

# **SCQIN**

- Gillian Rubinstein
- Stocktaking
- Modern world studies



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Janet Hansen is Principal Education Officer at Library Services.

## Changes at Library Services

Recent reallocations of staff at Library Services have meant that consultancy services will be located closer to the schools when the restructuring of the Department occurs as indicated in the Schools Renewal document. The programs which continue to be supported are ASCIS, NCIN and *scan*. To support these services Library Services continues to receive review materials from publishers and to coordinate reviews of resources. A reallocation of staff has meant that the new editor of *scan* is Niki Kallenberger; Fay Gardiner is responsible for coordination of reviewing; Ann Parry, Jane Coatman, Hani Elturk and Yolanta Leszczynski catalogue for ASCIS; Maxine Rennie and Nigel Paull are the NCIN coordinators and Janet Hansen is Principal Education Officer.

## Handbook for school libraries

In August you received nine parts of the **Handbook**, some of them new sections and some of them revisions: Sections 2 and 3, sub-sections 5.1, 6.1-6.3, 6.10, 6.11 and 6.15. In February Section 1 was distributed. There are still several sections which have yet to be written. They are 5.5, 5.9-5.12, 6.6-6.9, 6.12-6.23.

If your school does not have a **Handbook**, or is missing Section 1, you can request it from Library Services. All requests should be in writing to Handbook Clerk Library Services Private Bag 3 Ryde 2112. If other sections are missing, they can be photocopied from another school's copy of the **Handbook**. Non-government schools can buy the **Handbook** for \$30.00 (or just the new sections for \$15) from Resource Services Distribution Private Bag 3 Ryde 2112. Cheques should be made payable to the NSW Department of Education.

## *scan*

With major changes in staff, issue no 6 was held over and amalgamated with *scan* no 7. Niki Kallenberger as the new editor has rapidly acquired the expertise necessary for desktop publishing and I am sure you will read this issue with interest and appreciation of the effort involved. Of particular interest are the new ASCIS services and the article on information skills by Merran Dawson.

## Information skills in the school

The eagerly awaited information skills document is now with your regional consultant or inspector and will soon be distributed to the principal. Each region will distribute the document in different ways and at different times; however you should be seeing it soon. Although there are insufficient copies for all staff, I anticipate that there will be enough copies for executive teachers and the teacher-librarian. It is also available for sale from Resource Services Distribution for \$12.00.

While you wait for the document you could take the initiative with your principal to start planning its introduction and to begin to think about how your school might incorporate information skills into its teaching/learning activities. Some suggestions for getting started are

- read the article in this issue on information skills and those that appeared in *scan* nos 1, 2 and 6 1988, nos. 3, 4 and 5 1989
- refer to the articles on introducing change to schools in *scan* no. 3 1988
- distribute these articles to others on the staff
- enrol for the telecourse **Information skills through the library** (See the flyer inserted into this issue of *scan* or contact Phillip McNabb at School and Executive Development Branch on (02) 568 2222.)
- plan a staff development day or activity on information skills — the telecourse can be used in this way or may help you with your planning.

## Tertiary liaison program

A number of teachers and teacher-librarians attended the information day at Library Services during the holidays. If you are interested in undertaking a course part-time in teacher-librarianship please register your name and I will send you further information about a cooperative venture between Kuring-gai CAE and the Department. Write to Tertiary Liaison Program Library Services Private Bag 3 Ryde 2112.

## Practice studies

Several colleges would like to know of qualified teacher-librarians in the city and country who are interested in taking a student during practice studies. If you are interested please write to Practice Studies Library Services Private Bag 3 Ryde 2112 with the following information: your name, school, school address and telephone number, name and date of teacher-librarianship qualifications and institution, your special interests, eg implementing OASIS, cooperative planning and teaching, information skills, literature, and any other relevant information. I am sure you would find the experience professionally rewarding.

## People

Library Services staff who have taken new positions are

- Joan Cobb and Ingrid Simpson at School and Executive Development Unit, Leichhardt
- Merran Dawson at Curriculum Support Branch, Ryde
- Murray McLachlan and Allan Gill at Staff Development Branch at Lewisham PS (formerly Observatory Hill)
- Tim Knowles at Management Information Services, Hunter St, working on OASIS
- Joy Wilkinson at Greenacre Public School.

## Assessments

A number of teacher-librarians have been successful in gaining placement on a promotion list including Kathy Schmitt, consultant in Metropolitan North region; Allan Gill, Library Services; Marguerite Egras, Colyton H.S. and Chris Edmedes, Ashcroft H.S. Recent promotion appointments include Liz Bowring as acting Head Teacher (Girls) and Marjorie Lobban as Head Teacher (Girls) at Randwick GHS. If you are contemplating an assessment read the article in *scan*, no 7, 1988.

## Work experience handbook

The information in this handbook aims to assist secondary teachers and careers advisers who are involved in the planning and organising of work experience programs in NSW state schools. It details the essential requirements which must be met and outlines some of the approaches used by schools in developing transition programs to meet particular student and community needs. Copies have been sent to all NSW state schools with secondary age students. Photocopies (\$12.00 each including postage) are available from NCIN Resource Services Distribution Private Bag 3 Smalls Road Ryde 2112.

## National Book Council

The National Book Council exists for the promotion and support of books and writing and of Australian books and writing in particular. Membership of the Council is available to schools for \$50.00 per year, and includes a subscription to **Australian book review**, promotional materials for the annual Banjo Awards for Australian literature and the Council's quarterly newsletter. Details are available from the Council at Suite 3 21 Drummond Place Carlton VIC 3053 (03) 663 8655.

## Tasmanian Education Department resources

A recently established database records Tasmanian Education Department publications available for sale to teachers. A printout of the database, which then becomes an up-to-date catalogue, is free upon request and includes both student and teacher resources. Write to Curriculum Resources Sales Catalogue Information Services Curriculum Resources Section 71 Letitia Street North Hobart TAS 7000.

## CONTRIBUTIONS TO *scan*

*scan* offers you an opportunity to share your opinions, ideas, experiences or position on major and minor issues.

We welcome your contribution typewritten, double-spaced with your name, school, and a contact number. There are approximately 1200 words per page of text and a suggested maximum size for articles is four pages. The editors maintain the right to edit for space and style.

Please express your opinions through the forum of the letters page, *viewpoints*.

Address all correspondence and contributions to:

The Editor, *scan*  
Library Services  
Services Directorate  
Private Bag 3  
Ryde NSW 2112

## ☆ A writer reflects: an interview with Gillian Rubinstein

Gillian Rubinstein, who won the Children's Book Council 1989 Book of the Year award for her novel, *Beyond the labyrinth*, was interviewed by Simon French, the 1987 winner. Simon, a teacher at Hobartville Public School, interviewed Gillian before the Book of the Year awards were made.

SF You've a background in journalism. At what point did you turn to story writing?

GR I really gave up journalism a long time before I took up story writing. If I just go over my whole storywriting background, that will clarify it: when I was a child, I wrote a lot of stories and poems and all sorts of little things - unfinished plays, unfinished novels that were never published. When I was in my late twenties, I got a job in publishing with a company in England. From that, I went on to freelance journalism. I probably did that for two or three years I suppose, and I worked both in England and over here.

Then I got a bit fed up with journalism, because it seemed to me to be very superficial, and I seemed to be writing in a very spiteful tone of voice - in that slick journalistic mode.

