**. The entry on Reconciliation is to the point, and addresses the dispossession and alienation of Aboriginal peoples, acknowledging that "from 1788, new settlers stole the Aboriginal land". On the other hand, the entry for **Council for Aboriginal Reconciliation** does not specifically address the past, only referring to Reconciliation as a process to bring "people together again after disagreement". It describes the task of the Council as improving "relations between indigenous and non-indigenous Australians", again a superficial and naïve view.

Because of its glaring inconsistencies and naïve inaccuracies, *The Macmillan Encyclopedia of Australia's Aboriginal Peoples* is not recommended for use as a reference without appropriate care and consultation with the local Aboriginal community. B. Corr

**USER LEVEL:** Stage 3 Stage 4 SCIS 1025449

### Teaching Aboriginal studies

/ edited by Rhonda Craven. Allen & Unwin, 1999

ISBN 1864489235

[994.0071]

A major component of the *Teaching the teachers: Indigenous Australian studies* project, this book reflects the years of consultation and collaboration with individual, state, and national bodies. All of the contributing authors have an extensive background in Aboriginal education. This easily read text is well

researched, providing accurate and interesting information for teachers of Aboriginal studies. The book provides essential background information, and practical teaching ideas. Using an excellent mix of documents, photographs, prints, cartoons, and personal history, this valuable resource encourages teachers to reflect critically on the historical and contemporary issues affecting Aboriginal peoples. Each chapter deals with an important issue, such as: Aboriginal history and culture; community involvement; government policies; racism; and stereotypes. Examples are also given for programming Aboriginal studies, promoting Reconciliation as an important initiative in the classroom, and highlighting teaching resources and strategies. The National Federation of Aboriginal Education Consultative Groups has endorsed this project. It is an excellent resource for teachers with little knowledge of Aboriginal Australia, and for teachers wishing to extend their knowledge in this area. D. Anderson

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE

**SYLLABUS:** Aboriginal Studies 7-10; Aboriginal Studies Stage 6; History Stages 4-5 SCIS 976515



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## Easy guide & curriculum links

### Title index

Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction	
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
1967 referendum, or when Aborigines didn't get the vote, The	B	66	4, 5, 6			✓							NF
20th Century Art	B	39, 80	3, 4, 5	✓									NF
A is for Aunty	B	47	1, 2		✓	✓							NF
Aboriginal and Torres Strait Islander page [website]	W	109	4, 5, 6, P			✓							NF
Aboriginal art collections: highlights from Australia's public museums and galleries	B	80	6	✓		✓							NF
Aboriginal art from Maningrida [videorecording]	V	84	4, 5, 6	✓		✓							NF
Aboriginal art [series]	S	38, 79	2, 3, 4	✓		✓							NF
Aboriginal artists in South Australia	B	38, 78	2, 3, 4, 5, 6	✓		✓							NF
Aboriginal artists of the nineteenth century	B	79	5, 6	✓									NF
Aboriginal Australia	B	33, 65	2, 3, 4	✓		✓							NF
Aboriginal Australia: an introductory reader in Aboriginal studies	B	59, 119	6, P			✓							NF
Aboriginal Australia: authentic Aboriginal art, craft and culture [website]	W	109	2, 3, 4, 5, 6			✓							NF
Aboriginal contact with the criminal justice system and the impact of the Royal Commission into Aboriginal Deaths in Custody	B	121	P			✓							NF
Aboriginal dispute resolution: a step towards self-determination and community autonomy	B	72	6, C, P			✓							NF

**Format code:** **B** book; **E** electronic resource; **K** kit; **S** series; **So** sound recording; **V** videorecording; **W** website

