

contextualise the archaeological data and highlight the significant changes in the Australian landscape in the period of human occupation which may not be common knowledge to the general reader.

In the preface the authors note that the majority of the book was written between 1995 and 1997. This is clear in the bibliography, with very little post-1995 work appearing. While the thematically-arranged endnotes are a useful resource in their own right, the absence of in-text citations or footnotes limits the utility of the book for research and, frustratingly, the themes chosen to structure the endnotes often do not match section headings in the text. In addition, several publications referred to directly in the text do not appear in the bibliography.

Although the book is generally well-illustrated, drawing heavily on Mulvaney's personal

collection, I found myself wishing for more regular maps to provide some geographical signposts. Additionally, key sites discussed in the text, such as Ngarrabullgan Cave in Cape York Peninsula, are not illustrated in maps (see pp. 157, 225).

Inevitably, the accelerating pace of archaeological research in Australia means that texts such as *Prehistory of Australia* have a limited current utility. Although *Prehistory of Australia* provides an accessible overview of the major themes which dominate contemporary Indigenous Australian archaeology, other works such as Flood's *Archaeology of the Dreamtime* offer a generally more accurate, if more superficial, reflection of the state of archaeological knowledge about Aboriginal pasts. That said, *Prehistory of Australia* fulfils an important role in communicating the results of archaeological research to the general public. □

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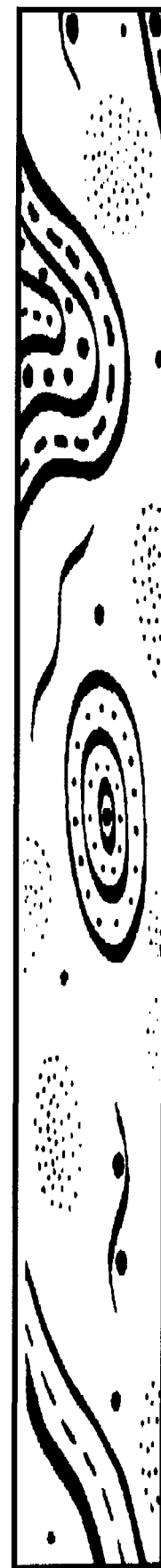
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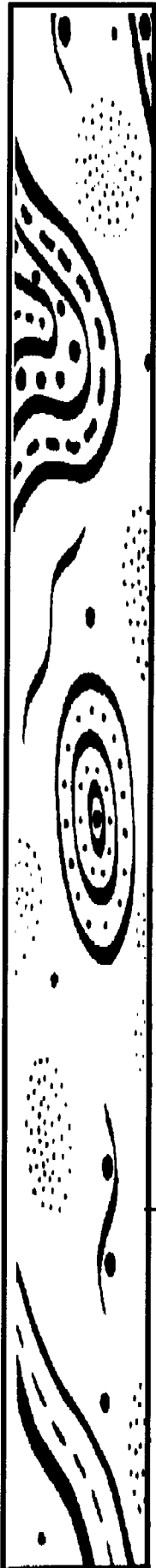
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- include author's name, short (no more than 100 words) biographical information, current location, and contact details — Telephone and Facsimile numbers;
- where possible, be submitted on 3.5" floppy disk, formatted in Microsoft Word or Word Perfect together with one hard copy of the paper;
- in instances where school projects/programs are being described, demonstrate that approval to publish has been received from the school principal;
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- have value for teachers, at either preschool, primary, secondary or tertiary levels of education;
- relate to either education *for* Aboriginal students and/or Torres Strait Island students; or *about* Aboriginal or Torres Strait Island topics within an educational context;
- discuss current issues or programs;
- reflect knowledge of contemporary policies and practice in education and/or Indigenous Affairs;
- recognise, where appropriate, the cultural, social and political implications of subject, educational policies and programs;
- take care with the following:

— **Restricted Information:** Aborigines and Torres

Strait Islanders have the right and obligation to say who may receive information and how it may be used. Endorsement should have been received from the Aboriginal or Torres Strait Island group(s) concerned for the use of such information;

— **Terminology:** that derogatory terms and abbreviations (e.g. ATSI) that may offend Aboriginal, Torres Strait Island or non-Indigenous people are not used. The terms for Aborigines and Torres Strait Islanders should be applied as follows:

- Aborigine – as the noun
- Aboriginal – as the adjective
- Torres Strait Islander – as the noun
- Torres Strait Island – as the adjective.

Avoid the expressions '**the Aborigines**' and '**the Aboriginal culture**' etc., as these indicate, incorrectly, that there is a single group of Aborigines or a single Aboriginal culture.

— **Exotic emphasis:** that the material presented does not emphasise what may be termed the 'exotic' aspects of Aboriginal life without any attempt to show how these form part of the social, physical and spiritual environment of Aboriginal groups, as this leads to the entrenching of an 'exotic' stereotype of indigenous people. These include, for example, styles of body ornamentation, performance of religious ritual, religious belief systems, concepts of family obligations, food preferences and methods of preparation and social organisation.

— **Thematic studies:** material that presents aspects of Aboriginal and Torres Strait Island cultures in isolation in thematic units needs to be mindful of social, environmental and spiritual relationships, as it would be wrong to isolate one facet of Aboriginal life from these related aspects of culture.