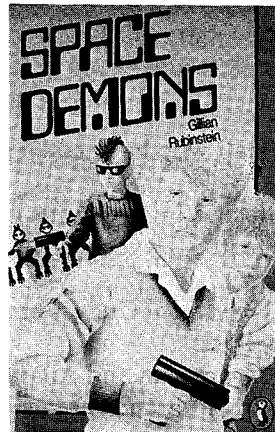
I found that I was writing more and more articles about education, and I thought that it would be interesting to see what it was like "on the other side". So I took a year off and did a teacher training course in England - and then decided I didn't like teaching at all!

I got married and had my three kids. That was really when I stopped writing altogether. I started writing again - writing fiction - when my eldest child, Matthew, was eleven. It was partly because I had time to write, as my youngest daughter Susannah was at school, and it was partly because I didn't think Matthew had any novels to read. I figured I could write something that he would find interesting. It was also because when the kids were quite little, I used to tell them a lot of stories - I used to make up stories for them and so out of all that came this urge to see if I could try writing a kids' novel.

SF Did you then have a backlog of written work prior to your going public with your writing?

GR No, the only thing that I had written before *Space demons* was a thing called "Something horrid" that has never been published. I wrote that for a friend of mine really, Narelle Beard. She's the illustrator who did the cover for *Space demons*, and she had some artwork that she'd done for a fairly weak story. She wanted me to write a new story around the pictures, but of course that's a fairly hopeless way to try writing a story. Nobody's published that yet, but everything else that I've done since *Space demons* has been published.

SF What were the circumstances when you first submitted your work to a publisher and it was subsequently published?



GR After doing the story "Something horrid", I got kind of hooked on the whole idea of writing fiction and creating characters and so on, and I'd had these two child characters fairly strongly in my head. They were Elaine Taylor and Andrew Hayford, who are in *Space demons* and *Skymaze*, and so I thought that I would give myself three months and that I'd sit down and work every day. If I had anything finished at the end of it, then I'd feel that I could write something, and if I hadn't, then I would know that I couldn't.

I took about 6 weeks to do the first draft and I wrote that all out longhand, then typed it up, rewriting as I went. In fact, at the end of 3 months I had a 42,000 word manuscript which was the first version of *Space demons*.

I sent that first of all to Puffin and they sent it back. Then I sent it to Omnibus and they really liked it and thought that it had something, but that I should rewrite it. So I went back over and could see where the storyline was all wrong and so I threw the first version away - although not literally, but I did rewrite it all over again.

Mario and John Ferrone who are in the second version quite strongly and in *Skymaze* of course, were very minor characters in the first version. They became very central characters and the whole story changed. When I took that back to Omnibus in about November 1985 they felt that it was getting closer but that the

ending was not quite right. So after Christmas I did 6 weeks' more work, wrote a new ending and it was all ready to go, bar the copy editing stage.

SF What is your writing process?

GR I work on a word processor now, although I didn't when I began writing because I couldn't afford one! In fact the first book I wrote onto the word processor was *Melanie and the night animal*.

*Beyond the labyrinth* I did straight onto an old typewriter and when I got onto the rewriting stage I did that onto the processor. I work every morning when I am writing, which is from 9.00 am until 12.30 or 1.00 pm - I aim to do between 1000 and 2000 words per morning. When I am actually writing, I can get along quite quickly. I think I go into a sort of mild trance, type away, and out it all comes.

Then I go over and over it - I do about five drafts of everything, I think! I always read everything out loud at some stage, so that I can hear how it sounds - and that takes ages if it's a full length novel and you're walking around the living room reading it out loud.

Practically everything has gone through a fairly stiff editing process, because Omnibus, who have done most of my books, tend to be fairly heavy editors ... except for *Beyond the labyrinth*, which had hardly any editing - that was really very much my own work.

SF Is your writing then an exclusively solo exercise, or is there a point where you give drafts to friends or family to read?

GR Well, the only one that I've actually given to a few people is *Skymaze*, because it was a sequel. I was really quite anxious that it would come up to *Space demons*, and so I did give that to a couple of friends and to my kids to read.

Generally I find that I tend to keep things to myself quite a lot; I tend to be rather secretive about my work. It's always fairly painful when you have to show people for the first time. I'm just reading the newest novel *Flashback* to my two daughters who are 12 and 10, and I think that I must be getting a lot less defensive, because I'm finding it a lot easier reading to them without feeling hopelessly neurotic! And actually, it's

a very useful exercise because even if they don't say anything about it, I think you can always tell when you read to kids where they're interested or where they're lost by it.



SF Is a sequel like *Skymaze* problematic? Was there already impetus to extend *Space demons*?

GR Well, I think sequels are fairly special things, I don't think they should be judged like an ordinary novel. In a way a sequel is very different. It really is for the kids who wrote so many letters and said, "what happens next?" and "please write a sequel!". Some people have commented adversely on it; that it can't stand alone, that you have to read *Space demons* first.

I would reply that I don't really want it to stand alone, I want people to read *Space demons* first, then *Skymaze*. So really, I don't see that that's a valid criticism.

A sequel is a little bit difficult because I tend to write from a

background of ultra realism, which is a bit difficult because you want the characters to grow older so that it's naturalistic. But I believe that the real secret with sequels is not to age your kids at all; that they always stay in this limbo of never growing any older - really so that you can fit in lots of sequels, before they get to be 18 and 19!

SF Is there a hint of a sequel to *Answers to Brut*, or is that my reading between the lines at the story's conclusion?

GR No, I definitely think there's a lot of unfinished stuff at the end of *Answers to Brut* that I'd like to write something else. The problem is that I have this great queue of books in my head that need to be written, so anything like that which is fairly unpressing, has to take its place at the end of the queue. So it might be a few more years before I get around to that.

SF Where do characters and situations develop from? Are they from your life, your reality - or a mixture of sources?

GR Well, I think it is a complete mixture. I'm not really quite sure where the characters come from - because I almost always start to write from the character; that's one of the great mysteries of writing. They sort of crop up in my head and I know the

...a sequel is... for the kids who wrote so many letters and said, "what happens next?"

character and the sort of situation they're in. They seem to sit there and grow and grow, gathering things around them like magnets, so that ideas hang on to them, so that themes hang on and so are clues to this central character.

Eventually, it seems that the story comes out of that character. Where the actual character comes from, I don't know. I think it's a mixture of my own self, of things that I've read over the years, people I've seen over the years and so on. I sometimes feel as though I've had an unconscious video recorder going all the time and when I need something there's an instant playback in my head. But it wasn't as if I was going around everywhere saying "great character!", "great idea!" and so on, and saving them up consciously. They just seemed to have arrived there.

SF I guess the question within that question is, do you become your character or characters in your stories? Do you immerse yourself to the point where you are that person?

GR I certainly get very involved with them. When I've done things like theatre workshops and theatre workshops and theatre sports, writing is very similar



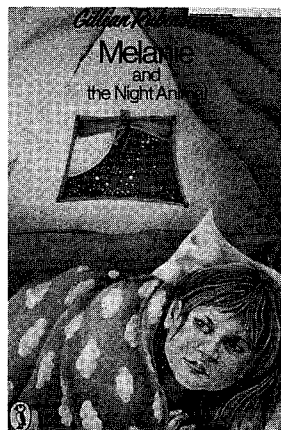
to the process of improvisation — you know, you suddenly take on a role, you start to improvise it and you kind of know how that assumed character would act, talk and everything. So I act them out in my head I suppose. And this is something I've always done, it's the way I entertained myself as a young child of around the ages of 10 or so; 13 in particular. I'd switch off from the real world and immerse myself in my imaginary character and live out their story.