Other user levels: **C** community; **P** professional



Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST	TAS
Aboriginal education policy	B	20	P									NF
Aboriginal education: training & development resource. Participants' handbook	B	20	P									NF
Aboriginal education: training & development resource. School support document	B	18	P									NF
Aboriginal environmental impacts	B	57	5, 6, P			✓				✓		NF
Aboriginal health	B	73	6			✓			✓			NF
Aboriginal health and welfare	B	74	5, 6, P			✓						NF
Aboriginal heroes of the resistance: from Pemulwuy to Mabo	B	103	5, 6			✓						NF
Aboriginal history [videorecording]	V	101	4, 5, 6			✓						NF
Aboriginal Law Bulletin [series]	S	68										NF
Aboriginal literacy resource kit [kit]	K	20	E1, 1, 2, 3, P									NF
Aboriginal peoples [series]	S	35, 65										NF
Aboriginal perspective, An	B	21	P									NF
Aboriginal sky figures: your guide to finding the sky figures in the stars based on Aboriginal Dreamtime stories	B	30, 56	3, 4, 5			✓				✓		NF
Aboriginal sovereignty: reflections on race, state and nation	B	120	P			✓						NF
Aboriginal spirituality: past, present, future	B	55	6, P			✓						NF
Aboriginal women artists [videorecording]	V	78	4, 5, 6	✓		✓						NF
Aboriginal Youth Network [website]	W	109	4, 5, 6, P			✓						NF
Aborigine News [website]	W	110	4, 5, 6, P		✓	✓						NF
About this little devil and this little fella	B	30	1, 2		✓	✓						NF
Affirmations of identity: Aboriginal and Torres Strait Islander visual artists resource kit [kit]	B	22	P	✓		✓						NF

**Format code:** **B** book; **E** electronic resource; **K** kit; **S** series; **So** sound recording; **V** videorecording; **W** website

Other user levels: **C** community; **P** professional

Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction		
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS	
After Mabo [videorecording]	V	69	4, 5, 6			✓								NF
AIATSIS - Australian Institute of Aboriginal and Torres Strait Islander Studies [website]	W	110	4, 5, 6, P			✓								NF
AIATSIS - Indigenous languages and interactive technology at AIATSIS [website]	W	110	4, 5, P			✓	✓							NF
AIATSIS – RCIADIC research register [website]	W	110	5, 6, P			✓								NF
Ainu Museum The [website]	W	111	4, 5, 6, P			✓								NF
American Indian myths and legends	B	35, 75	3, 4, 5, 6			✓								NF
Anangu of Uluru and Kata Tjuta The	B	32, 63	3, 4, 5, 6, C			✓								NF
Anna the goanna: and other poems	B	43, 93	1, 2, 3, 4, 5		✓	✓								NF
Arcadian quest: William Westall's Australian sketches	B	84-85	5, 6, C, P	✓		✓								NF
Arctic circle [website]	W	111	4, 5, 6, P			✓								NF
Arrenite landscape of Alice Springs The	B	99				✓								NF
art of Sally Morgan The	B	41, 86	3, 4, 5, 6, P	✓		✓								NF
Artists and their work	B	39, 80	3, 4, 5	✓		✓								NF
ATSIC (Aboriginal and Torres Strait Islander Commission) [website]	W	111	4, 5, 6, P		✓	✓								NF
Australasian Legal Information Institute [website]	W	112												NF
Australia from the beginning	B	36, 76	2, 3, 4			✓							✓	NF
Australia's living heritage: arts of the Dreaming	B	83												NF

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Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST	TAS
Australia: exploring the musical landscape	B	87										NF
Australian houses and buildings	B	41, 84	2, 3, 4			✓						NF
Australian Human Rights & Equal Opportunity Commission website [website]	W	111	4, 5, 6			✓						NF
Australian Human Rights and Equal Opportunity Commission website: information for school students [website]	W	112	3, 4, 6			✓			✓			NF
Australian Indigenous HealthInfoNet [website]	W	112	6, P			✓			✓			NF
Australian issues [series]	S	55	4, 5, 6		✓	✓						NF
Australian library [series]	S	207										NF
Australian South Sea Islanders: a curriculum resource for secondary schools	B	119	P			✓						NF
Australian South Sea Islanders: stories and activities for primary schools	B	119	P		✓	✓						NF
Australians [videorecording]	V	44, 99-100	3, 4, 5		✓	✓						NF
Away with the birds	B	192										NF
Away! Away!	B	189										NF
Badudu stories [series]	S	29	1, 2		✓	✓	✓					F
Balkan Cape York Development Corporation [website]	W	112	4, 5, 6, P				✓					NF
Bardi counting book	B	36	E1, 1		✓	✓		✓				NF
Benang: from the heart	B	54	4, 5, 6, P		✓	✓						F
Benny and the dreamers [videorecording]	Y	107	4, 5, 6, P			✓						NF
best little knitter in the west The	B	43	1, 2, 3		✓							NF
Between two worlds: the Commonwealth government and the removal of Aboriginal children of part descent in the Northern Territory												
Big mob books for little fullas [kit]	B	72	4, 5, 6			✓						NF
	K	19			✓	✓						NF

