



The Australian Journal of **INDIGENOUS EDUCATION**

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

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FORTHCOMING PUBLICATION :

Black Australia: An annotated bibliography and teachers' guide to resources on Aborigines and Torres Strait Islanders.

Annotated, compiled and edited by Marji Hill and Alex Barlow, Canberra, Australian Institute of Aboriginal Studies, 1978.

The Curriculum Development Centre, with the assistance of the Australian Institute of Aboriginal Studies, funded a two-year education research project based at the Institute of Aboriginal Studies from November 1975 to November 1977. The aim of the project was to prepare an annotated bibliography and teachers' guide to resources about Aborigines. It would critically evaluate those resources which might be used to support a variety of courses related to Aboriginal studies at primary, secondary, and tertiary education levels.

The result of this project is now in press at the Australian Institute of Aboriginal Studies and is shortly to be released under the above title.

Teachers now find that there is ample opportunity and need to study Aboriginal life-styles, their history and the issues of today, and many schools are developing courses which will aim to provide this sort of information. It is of great importance that the information they present be accurate, up-to-date, and relevant, and that the approach to that information be free of ethnocentric and racial bias, non-stereotyped, and that it be evaluated in terms of the culture to which it relates.

For most teachers this presents a problem. Although a number of Colleges of Advanced Education now offer Aboriginal studies courses as electives in their teacher education programs, there are still many teachers who are not well informed on Aboriginal affairs, nor on the state of race relations in this or other countries. Besides, there exist in school libraries, among book sellers' remainders, and in publishers' reprint lists, books which offer out-dated information and prejudiced attitudes towards Aborigines. How can the teacher who lacks special training in Aboriginal studies evaluate the information and the attitudes presented in these and more recent publications?

This annotated bibliography and guide to resources is offered as a partial solution to this problem - partial, in that it cannot cover everything in book or non-book, which has ever been

produced about Aborigines. It was prepared, however, in the realization that, in this critical period of social development, teachers needed help in selecting resource materials to support the Aboriginal element in the new courses they were being asked to teach.

The major part of the publication is devoted to the evaluation of resources (both book and non-book), and over 500 items have been dealt with. In the main, selection has concentrated on resources which are readily available, that is, items that are 'in print', or that are likely to be found in school, tertiary, or public libraries. In the critical annotations, the authors are concerned particularly with identifying examples of stereotyping, dated theories of human cultural development, racism, paternalism, ethnocentrism, careless use of terminology and the exotic emphasis. A detailed explanation of their criteria is presented in the introduction to the bibliography and teachers' guide.

There are a number of other features in the publication that are designed to assist teachers in their approach to Aboriginal studies and in the selection of resources. These include introductory essays on topics such as restricted information, prehistory, tradition-oriented cultures, language, art and material culture, contact history, contemporary issues, land rights, and so on. There are various listings - periodicals, useful addresses, publications by Aborigines, autobiographies and biographies about Aborigines, audio-visual resources and regional listings. The listings have been designed to bring together resources under certain headings for the purpose of quick review, reference and selection. Finally, there is a tabular summary which lists every item that has been annotated and which makes appropriate recommendations.

For further information about this forthcoming publication, enquiries can be directed to:

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