SF Is fantasy writing a central interest for you then? *Answers to Brut* and *Melanie and the night animal* are a little different. *Beyond the labyrinth* is a link between family life and a situation of fantasy.

GR Yes, it's slightly different from the others which are real fantasy. *Beyond the labyrinth* is more as if it

could all really happen — that while we haven't actually met aliens yet, we have to be perfectly prepared to believe that they could suddenly appear. I don't really believe that we could get sucked into a computer game, I suppose that's the difference there.

I really like writing fantasy because you can take people away with it and be slightly outrageous over the top and really imaginative. The other reason I like fantasy is because once you move into the fantasy world you have a new set of rules that everybody understands, and I think kids these days particularly are very clued into all this sorcery-type imagery. You have a framework in which your kids can be very heroic and brave and selfless, self-sacrificing and all these other things.



SF Do you think a depicted situation should resolve itself for the young reader? In *Beyond the labyrinth* there's no comfortable solution or resolution presented, whereas *Answers to Brut* and *Melanie and the night animal* present fairly ideal resolutions to what, in each case and in different ways, have been fairly frightening situations. Is there one way you like to end books, or does it depend on the style and the readership you're aiming for?

GR I think it does very much depend on the style of book I'm writing and I've pondered for ages and ages over this question — over what is a children's book. I came across a very interesting quote by Stephen King the other day — I think it's in *Christine* — in which he says, "the main work of childhood is to learn how to live and the main work of adulthood is to learn how to die."

I think that helped clarify for me why some of the books I write are children's books and they end on a very positive note, and their aim is to instil optimism and a positive view. I think in that case we do need to have some kind of happy resolution, to leave the child character feeling empowered, that they are able to win over all the awful things in life.

*Beyond the labyrinth* I would not actually describe as a children's book, it's much more about "learning how to die", therefore you can leave it very open-ended.

SF In *Beyond the labyrinth*, there are a number of characters who are outsiders and their effects upon individuals and the community are charted throughout the story. Part of that also is a family where the children are beginning to step outside their family's rules and expectations, and it reads as a very heartfelt situation. I was wondering where that came from?

GR It's probably not based so much on my own children as on my own experiences as a young teenager. I lived in several different sorts of families and I was very unhappy over a time; it seemed to me that I just lived with all my nerve ends laid bare and registered everything over-sensitively.

I spent quite a lot of time in a sort of foster family, although it was not ever a legal fostering situation. They had 2 children; the girl was 3 months older than my sister, the boy was 6 months younger than me, so there were 4 teenage children very close in ages in one family, and a lot of interaction, reaction and so on.

All of that experience of having to live in somebody else's family comes from that. My own foster family were very kind, extremely sympathetic and helpful. But even so, you always have that feeling that you're the outsider in that family.

SF How has *Beyond the Labyrinth* been received?

GR It's had excellent reviews. I have had some rather angry letters about it, concerning the swearing. There was one woman who was very concerned by the fact that Shelley gives Victoria the glass of champagne to celebrate when she gets her period. The writer felt it was encouraging young people to use drugs and alcohol.

SF In your stories, boys and girls are equally depicted. Has your readership been equally divided between boys and girls?

GR Well from the letters, yes, equally.

One of the reasons I wrote *Space demons* the way I did was that I really wanted to write a boys' book that had

a very strong girl figure in it. In a way, it was a boys' book because I did write it for my son Matthew, but girls seem to read it equally cheerfully, although some high school girls tend not to want to read it as science fiction. Of course it isn't really.

SF Are you working on something at the moment?

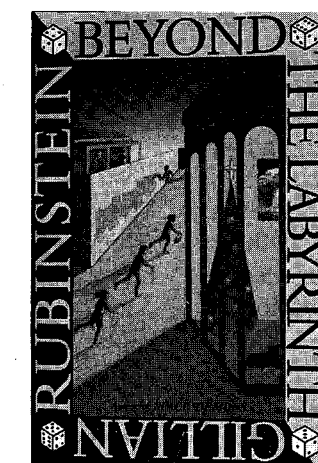
GR I'm actually working on several pieces at once. One of the things I'm doing this year is a Writer in Residence with the South Australian State Youth Theatre Company, Magpie. So I've done one play with them and I've started working on an adaptation of *Alice in Wonderland* for the end of the year. But what I'm also doing is a second draft of a funny novel for 10 year olds; I'm also about a third of the way through the second draft of another fantasy. So I've lots of things going on at the moment.

SF Your writing was received very eagerly when *Space demons* came out. You also received several awards. Was that a particularly daunting experience - was it encouraging, or did it put you off a little?

GR That's a hard one to answer, really. I often look back to the isolation in which I wrote *Space demons* and *Beyond the labyrinth*, and I think — gee, that was really terrific then because it was just myself and I could write just as myself. I think there's pressure on you to start being a public personality, and I can't help feeling that it must impinge on your writing in a way.

I could spend a whole week just visiting schools and answering letters, which is fun - I like doing that, and it is nice to be recognised and have people say that your books are great to read; it's lovely to hear that. But on the other hand, I really want to get on with writing more books. I want to do that anonymously.

Editor's note: *Beyond the labyrinth* was named 1989 Book of the Year by the Children's Book Council. *Melanie and the night animal* and *Answers to Brut* were named honour books in the Younger Readers and Older Readers categories respectively.



...it seemed to me that I just lived with all my nerve ends laid bare...

## ☆ Information skills: let's go!

Merran Dawson, Senior Education Officer at Curriculum Support Branch, was formerly at Library Services, where she was responsible for the editing of *Information skills in the school*.

For some time now, principals, inspectors, teacher-librarians and teachers have been wondering when an official departmental manifesto on information skills would finally hit the deck . . . and suddenly it has happened! As this article is being written, the revised and approved document is being printed, and will be forwarded to regions for distribution in Term 4.

When you receive the "manifesto", now named **Information skills in the school**, in your school, you'll notice a number of changes have been made from the earlier drafts which floated around for some years, namely:

### Status of the document

Initially it was proposed that the document was to be a curriculum statement. It was finally approved as a support document to the **Libraries in NSW government schools policy statement**, generally referred to as the Library Policy.

As a support document, **Information skills in the school** explains and expands on some of the important statements made in the Library Policy, in particular the statements relating to information skills and their place in cooperative program planning and teaching.

### Form of the document

The original drafts of the document mainly consisted of what was called an *information skills taxonomy*. This was a listing of the stages of the information process and the major skills and student behaviours incorporated into each stage. When this was combined with a description of possible information sources and other comments, the taxonomy itself became a formidable document to comprehend and manage.

The new document includes the original taxonomy, but has separated out some of the additional material into other sections of the document. This makes the taxonomy easier to read and understand.

## Sections of the new document

### The "what" of information skills

The document now has an introductory section which discusses the importance of teaching for the information process and the need for students to develop independent lifelong learning attitudes and skills. The introduction also shows how **Information skills in the school** relates to the Library Policy.

The next few pages of the document look at the skills that we can expect students to possess upon entry to school; the characteristics that we hope students will possess as successful information users; and the types of information skills and attitudes that schools should foster in students during their career at school. These skills are placed into the context of an information process: "the series of physical and intellectual steps that anyone takes to complete an information task."