**Format code:** **B** book; **E** electronic resource; **K** kit; **S** series; **So** sound recording; **V** videorecording; **W** website

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Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction	
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
Big rain coming	B	25				✓							F
Binna Binna man The [sound recording]	So	29, 52	3, 4, 5		✓	✓							F
Bittangabee tribe: an Aboriginal story from coastal New South Wales	B	25	1, 2, 3			✓							F
Bitter sweet: indigenous women in the Pacific	B	58	6, P		✓	✓							NF
Black diamonds: the Aboriginal and Islander Sports Hall of Fame	B	89-90	4, 5			✓				✓			NF
black diggers: Aborigines and Torres Strait Islanders in the Second World War	B	100-101	5, 6			✓							NF
Black from the edge	B	92	5, 6		✓								NF
Black pioneers	B	102-103	6, P			✓							NF
Boomerang: behind an Australian icon	B	42, 91	3, 4, 5, 6			✓							NF
Boori & Meme: the process of collaborative writing [videorecording]	V	44, 98	3, 4, 5, 6, P		✓	✓							NF
Box the pony	B	95-96	6	✓	✓	✓							NF
boy's life A	B	99	4, 5, 6		✓								NF
Bring back the songs	B	27, 50	3, 4, 5		✓	✓							F
Bring back the songs [sound recording]	So	50	4, 5, 6		✓	✓							F
Broken circles: fragmenting indigenous families 1800-2000	B	74	6, P			✓							NF
Brunby Innes and, Bid me to love	B	95	6	✓	✓								NF
Buffalo Legends [videorecording]	V	90	4, 5, 6			✓							NF
Bulmurn: a Swan River Nyoongar	B	54	5, 6		✓	✓							F
Bunji: a story of the Gwalwa Daraniki movement	B	67	6, P			✓							NF

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				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS	
Buried country [videorecording]	V	87	6			✓								NF
Buried country: the story of Aboriginal country music	B	88	4, 5, 6, P			✓								NF
Burnum Burnum: a warrior for peace	B	60-61												NF
Bush foods of New South Wales: a botanic record and an Aboriginal oral history	B	37, 77	3, 4, 5, 6, C			✓						✓		NF
CAEPR home page [website]	W	113												NF
calling of the spirits The	B	107	5, 6			✓								NF
Catalogue 2000: the Fifth National Indigenous Art Award: Old Parliament House 17 August to 22 October 2000	B	81	4, 5, 6	✓		✓								NF
Cathy Freeman	B	42, 91	3, 4			✓				✓				NF
Center for World Indigenous Studies (CWIS) home page [website]	W	113	5, 6, P			✓								NF
century of great Australians A [series]	S	46	3			✓								NF
Changing our playground: a Koori artist in residence at a Sydney school [videorecording]	V	41, 85	2, 3, 4, 5, P	✓		✓								NF
Citizens without rights: Aborigines and Australian citizenship	B	66, 120	5, 6, P			✓								NF
Citizenship and indigenous Australians: changing conceptions and possibilities	B	67	6, P			✓								NF
closer look at Aboriginal art A	B	39, 80	3, 4	✓		✓								NF
Colonial & contact history	B	99	4			✓								NF
Copyrites [videorecording]	V	75	6	✓		✓								NF
Council for Aboriginal Reconciliation Publications (Vincent Lingiari lectures) [website]	W	113	4, 5, 6, P			✓								NF
Crime and justice	B	69	6			✓								NF