The *steps of the information process* are explained in a simple diagram for students to use, as well as in an expanded two-page layout which includes information skills learning objectives on which teachers can focus. These pages are the core of the document, and should provide guidance for curriculum planning and teaching.

It is hoped that soon every primary and secondary student in the state will be able to recite the key steps of the information process:

Defining  
Locating  
Selecting  
Organising  
Presenting  
Assessing

and from late infants onwards be sufficiently aware of the information process to be able to respond successfully to a teacher or parent asking:

'What step are you up to in your task?'

### The "how" of information skills

The rest of **Information skills in the school** is very much concerned with implementation: the "how it should be done/how to do it" aspects.

Some important statements about the "how it should be done" aspect are made in the section titled *Integrating information skills into the curriculum*. Emphasis is placed on whole school responsibility for teaching and fostering information skills and the need to work within a flexible learning environment allowing for individual student needs.

**Information skills in the school** then provides more specific information about the action that staff groups can take to ensure that information skills are considered and taught, emphasising the need to plan for the selection of appropriate information sources and the reinforcement of information skills as early as possible in the curriculum development process.

To assist staff discussion, easy to photocopy/reproduce pages of issues and suggestions are supplied for the following school staff:

- the school executive
- the grade or faculty group
- the individual teacher
- the teacher-librarian
- the parent/community member

The message should come through loud and clear that the teacher-librarian should not be the only one teaching information skills: all members of the school community have an important role to play, the teacher-librarian being one of them.

## INFORMATION SKILLS IN THE SCHOOL

  
NEW SOUTH WALES DEPARTMENT OF EDUCATION

Some appendices are included in **Information skills in the school** to be used as staff development and curriculum planning tools:

### Appendix 1:

#### Sample student activities

The examples given show the type of exercises/student behaviours that correspond with each step of the information process and are included for those people who need to get an idea of what each step of the process could look like. We left space there for your own suggestions.

### Appendix 2:

#### Criteria for choosing resources

This was included on the basis that it is pretty difficult to teach any unit focusing on information skills without resources that are at the right level, varied, accurate, etc. and are in adequate supply.

### Appendix 3:

#### A checklist of information sources

This was put in to spur teachers and teacher-librarians alike to include the widest range of resources possible in their teaching: students with information skills limited to those required for using books will find it hard to survive in an increasingly technical world.

### Appendix 4:

#### A checklist of teaching/learning activities

From this checklist may come a reminder that our society presents and uses information in a variety of forms which involve totally different skills to those required for essay-writing and other traditional response forms used in our schools.

At the end of **Information skills in the school** is a bibliography of further reading. Most of the titles can be obtained on loan from the Inservice Education Library. For excellent practical advice, I highly recommend Gwen Gawith's publications. (Let's hope some enterprising group, like the Schools Section of ALIA, decides to invite her to Australia soon!)

**Information skills in the school** is not the be-all and end-all of documents. It is a springboard for getting the message across to school communities that good information skills are one of the marks of a successful student and should be fostered. How that fostering takes place is very much up to the individual school and the enterprise of its teachers.

## ☆ LINOS: some directions for the future

Joyce Kirk, Barbara Poston-Anderson and Hilary Yerbury are members of the Department of Information Studies, Kuring-gai College of Advanced Education.

In 1987, the Commonwealth Schools Commission agreed to fund a project to revise **Books and beyond** 2nd ed., the guidelines and standards for school libraries last revised in 1979. A Steering Committee was established for the project. It consisted of two Commissioners, three representatives of Directors General of Education, one representative from each of the Council of Independent Schools, the Catholic Education Commission, ASLA, and the LAA, and the Executive Secretary, who was a member of the Commission staff. The Steering Committee developed a brief for the project, emphasising a focus on services rather than resources and facilities. The project was to be known as the Learning and Information Needs of Schools (LINOS) project. Tenders were called for and evaluated by the Steering Committee, and the contract for developing the guidelines for library and information services to school communities was awarded to the Department of Information Studies, Kuring-gai CAE. Three members of the Department of Information Studies, Ms Joyce Kirk, Dr Barbara Poston-Anderson and Ms Hilary Yerbury acted as consultants on the project, and in consultation with the Steering Committee, developed the project document.

The LINOS project document promotes the development of quality library and information services in Australian schools over the next decade. It presents guidelines for service in the context of educational programmes which foster the development of the individual student and encourage members of the school community to work together to achieve this end. Therefore, it begins with a statement of educational rationale as a basis for library and information services which will contribute to learning outcomes. Once a school community has established its library and information services, it needs to ensure continued commitment to and appraisal of these services and the resources and facilities needed to provide them.

These guidelines will help school communities achieve excellence in their library and information services, and are presented in four parts. The first is a statement of educational rationale for the provision of library and information services; the second provides a model for schools wishing to review and renew their library and information services; the third section guides schools through the development of a plan for library and information services and the fourth and final section sets out the resources and facilities essential for adequate services.

The document is based on ideas underpinning its predecessors, **Books and beyond** first and second editions. The most important of these are that:

- library and information services are an essential part of a school's educational programme;
- quality buildings, equipment and resources together with a library staff which incorporates a range of professional, technical and clerical skills, are necessary if effective library and information services are to be offered within a school.
- library and information services, and the resources and facilities to provide them, should be appropriate to and chosen within the context of the school community.

A school community is a grouping which includes staff and students, members of school boards and parent groups, educational administrators and educational planners and policy makers at system level.

The information on which these guidelines are based was gathered from Australian educational policy and curriculum documents, an extensive literature review, and from interviews and discussions with members of over eighty school communities throughout Australia. These included senior administrators and students, parents and school principals, curriculum developers and specialist consultants, teachers and teacher-librarians. Interviews and discussions were held also with members of other organisations concerned with the education of young people, such as state and national libraries, academics, specialist publishers, educational information service providers and educational research bodies.

The development of guidelines with an orientation to the future has been approached by adopting a position in that future, and looking back to gain a perspective on the present. This position assumes a future qualitatively different from the present, because it offers the possibility of change, whilst retaining the best of the present. It is in this context that school communities can choose the future for their library and information services. The LINOS project document gives school communities a basis for identifying aspects of current library and information services which they wish to retain, those they wish to enhance and those they wish to initiate and develop.

## teaching learning ∞

### ∞ Curriculum development at Miller High School



*Ingrid Simpson was teacher-librarian at Miller High School before taking up a secondment to Library Services. She is currently deployed to School and Executive Development Branch.*

I left Miller High School after 9 years to accept an appointment to Library Services. This appointment gave me an opportunity to reflect on my role and profile within the school over these years. It also helped me to reflect on my priorities as a teacher-librarian and consider how I would approach a new school when I am reappointed.

Miller High School has been a school targeted for programs such as Participation and Equity (PEP), Disadvantaged Schools (DSP) and Staying On. I have had the opportunity to participate on a number of committees and to be involved with the organisation of various events. The most rewarding experience was my 3 year involvement as chairperson of the senior curriculum committee. The committee was established to assist with the preparation of the school's DSP submission in 1986.

#### DSP Submission

Staff, both teaching and ancillary, student and community representatives are all involved in the development of a DSP submission. This involved undertaking an analysis of the perceived needs of our students. The subsequent development of programs seeks to address the needs which have been identified as high priorities.

#### Students' needs analysis

In 1986, the highest priority from the needs analysis process at Miller HS was determined to be the need for a broader curriculum. Our Principal established the junior and senior curriculum committees to investigate options for broadening the curriculum. Based on the findings and recommendations of the curriculum committees, the direction of the DSP programs would be set. I was a member of the DSP committee and Year 10 student adviser, which

meant that I was involved with student subject selections for years 11 and 12. The Principal invited me to be the chairperson of the senior curriculum committee. Each committee was to present its findings at executive, staff and parent-teacher meetings. DSP programs were designed to meet the identified needs of our students, to promote more effective learning and to make school more relevant and enjoyable.

#### Curriculum committees

The junior curriculum committee investigated the courses offered in years 7 to 10 and proposed to increase the number of educational experiences for students in these years. This occurred through a restructuring of the junior curriculum and the introduction of a number of courses.

The senior curriculum committee investigated the introduction of Board Approved Courses (formerly Other Approved Studies) which were previously not available at the school. This meant that all senior students were given the opportunity to gain the Higher School Certificate through a choice of Board Determined Courses (BDC) and the appropriate number of Board Approved Courses (BAC) to suit their interests and vocational or tertiary requirements. The committee also investigated the degree of interest students had to undertake Joint Secondary School TAFE (JSST) courses at the nearby Miller TAFE College. These latter subjects are awarded dual accreditation for the appropriate TAFE course and the HSC.

#### Senior curriculum committee

In the early stages, there was no clear path for development of the senior curriculum. The processes and directions evolved as we went from one step to the next. Over the next 3 years the senior curriculum committee's approach and strategies were streamlined. A clear sequence of procedures developed which included survey, implementation and evaluation. A more democratic whole school process evolved as input from all faculties, students and parents increased. Above all, we based phases of curriculum development on the needs and interests of our students, gauged by their responses to each survey.

Funds to assist the implementation of the new curriculum directions were obtained through DSP.

This assisted with the incorporation of these changes into the whole school plan and with the provision of resources. DSP process and funding were linked into the structure for the development, implementation and evaluation of the curriculum.

## Surveys

The development of a relevant senior curriculum involved the designing of many survey instruments to obtain information, reacting to the information gathered by these surveys and then re-surveying staff, students and parents to confirm our findings. Preliminary surveys were administered to ascertain the areas in which students showed an interest. Surveys of teaching staff gathered information regarding the expertise and interest of teachers to develop school-based BACs or to teach content approved courses.

At this stage teachers were also requested to indicate what resources, funds and other requirements (eg specialist areas, consecutive lessons) were needed. It was important to find out whether members of staff who indicated interest teaching a BAC intended to remain at the school or, if that was not the case, if there was someone else who had the interest and expertise to teach the course.

All the proposed courses were offered to students. Student choice was the prime consideration in determining which courses would actually run, subject to viable class sizes. The school executive was involved at all stages to obtain feedback about decisions which were based on survey results. This was particularly necessary in relation to staffing and determining the minimum class sizes for BACs and BDCs.

## Student counselling

Meetings were held during school and at after hours functions with parents and students to inform them about subject choices and HSC requirements. The considerations that students would have to take into account when making choices were emphasised. These involved vocational or tertiary requirements, interests, lifestyle aspirations and abilities. All Year 10 students were required to attend a meeting during school where these matters were discussed. This was necessary because we found that many students who had indicated they would be leaving did in fact return to Year 11. Higher retention rates than anticipated were obtained. All year 10 students received general careers advice and individual/small group careers counselling on subjects and units for choices for Years 11 and 12. Students who

selected fewer than 10 units of BDCs were counselled by the year adviser to ensure that they understood the implications of their choices, particularly with the introduction of the tertiary entrance score on the HSC in 1988.

Faculty representatives were nominated to speak to students at year meetings, to classes and at a parent - teacher evening. To assist students in making choices, written information about all proposed courses (BAC and BDC) was presented to students and parents. This information was refined by the senior curriculum committee and incorporated into a senior school prospectus. It detailed the senior school routine, HSC requirements, work experience, support services, examinations, reports, field study programs, study skills and the curriculum. Each course description included a course outline, assessment format and if relevant, details about materials, field trips, excursions, etc.

## Timetable

In the first year of the newly established senior curriculum, the committee allowed students to make a choice of subjects and the lines for the timetable were developed from their choices. This produced timetable lines which suited the majority of students. A grid was devised with all subjects along one axis and all subjects along the other axis. From this information conclusions were drawn, but it was a monumental and frustrating task.

In subsequent years, the process was altered and the framework grid of the 6 line timetable was determined by the executive. Subjects were placed into lines, some BDCs appearing more than once, and all proposed BACs were listed in 3 lines. As well as making selections, students were also given the opportunity to comment on the arrangement of subjects if the listing was not appropriate. This subject selection sheet was then further refined based on students' choices and comments and re-issued for their final subject selection.

## Recommendations

The members of the senior curriculum committee tallied the numbers of students electing to do each course. This information was presented to the school executive as a written and oral report. The report summarised all the steps that the committee had undergone, the conclusions drawn at each stage and a list of recommendations. The report concluded with the determination of final timetable lines and a summary of other curriculum considerations. The committee attempted to devise

a relevant and meaningful curriculum which met the difficult criteria set by needs analysis, student interest, administrative issues and staffing considerations.

The new senior curriculum comprised the introduction of 6 one unit BACs across 3 lines. Amongst these was one JSST course. In the first year of the new curriculum, one school-based BAC was prepared, the remainder being content approved courses. The number of new school-generated BACs increased in each successive year. It was also interesting to note that even with the introduction of the tertiary entrance score on the HSC from 1988, the number of BACs that students elected to study remained the same. This highlighted the fact that BACs filled an obvious curriculum need with our students.

## Library

The integral part of this process was the development of programs for the DSP submission. Human and physical resources were required to enable the identified directions to be instigated. Included in the submission was the request of funds to purchase library resources to support implementation, particularly in new areas of the curriculum. Since broadening the curriculum was a DSP initiative, its introduction had to be ratified by the school community.

The new programs developed through this DSP initiative promoted interaction between teachers and myself as both teacher-librarian and chairperson of the senior curriculum committee. Cooperation occurred in the following areas:

- \* liaison with regional contact personnel when courses were written
- \* utilisation of NCIN resources
- \* the selection of appropriate resources for purchase
- \* cooperative program planning
- \* devising of appropriate resource-based strategies for learning experiences using new and existing resources
- \* the planning and teaching of information skills
- \* evaluation of teaching/learning activities and processes.

Evaluation was integral to the teaching programs, the process of curriculum determination, BAC approval and the DSP submission.

## Balance of roles

The opportunity to be chairperson of the senior curriculum committee was challenging and offered me a great deal of valuable experience and insight into whole school administration. My initial reaction to the new position was that I had to make some quick decisions regarding the streamlining of management procedures in the library to give myself more time. I definitely did not want to diminish my role as teacher-librarian and my involvement in teaching/learning programs. I gained a new perspective when I realised that the senior curriculum position was not just an additional duty, nor was it in conflict with my role as teacher-librarian. I realised that I could strike a balance in my roles without decreasing what I was doing in the school with my teaching. I found that I could promote and have even greater impact in the incorporation of resource-based learning and the teaching of information skills in all areas of the school through cooperative program planning and teaching (CPPT). My dual roles enabled me to ensure the library played a significant part in the school's curriculum development process and that CPPT was a means of developing effective teaching/learning activities.