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				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
Crow	B	97	6	✓		✓							NF
Cultural Survival's web page [website]	W	113	5, 6, P			✓							NF
Dan's grandpa	B	29	1, 2			✓				✓			F
Darwin's body snatchers [videorecording]	V	55	5, 6, C			✓							NF
Dead heart	B	97-98	6, P	✓	✓								NF
Deadly unna?	B	49	4, 5, 6		✓	✓							F
Dealing with alcohol: Indigenous usage in Australia, New Zealand and Canada	B	121	P			✓				✓			NF
Desert dog	B	28, 51	3, 4		✓								F
Desert dreamings	B	40, 84	3, 4, 5	✓		✓							NF
Dhuway: Great Grandfather my son [videorecording]	V	67	4, 5, 6			✓							NF
Dingo: the story of our mob	B	100	4, 5, 6, P			✓							NF
Diversity: a celebration of art & culture: an education kit for the Yiribana Aboriginal & Torres Strait Islander Gallery	B	122	P	✓		✓							NF
Do not go around the edges	B	43, 94	2, 3, 4	✓	✓	✓							NF
Down the hole: up the tree, across the sandhills, running from the state and Daisy Bates	B	34, 73	2, 3, 4		✓	✓							NF
Dreaming The	B	31	E1, 1, 2		✓	✓							NF
Dreamings of the desert: Aboriginal dot paintings of the Western Desert	B	85	4, 5, 6, P	✓		✓							NF
drover's boy The	B	88	5, 6, C			✓							NF
Earth	B	53	6		✓	✓							F
Eclipse	B	93				✓							NF

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				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
Edward Koiki Mabo: his life and struggle for land rights	B	59	6			✓							NF
Emily Kngwarreyere paintings	B	86	5, 6, C, P	✓		✓							NF
encyclopaedia of Aboriginal Australia The [electronic resource]	E	45, 102	3, 4, 5, 6	✓	✓	✓			✓		✓		NF
encyclopedia of Aboriginal Australia: Aboriginal and Torres Strait Islander history, society and culture The	B	45, 101-102	3, 4, 5, 6	✓	✓	✓							NF
Enhancing English literacy skills in Aboriginal and Torres Strait Islander students: a review of the literature and case studies in primary schools	B	122	P			✓							NF
Emie dances to the didgeridoo	B	27	1, 2			✓							F
Emie Dingo: king of the kids: an Australian's story	B	41-42, 89	3, 4, 5		✓	✓							NF
Escaping the triads	B	49	4, 5, 6		✓								F
eye of the storm: eight contemporary indigenous Australian artists The	B	82	6, P	✓		✓							NF
Fighters from the fringe: Aborigines and Torres Strait Islanders recall the Second World War	B	100	4, 5, 6, C			✓							NF
Fire and shadow: spirituality in contemporary Australian art	B	81	6, P			✓							NF
First Perspective – Aboriginal, First Nations and native news in Canada The [website]	W	114	4, 5, 6, P			✓							NF
Follow the rabbit-proof fence	B	53	5,6		✓								F
Frances Rings [videorecording]	V	89	4, 5, 6	✓		✓							NF
Fremantle Arts Centre Press [website]	W	114	3, P		✓	✓							NF
From sand to celluloid [videorecording]	V	48	6		✓	✓							F
Frontier online [website]	W	114	4, 5, 6			✓							NF

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Gary Lee [videorecording]	V	98	5, 6	✓		✓							NF
Goanna jumps high	B	26	2, 3			✓							F
Going for kalta: hunting for sleepy lizards at Yalata	B	37	2, 3			✓							NF
Going home: stories [sound recording]	So	54	5, 6, P			✓							F
golden age The	B	97	6	✓	✓								NF
golden cord The [videorecording]	V	85	4, 5, 6	✓		✓							NF
Gong-Wapitja: women and art from Yirrkala, Northeast Arnhem Land	B	82	4, 5, 6, P	✓		✓							NF
Goodbye riverbank	B	108	5, 6		✓								NF
Gordon Bennett [videorecording]	V	82	4, 5, 6, P	✓		✓							NF
Great Australian women: from Federation to freedom	B	104	4, 5, 6		✓	✓							NF
great forgetting The	B	93	4, 5, 6, P		✓	✓							NF
Growin' up strong: Aboriginal resource kit [kit]	K	41	E1, 1, 2	✓	✓	✓							NF
Growing up at Uluru Australia	B	44	1, 2, 3			✓							NF
Growing up Walgett: young members of the Walgett Aboriginal community speak out	B	58	5, 6		✓	✓							NF
Gurig National Park: the first ten years of joint management	B	68	5, 6			✓							NF
Haunted by the past	B	75	6			✓							NF
Hermannsburg potters: Aranda artists of Central Australia	B	84	6, P	✓		✓							NF

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				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
History in portraits: biographies of nineteenth century South Australian Aboriginal people	B	106	6, P			✓							NF
Holding up the sky: Aboriginal women speak	B	63	6, P			✓							NF
Homelands and frontiers	B	46, 103											NF
Honey spot	B	43, 96	3, 4, 5	✓	✓								NF
honey-ant men's love song and other Aboriginal song poems The	B	94	4, 5, 6, C		✓	✓							NF
house of Aboriginality The [electronic resource]	E	78-79	4, 5, 6	✓		✓							NF
Human rights and civil rights	B	66	5, 6, P			✓							NF
Human Rights and Equal Opportunity Commission website: children's rights [website]	B	114	4, 5, 6, P			✓							NF
Idjhiil	B	24, 48	2, 3, 4			✓							F
In our town	B	96	6	✓	✓								NF
In search of the setting sun	B	25, 48	1, 2, 3, 4		✓								F
In your dreams	B	29	1, 2, 3	✓	✓								F
Inca Trail and Machu Picchu The [website]	W	115	4, 5			✓							NF
Indian and Northern Affairs Canada [website]	W	115	4, 5, 6, P			✓							NF
Indigenous Law Bulletin [series]	S	69	6, C			✓							NF
Indigenous people and the law in Australia	B	68	6			✓							NF
Indigenous peoples' rights: in Australia, Canada & New Zealand	B	121	P			✓							NF
Indigenous peoples, the United Nations and human rights	B	69	6, P			✓							NF
inspired dream: life as art in Aboriginal Australia The	B	40, 83	3, 4, 5, 6,	✓		✓							NF

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Other user levels: **C** community; **P** professional

Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction	
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
International Indian Treaty Council [website]	W	115	4, 5, 6, P			✓							NF
Invasion and resistance: untold stories: Aboriginal voices in Australian history [kit]	K	23	4, 5			✓							NF
Invasion to embassy: Land in Aboriginal politics in New South Wales, 1770-1972	B	67, 121	5, 6, P			✓							NF
Is that you, Ruthie?	B	72	4, 5, 6		✓	✓							NF
Jackson's track: memoir of a Dreamtime place	B	108	5, 6, P			✓							NF
Jimmy Little [videorecording]	V	88	4, 5, 6, C	✓		✓				✓			NF
Jinangga: on my tracks	B	105	5, 6, P			✓							NF
Just a little brown dog	B	24	1, 2	✓		✓							F
Keeping company: an intercultural conversation: irikwatherre, yatvayre, tantye-rtantye, ngapartji-ngapartji, keperthe, janku-janku	B	63	5, 6, P			✓				✓			NF
Kevin Gilbert [videorecording]	V	91	4, 5, 6		✓	✓							NF
Kimberley warrior: the story of Jandamarra	B	47, 105	3, 4, 5, 6, P		✓	✓							NF
Koorie plants, Koorie people: traditional Aboriginal food, fibre and healing plants of Victoria	B	36, 77	3, 4, 5			✓						✓	NF
Kuikyu mabaigal: Waii and Sobai	B	76	4, 5, 6			✓							NF
Kunwinjku spirit: creation stories from western Arnhem Land	B	56	6	✓		✓							NF
Land of the Dingo people	B	31	1, 2, 3	✓		✓							NF

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				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
Land of the Magpie Goose people	B	31	1, 2, 3	✓	✓	✓							NF
Lasting echoes: an oral history of native American people	B	64	4, 5, 6			✓							NF
Leaving	B	26, 49	1,2,3,4,5,6	✓	✓	✓							F
Listen to the people, listen to the land	B	57	5, 6, P			✓							NF
Look and see	B	30	1		✓								NF
Lore of the Land: paintings and stories by the children of the Gia and Ngara homelands The	B	35	E1, 1, 2, 3	✓	✓								NF
Lore of the Land: reconciling spirit and place in Australia's story [electronic resource]	E	32, 60	3, 4, 5, 6			✓							NF
Mabo: a symbol of sharing: the High Court judgment examined and commentary on the Native Title Act 1993	B	70	5, 6			✓							NF
Mabo: life of an island man	B	94	6		✓	✓							NF
Mabo: life of an island man [videorecording]	V	60	4, 5, 6			✓							NF
Mabo: the Native Title legislation	B	70	6			✓							NF
Mabo: the Native Title revolution [electronic resource]	E	70	4, 5, 6, P			✓							NF
Mabo: what the High Court said and what the government did	B	70	6, P			✓							NF
Macmillan encyclopedia of Australia's Aboriginal peoples The	B	123	4, 5, 6, P			✓							NF
Main Maori site on the Net! [website]	W	115	4, 5, 6, P	✓		✓							NF
Malabarra	B	54	4, 5		✓	✓							NF
many forms of Aboriginal art. The	B	39, 81	1, 2, 3, 4	✓		✓						✓	NF
Maori art and culture	B	79-80	4, 5, 6, 6	✓		✓							NF
Marn Grook: an Aboriginal perspective [videorecording]	V	42, 90	3, 4, 5, 6			✓							NF