## Reflection

My dual roles of teacher-librarian and senior curriculum chairperson enabled my participation in the planning, resourcing, implementation and evaluation stages of the curriculum development process. This made it possible to implement the Library Policy in nearly ideal circumstances across the entire school. My involvement hopefully served to enhance staff recognition of the value of involving the library in the curriculum development process at all stages in both single subject and across the curriculum areas.

When I am reappointed to a school, I shall look upon committee roles as a potential opportunity for maximising Library Policy implementation within the school. Such involvement would also ensure my role as teacher-librarian was more than marginal in the school's total educational program. I would determine and negotiate my priorities with my colleagues. I would view any additional duties in relation to their potential benefits.



## ⊞ How much do you know about what's happening in your school's curriculum?

Merran Dawson, Senior Education Officer at Curriculum Support Branch, adapted this checklist for use in library-related inservice activities during her time at Library Services.

Tick the statement/s that apply to your situation.

### I know what is being studied in my school because I have:

- studied the school's written programs
- visited classrooms to observe
- scheduled class visits to the library
- helped students who use the library to do assignments
- attended school staff meetings where curriculum was discussed
- attended grade/faculty meetings where programs/units of work were discussed
- kept records of materials teachers have asked us to purchase
- reviewed textbooks and reading materials used in the school
- talked with teachers informally at staff meetings
- talked with teachers in the staffroom
- noticed what kinds of materials teachers and students borrow
- attended library committee meetings where teachers assisted me with the selection of suitable resources
- attended school curriculum committees, participated in curriculum decisionmaking and advised on appropriate resources and their use
- cooperatively planned aspects of units with classroom teachers
- cooperatively taught aspects of units with classroom teachers
- taught alone cooperatively planned aspects of classroom teachers' units
- taken a leading or support role in school-based staff development that focuses on curriculum
- discussed curriculum issues with the principal
- discussed curriculum issues with my supervisor
- other \_\_\_\_\_

## search <

### < The Module Bank

Sandra Bushell, Senior Education Officer, School and Executive Development Branch, coordinates the Module Bank.

#### What is the Module Bank?

The Module Bank is a large collection of school development resources. These resources are designed specifically to support teachers and executives in leading and participating in school-based workshops. A complete collection of modules is housed in every region. You can obtain copies of modules by requesting them by mail or phone from the Module Bank contact person in your region (see list below).

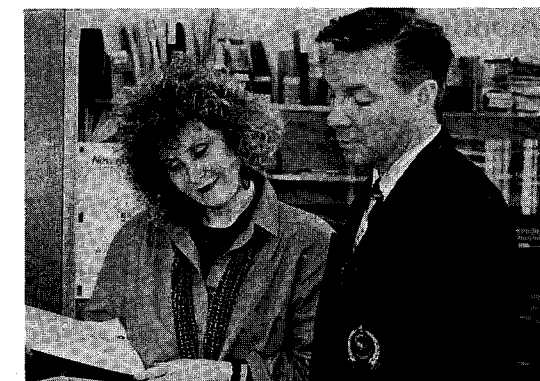
#### Teacher-librarians and the Module Bank

The Rationale from Libraries in NSW government schools policy statement reads:

The teacher-librarian is a member of the school's total teaching staff and as such must be actively involved in teaching/learning processes.

These processes or the curriculum are defined as all those planned and unplanned learning experiences which occur under the auspices of the school.

Fran Moloney, pictured here with Phil Lambert, Assistant Principal at Leichhardt Public School, sees her role of teacher-librarian as being actively involved in the wider curriculum of the school. "This includes staff development," says Fran. The Module Bank collection offers teacher-librarians a wide range of resources for supporting the school's teaching and learning processes.



#### How can teacher-librarians make use of modules?

Teacher-librarians may support teaching and learning processes in the following ways:

- identifying useful, relevant resources and acquisition of these resources for the school's professional reading collection or a staff development section within the library;
- raising staff awareness of the availability and content of resources e.g. promoting new materials via presentations at staff/year/grade meetings or displays in the library;
- contributing to curriculum committees and whole school staff development programs.

Selecting modules from the Module Bank collection will help you in each of the three tasks outlined above.

#### Which modules are of most use?

The new 1989-90 Module Bank Catalogue provides a description of the contents, target audience and facilities required for each module. A copy of the catalogue would be a very valuable resource for each school library. Catalogues are available from the regional contact people listed below.

Maxine Rennie, a teacher-librarian and co-ordinator of the N.S.W. Curriculum Information Network (NCIN), provided a list of modules which she has found particularly useful for staff development purposes. They are:

87/001	Your School Development Day
87/005	The Art of Negotiation
87/007	Effective Communication
87/011	Discipline Strategies for the Whole Class
88/007	Applying Creative Problem Solving

- 89/001 Teaching Mixed Ability Classes in Secondary Schools  
 89/003 Modern Languages and the Talented Student 7-10  
 89/006 School Development Days: Strategies and Techniques for Group Leaders.

Other modules of special interest to teacher-librarians include:

- 83/006 Parents in the Library  
 83/031 Using the School Library in Learning  
 83/040 Joining the Mainstream

Maxine believes that the teacher-librarian will have an even more vital role in view of the trend, underlined in **Schools renewal**, for staff development to become increasingly school based. Schools will be depending more and more upon their own central resource collection. The teacher-librarian can use this collection to help the school while at the same time bringing the library and its staff into a position of greater visibility.

### Module Bank regional contacts

**Metropolitan East:** Mr Bill Steele Clerical Assistant Arncliffe Education Centre  
 Segenhoe Street Arncliffe NSW 2205 (02) 597 0022

**Metropolitan North:** Ms Jill Charters School Development Consultant  
 Professional Services Centre 10 Dalleys Road Naremburn NSW 2065 (02) 439 5200

**Metropolitan South West:** Ms Lorraine Jackson Clerical Assistant Cartwright Centre  
 Willan Drive Cartwright NSW 2168 (02) 607 9888

**Metropolitan West:** Mr Michael Brown Professional Development Consultant or  
 Ms Jane Robinson Library Consultant Professional Services Centre Cnr Albert & O'Connell Streets  
 North Parramatta NSW 2151 (02) 683 9645 (02) 683 9647

**Hunter:** Ms Sue Leask Consultant (Resources for Staff Development) Adamstown Professional Services  
 Centre PO Box 82 Adamstown NSW 2289 (049) 26 9875

**North Coast:** Ms Beth Pickard Resources Co-ordinator Centre for Professional Development  
 in Education 154 Ballina Road Goonellabah NSW 2480 (066) 243 113

**North West:** Mr Alan Bissell Special Programs Officer Level 1 Guy Kable Building Department of  
 Education Marius Street Tamworth NSW 2340 (067) 672 384

**Riverina:** Ms Julie Moloney Administrative Assistant (Special Programs)  
 Regional Education Centre Level 176 Morgan Street Wagga Wagga NSW 2650 (069) 23 0689

**South Coast:** Ms Jenny Parker Clerical Assistant Professional Services Centre Mt. Ousley Public School  
 Vereker Street Fairy Meadow NSW 2159 (042) 83 1366

**Western:** Mr Peter Dixon Clerical Assistant The Module Bank Professional Services Centre  
 PO Box 143 Bathurst NSW 2795 (063) 31 7989

## < NCIN regional co-ordinators — a vital link in the curriculum chain !

The New South Wales Curriculum Information Network (NCIN) State co-ordinator Maxine Rennie is able to continue expanding the NCIN database only through the support of the regional co-ordinators. These people play a vital role in identifying curriculum documents for inclusion on the database both at the regional level and in the schools. Another aspect of their role is to promote NCIN and its benefits to classroom teachers by providing inservice support, or by organising demonstrations by the NCIN team, Maxine Rennie and Nigel Paull, to specialist and/or subject teachers' cluster meetings.