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Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction	
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
Maybe tomorrow	B	88	4, 5, 6, C		✓	✓							NF
Maybe tomorrow [sound recording]	So	89	5, 6, P		✓	✓							NF
Message stick: contemporary Aboriginal writing	B	92	4, 5, 6		✓								NF
Michael Jagamara Nelson	B	86	4, 5, 6, P	✓		✓							NF
Mooritji: Australian Indigenous cultural expressions [electronic resource]	E	38, 78	4, 5, 6, P	✓		✓							NF
Moortli and the leprechaun	B	44	2, 3	✓	✓								NF
Moriori: a people rediscovered	B	101	5, 6			✓							NF
Mura migi kazika = For us little mob	B	36	E1, 1		✓								NF
My girragundji	B	28, 52	3, 4		✓	✓							F
My humpy home	B	91	3, 4, 5, 6			✓							NF
myth of privilege: Aboriginal status, media visions, public ideas The	B	59	6, P			✓							NF
Nallawilli: sit down and listen Dreamtime stories [sound recording]	So	30	E1, 1, 2, 3	✓	✓	✓				✓		✓	NF
National Museum of Australia [website]	W	115	5, 6, P			✓					✓		NF
National Native Title Tribunal [website]	W	116	5, 6, P			✓							NF
Native Title	B	71	4, 5, 6			✓							NF
NativeWeb [website]	W	116	5, 6, P			✓							NF
natural world of the Yolngu, the Aboriginal people of North East Arnhem Land The	B	120	4, 5, C, P									✓	NF
New South Wales Aboriginal languages interim framework K-10	B	2	C, P										NF
Ngaanyatjarra of the Gibson Desert The	B	33, 63	3, 4, 5, 6	✓		✓							NF

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Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST	TAS
Ngarindjeri Wurruwarrin: a world that is, was and will be	B	65	6, P			✓						NF
Ngay janijirr ngank = This is my word	B	46, 105	3, 4, 5, 6			✓						NF
Ningali Lawford [videorecording]	V	96-97	4, 5, 6	✓		✓						NF
No ordinary judgement: Mabo, the Murray Islanders' land case	B	71	6, P			✓						NF
Nukkin ya	B	50	4, 5, 6, P			✓						F
Ochres [kit]	K	87	4, 5, 6	✓	✓	✓						NF
Old Man Fog and the last Aborigines of Barrow Point	B	60	6			✓						NF
One land, many stories: a history of Australia in the 20th century	B	104	5			✓						NF
Oodgeroo	B	92	5, 6		✓	✓						NF
opal that turned into fire: and other stories from the Wangkumara The	B	76	4, 5, 6, C			✓						NF
Our culture our future: Indigenous cultural and intellectual property rights [website]	W	116	4, 5, 6, P			✓						NF
Our land is our life: land rights, past present and future	B	71	5, 6, P			✓						NF
Our state of mind: racial planning and the Stolen Generations	B	74	5, 6, P			✓						NF
OzLit@Vicnet - Australian literature, books, reading & writing (Aust. Aboriginal writers) [website]	W	116	4, 5, 6, P		✓	✓						NF
painters of the Wagilag sisters's story The 1937-1997	B	83	4, 5, 6, P	✓		✓						NF
Papunya School book of country and history	B	47, 106	3, 4		✓	✓						NF
Passing on the traditions of Aboriginal art	B	40, 81	3, 4, 5, 6, C	✓		✓						NF
Passport to nowhere: Aborigines in Australian cricket 1850-1939	B	90	5, 6, P			✓						NF

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Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction		
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS	
People of the deserts	B	32, 57	2, 3, 4			✓						✓		NF
Perspectives on Aboriginal and Torres Strait Islander education	B	122	P											NF
Phyllis Kaberry and me: anthropology, history and Aboriginal Australia	B	61	6, P			✓								NF
Pilawuk: when I was young	B	33, 64	1, 2, 3, 4			✓								NF
Plays from black Australia	B	98	5, 6	✓	✓									NF
Plays of the 70s. Volume 1	B	95	6	✓	✓									NF
Powwow	B	75	3, 4, 5, 6	✓		✓								NF
Prehistory of Australia	B	103-104	6			✓								NF
Preserving the old traditions: portrait of the Yanuwa and Gurruwa peoples [videorecording]	V	102	4, 5, P			✓								NF
question of justice: challenge: indigenous peoples A	B	68	6, P			✓								NF
Quinkin Mountain	B	31, 57	1, 2, 3, 6, C	✓	✓	✓								NF
rabbits The	B	28, 51	3, 4, 5, 6			✓								F
Race daze: Australia in identity crisis	B	59	6		✓	✓								NF
racism debate The	B	59	4, 5, 6			✓								NF
Radiance	B	97	6	✓	✓									NF
Raging partners	B	57	6, P			✓								NF
Rainbow spirit theology: towards an Aboriginal theology	B	56	6, P			✓								NF
RAWW - Redfern Aboriginal warriors website [website]	W	117	4, 5, 6, P			✓								NF
Reading discovery. Aboriginal series [series]	S	24	E1, 1, 2		✓	✓								F

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Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction	
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
Reading the country	B	104	5,6			✓							NF
Reconciliation	B	61	4, 5, 6			✓							NF
Reconciliation Australia: Council for Aboriginal Reconciliation [website]	W	117	4, 5, 6, P			✓							NF
Reconciliation: stories of the heart, sounds of the rock [sound recording]	So	61	4, 5, 6	✓	✓	✓							NF
Rimfire: poetry from Aboriginal Australia	B	93	6		✓								NF
Rita Mills [videorecording]	V	87	4, 5, 6, C	✓		✓							NF
Rites of passage: Aboriginal youth, crime and justice	B	74	6			✓							NF
Rock art	B	38, 79	3, 4, 5	✓		✓							NF
role of storytelling (Indigenous Australia) The [website]	W	117	3, 4, 5, 6, P			✓							NF
Rottneest Island Western Australia [website]	W	117	3, 4, 5, 6			✓							NF
Sand swimmers: the secret life of the Australian dead heart	B	37, 77	2, 3, 4			✓						✓	NF
Securing a collaborative partnership into the future: consolidating a 21 year working relationship	B	20	C, P										NF
Seeking the centre: the Australian desert in literature, art and film	B	82	5, 6	✓	✓	✓							NF
Shadows in the dust: a contemporary portrait of Aboriginal station life	B	40, 83	3, 4, 5, 6	✓	✓	✓							NF
shared history: Aborigines and white Australians in the Victoria River District Northern Territory A	B	107	4, 5, 6			✓							NF
Shark	B	53	5, 6, P		✓	✓							F
Side by side	B	46, 103	2, 3, 4			✓							NF
Singer songwriter	B	94	6			✓				✓			NF

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				CA	English	HSIE	Languages	Mathematics	PDHPE	Science		ST
Snake dancing	B	62	6, P			✓						NF
State of shock	B	98	6	✓	✓							NF
Stolen	B	94-95	6	✓								NF
stolen children: their stories: including extracts from the Report of the National Inquiry into the separation of Aboriginal and Torres Strait Islander children from their families The	B	72	4, 5, 6			✓						NF
Stolen Generation The	B	74	4, 5, 6			✓						NF
Stolen Generation: one man's story The [videorecording]	V	73	5, 6			✓						NF
Stories told by my grandfather and other old men: a collection of short stories	B	26, 49	3, 4, 5, 6		✓	✓						F
story of the falling star The	B	35, 75	2, 3, 4	✓	✓	✓						NF
Streetwise	B	51	4, 5, 6		✓							F
strength of us as women: black women speak The	B	91-92	6		✓							NF
struggle for Aboriginal rights: a documentary history The	B	66	4, 5, 6			✓						NF
Sunrise Station	B	108	3, 4, 5, 6		✓	✓						NF
Sweet water - stolen land	B	52	6, P		✓							F
Swinging the billy: Indigenous and other styles of Australian bush cooking	B	77-78	4, 5, 6			✓						NF
Sydney language The	B	122	P			✓						NF
Talkin' language [videorecording]	V	22	C, P									NF