If you wish to contribute copies of your school's programs, school-based policies and units of work, please contact your regional co-ordinators or send two copies direct to NCIN Library Services Private Bag 3 Ryde NSW 2112.

Your regional co-ordinator is listed below:

**Metropolitan East:** Ms Laraine Lucas  
 Consultant Professional Services Centre "Teluba"  
 Segenhoe Street Arncliffe 2205 (02) 597 2266

**Metropolitan North:** Ms Mel Bergin Principal  
 Education Officer Professional Services Centre 10  
 Dalleys Road Naremburn 2065 (02) 439 5200

**Metropolitan South West:** Ms Virginia Elliot  
 Senior Education Officer Cartwright Resource  
 Centre Willian Drive Cartwright 2168 (02) 607  
 5921 or Ms Heather Martin Senior Education.  
 Officer PO Box 324 161 Bigge St Liverpool 2170  
 (02) 600 3110

**Metropolitan West:** Ms Jane Robinson  
 Consultant Professional Services Centre  
 Albert & O'Connell Streets North Parramatta  
 2151 (02) 683 9647

**Hunter:** Ms Sue Leask Consultant Professional  
 Services Centre Bunker Road Adamstown 2289  
 (049) 269 875

**North Coast:** Mr Roger O'Shea Inspector NSW  
 Dept of Education PO Box 422 Lismore 2480 (066)  
 21 1797

**North West:** Mr Murray Patterson Principal  
 Education Officer NSW Dept of Education PO Box  
 559 Tamworth 2340 (067) 67 2216

**Riverina:** Ms Sandra Lucas Consultant NSW  
 Dept of Education PO Box 478 Wagga Wagga 2650  
 (069) 23 0642

**South Coast:** Mr. Greg Cloak Coordinator of  
 Consultancy and Professional Development Mount  
 Ousley Public School Vereker Street Fairy Meadow  
 2519 (042) 83 1366

**Western:** Mr Milton Mercer Principal Education  
 Officer NSW Dept of Education Cnr Rocket &  
 George Streets Bathurst 2795 (063) 31 7989

### PHOTOCOPIES OF NCIN DOCUMENTS NOW AVAILABLE

Due to a change in policy all NCIN documents are now available in photocopy form as well as microfiche. All current and future documents will be available in photocopy form only.

When ordering a photocopy, please list NCIN document number and title, and enclose a cheque, eg:

21890394 Programming guidelines \$9.00.

Documents will be available from:

NCIN  
 Resource Services Distribution  
 NSW Dept of Education  
 Private Bag 3  
 Smalls Rd  
 Ryde 2112

Pricing structure (includes postage):

Pages	Price \$
1 - 25	9.00
26 - 50	12.00
51 - 75	15.00
76 - 100	18.00
101 - 125	24.00
126 - 150	27.00

## Stocktaking and RFF — how can they co-exist ?



Fran Moloney is a primary teacher-librarian currently deployed to School and Executive Development Branch where she coordinates the school-based support course for primary and central teacher-librarians.

Since the beginning of 1989 many primary teacher-librarians have been providing some relief from face to face teaching (RFF) time, have been appointed as computer coordinators or are filling some of their school's part-time staffing allocation.

In this staffing climate, stocktaking, in particular, has taken on an added dimension of difficulty in the minds of teacher-librarians.

I use the phrase "in the minds of" advisedly since many of our colleagues have undertaken stocktaking procedures from part/time or combined positions for many years. However the nature of RFF has certainly added a complicating factor for some.

Looking at it from a practical point of view, there is a legal requirement that "a full stocktake of all library materials be carried out at least every two years ..." (School manual of financial management, Section 6.5). Most schools have developed stocktaking policy and procedures based on circumstances existing at the time. Circumstances have changed with the introduction of RFF — so there are valid grounds for a policy review and for changes to be made.

It is the principal's responsibility to ensure that stocktaking requirements are met, and usually the teacher-librarian has been delegated the task of implementing the school's stocktaking policy. However there may be a good case for another person or persons to be responsible for the stocktake if the teacher-librarian is unavailable due to other commitments.

How a stocktake can be carried out is a problem which needs to be addressed by the whole staff in the light of the needs of the whole school. You as

teacher-librarian will be assumed to be responsible (as you have in the past) but if you anticipate practical difficulties, you will need to negotiate with the principal and staff for a change of approach which reflects the school's changes in staffing and your time commitments.

You will have to clarify a number of issues before you begin to negotiate, keeping in mind at all times that everyone's needs should be considered.

The Handbook for school libraries lists a number of questions in relation to developing a stocktaking policy in Section 7.8.3. Consider them carefully — draw up your suggestions in each case. Consider, too, possible objections or entrenched points of view which may come from others on your staff. Now would be a good time to reread Sections 7.8.1 to 7.8.9 of the Handbook. Remember, sorting this out is a school issue, not your personal responsibility. If the school has a problem, the whole staff should be trying to help solve it to the benefit of all.

Following are a number of suggestions you may also like to consider, before your negotiations, in relation to the particular circumstances in your school.

- Point out that you will need to restrict access (or close the library) for the duration of any stocktake period, whether you are doing a part or whole stocktake. It is to everyone's benefit, then, to have the stocktake done as quickly as possible. Be careful not to underestimate the time required. You are appointed for a certain number of days or hours as a teacher-librarian. If you can only stocktake during that time, you may have to close the library (or section of the library) for 2 or 3 times longer than would otherwise be the case.

- You should not be required to "make up" any extra time allocated to complete the stocktake if you will be using what is normally your RFF time. The time you spend stocktaking is of benefit to the whole school — so perhaps everybody can contribute that part of their RFF time which you normally provide for the duration of the stocktake.

- Consider, if practicable in your school, recalling all resources at the end of the year and stocktaking them at the beginning of the following year to minimise disruption and maximise access.

- Consider involving others. Perhaps you can supervise but not actually do the stocktake. Other teachers, clerical staff, community members or children can be involved in the routine tasks (see Section 7.8.9 Task Analysis, in the Handbook for school libraries).

- If practicable, establish a relationship with any nearby college of TAFE which conducts a library technicians course. The students need to practise their skills (stocktaking is one of them) and they may be organised to carry out your stocktake under the watchful eye of their supervisor!

- Raise the issue at area meetings with other teacher-librarians. They may have lots of terrific ideas to help you out.

- Enlighten the staff about the number and complexity of management tasks you are required to carry out so that the library can function effectively.

## Telecommunications and the ASCIS database part 3. Or the other 10%

Alan Ferguson is an Education Officer with ASCIS in Melbourne.

In Part Two of this 3 part series on telecommunications and the ASCIS database it was suggested that understanding terminal emulation would overcome 90% of the difficulties associated with dialing up to the ASCIS database. In this final article we will deal with the other 10%! When ASCIS receives an enquiry for details about registering as a dial-up user of the database, it sends out an information sheet, registration forms and a sheet headed "Configuration of telecommunication software for use with the ASCIS database". This sheet contains important information which can make the task of going "on-line" relatively painless provided it is read, understood and followed.