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Title	Format	Page	User level (Stage etc)	Key Learning Areas (KLA)								Fiction or Non Fiction	
				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
Talking about Celia: community and family memories of Celia Smith	B	62	5, 6, C			✓							NF
Talking identity: an Aboriginal perspective	B	19	2			✓							NF
Tammy Damulkurra	B	53	4, 5		✓	✓							F
Teaching Aboriginal languages: case studies	B	22	P										NF
Teaching Aboriginal studies	B	124	4, 5, 6, P			✓							NF
Teaching heritage [website]	W	118	4, 5, P			✓							NF
There'll be new dreams		53	6, P		✓								F
They took the children away: Aboriginal family experiences [videorecording]		73	4, 5, 6			✓							NF
This is not a dress rehearsal, this is life!: maintain the Dreaming: celebrating Malcolm Cole [videorecording]		23	3, 4, 5, 6, C, P	✓	✓	✓				✓			NF
Thompson of Annhem Land [videorecording]		106	6			✓							NF
Those who remain will always remember: an anthology of Aboriginal writing		123	P		✓	✓							NF
Through silent country		104	5, 6, P			✓							NF
Timberly tales [electronic resource]		33, 62	2, 3, 4			✓							NF
Tin toys		48	6			✓							F
Tjarany = Roughtail		30, 56	3, 4, 5		✓	✓							NF
Token Koori		92-93	6, P			✓							NF
Torres Strait Islander women and the Pacific War		100	6, P			✓							NF
Truth in justice [website]		118	4, 5, 6, P			✓							NF
Turning point: Australians choosing their future		65	5, 6, P			✓							NF
Two hands together		27,51	3, 4		✓	✓							F

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				CA	English	HSIE	Languages	Mathematics	PDHPE	Science		ST	TAS
Up the road		96	6	✓	✓								NF
Voices in the wind [kit]		123	3, 4, 5, C, P	✓	✓	✓							NF
Walkabout		25, 48	3, 4, 5		✓								F
Wandering girl		106	5, 6			✓							NF
way we civilise: Aboriginal affairs, the untold story The		107	6, P			✓							NF
way we speak: the nature of the speaker The		21	C, P										NF
whalers The		37	1, 2, 3, C	✓	✓	✓						✓	NF
What can Australia do to create a more just world?		55	5, 6, P			✓							NF
White nation: fantasies of white supremacy in a multicultural society		120	6, P			✓							NF
Whitefella wandering		99	6		✓								NF
Who am I?: the diary of Mary Talence, Sydney, 1937		27, 50	3, 4, 5, 6			✓							F
Why weren't we told?: a personal search for the truth about our history		62	5, 6, P			✓							NF
Wik debate: its impact on Aborigines, pastoralists and miners The		71	4, 5, 6, P			✓							NF
Wiradjuri Dreaming [videorecording]		34, 65	3, 4, 5, 6			✓							NF
Wiradjuri spirit man		86	4, 5, 6, P	✓		✓							NF
Working with Aboriginal communities: a guide to community consultation and protocols		20	C, P										NF
Working with communities [videorecording]		21	P										NF

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				CA	English	HSIE	Languages	Mathematics	PDHPE	Science	ST		TAS
Working with parents [videorecording]		21	P										NF
World of the native Americans, The		101	3, 4, 5			✓							NF
Wrightson list: the Wrightson list of Aboriginal folk figures The		119	P										NF
Wurradi, Wondee and the dancing brolgas		28	2		✓								F
Yartiji: six women's stories from the Great Sandy Desert		32, 58	2		✓								F
Yorro Yorro: everything stand up alive: spirit of the Kimberley		105	4, 5, 6	✓		✓							NF
Yothu Yindi [website]		118	5, 6, C, P	✓		✓							NF
You and me living together: the story of Aboriginal land rights	B	34, 64	3, 4		✓	✓							NF
You and me, Murrawee	B	26	1, 2, 3			✓							F
You kids, count your shadows: hairy men and other Aboriginal folklore in New South Wales	B	35, 76	1, 2, 3, 4		✓	✓							NF
Yumba days	B	54	4, 5		✓	✓							F

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