In this article some of the parameters mentioned in this sheet will be taken up and explained so that hopefully it will be easier to understand why these parameters are important and how they can be taken into consideration when you are setting up your own software. As was indicated in the second article in this series, telecommunications software does not come already configured (set up) for use with a particular database. Almost certainly you will need to at least enter the name and telephone number of the database you wish to access.

In Figure 1 you will notice that the mock-up of the Crosstalk Status Screen (chosen because it allows all

They may be more realistic about their expectations if you raise their awareness about the relationship between your time and any services offered by the library.

- Lastly, be direct. Make an appointment to see your principal and have a well prepared case for your proposals. Ensure you have considered all the options and the needs of everyone involved: the children, the staff and don't forget your own! Try to achieve a consensus.

If all your efforts to negotiate fail and you consider yourself unable to manage the stocktake, refer your principal to the School manual of financial management, specifically items 6.539 and 6.542 (also reprinted in the Handbook for school libraries) and suggest that further discussion involving the regional inspector for school libraries and/or your regional library consultant may be helpful.

settings to be illustrated on one screen) shows the name of the database being accessed as ASCIS1200. This name has been chosen to indicate that it is the ASCIS database that will be accessed and the 1200 simply indicates that the speed (more on this later) has been set to 1200/1200 bps rather than the somewhat slower 300/300 bps. The telephone number is shown as 543 6799 being the Melbourne number for accessing the database at 1200 bps. Obviously if you were in another state or city you

Figure 1: Crosstalk status screen

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CROSSTALK - XVI Status Screen                               Off lin
Name ASCIS1200                                             Loaded A:ASCIS12.XTK
Number 543 6799                                           Capture Off

Communications parameters                                  Filter settings
Speed 1200 Parity None Duplex Full                      Debug Off LFAuto Off
Data 8      Stop 1    Emulate VT-100                   TABex Off BLANKex Off
Port 1      Mode Call  INfilter On                     OUTFilter On

Key settings                                             SEnd control settings
Atten PgUp Command ETX (^C)                            CHalt None
Switch Home BReak End                                  LWait None

Miscellaneous parameters
Drive A:          Acept Everything                      PWord
DPrefix ATDP     DSuffix |                             APrefix ATSO=1|
Printer Off      UOnly Off                             ANSuback On
PMode 2 (DOS)    Bksize 1                             DNames 200
EPath           RDials 10                             TURmarnd Enter
VVideo EGA/Mono FLOW ^S/^Q                             HANDshak Off
LBreak 200

Command? _

```

would choose the appropriate number for that city or state from the list supplied in the introductory manual issued by ASCIS upon registration.

Another consideration when setting up your software is the type of modem you are using. (A modem is a box of electronic components which goes between your PC and the telephone line and allows digital signals generated by the computer to be sent down telephone lines designed for voice signals. A similar modem must also be in place at the other end of the telephone line to translate the signals back into digital codes to be understood by the host computer). The price of modems has dropped dramatically in the last twelve months. The assumption in this article will be that users have an auto dial modem. Certainly the price of such modems now compare more than favourably with the price of a manual dial modem of a year or two ago. The difference between an auto dial and manual dial modem can be likened to the difference between driving a manual and automatic car. Both will do the job, but the auto dial modem is much easier to use.

Unfortunately the names of some modems may be misleading and a careful reading of the accompanying manual may be necessary to determine which speeds a particular modem is able to support. For example, the Apple 1200 modem which it might reasonably be assumed from its name would function at 1200/1200 bps can, to the best of my knowledge, only operate at 300/300 bps and 1200/75 bps. It would therefore restrict access to the ASCIS database to the slower speed of 300/300 bps. Perhaps the best way to describe the various operating speeds of modems is by quoting the CCITT standards. V21 means the modem can operate at 300/300 bps, V22 indicates that the modem can function at 1200/1200 bps while V23 indicates a speed of 1200/75 bps (suitable for Telecom's Viatel service but not for ASCIS unless through AUSTPAC) and V22bis means the modem can support 2400/2400 bps, a speed not yet supported by ASCIS. Many modems can function at multiple speeds and these would be designated, for example as V21, V22, V23 and V22 bis, indicating a single modem which can support all four speeds.

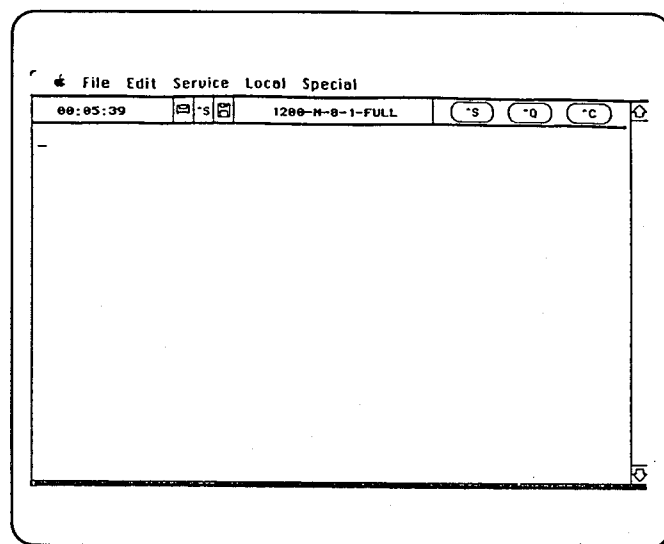
Included in the information given in the sheet "Configuration of telecommunications software for use with the ASCIS database", mentioned above, is advice about telephone systems, modem types and speeds, etc. For the purpose of this article I will concentrate on those areas which are essential to the successful configuration of software for use with the ASCIS database. I have already dealt with the matter of terminal emulation in previous articles, so let us move on to a consideration of other prerequisites for

successfully setting up telecommunications software to access the ASCIS database. These include Data bits, Stop bits, and Parity.

In Australia there are standards for these settings and these are (as used by ASCIS): 8 Data bits, 1 Stop bit and No parity. Some imported software may have different settings which may need to be altered before being used with the ASCIS database. "Apple Access II" is possibly one such example as, so far as I am aware, its default or normal setting includes 7 Data bits and this has to be changed to 8 (a relatively simple procedure) before it can be used to interrogate the ASCIS database.

Figure 1 shows, under the heading "Communication parameters", the settings for parameters such as Speed, Data bits, Parity and Stop bits as well as Duplex and Emulation (dealt with previously). Each of these must be set as in the example shown with the exception of Speed which is determined by the type of modem being used. ASCIS supports both 300/300 bps and 1200/1200 bps modems. If your modem can support 1200/1200 bps, then this would be the preferred option, as it would be four times faster than 300/300 which would mean that you would be able to do the same amount of work in one quarter of the time or four times the work in the same time. If your modem does not support 1200/1200 bps then of course you would have no choice but to work at 300/300 bps.

Figure 2: Red Ryder status screen



Perhaps a word of warning is in order here. While all telecommunications programs have similar requirements, no two are identical and the procedure for setting up one particular program may be quite different to the procedure for setting up another. The best that can be offered in this article is some general advice which will have to be interpreted to suit your own particular software.

Figure 2 is of a Red Ryder screen (Red Ryder is a telecommunications program which can be used on an Apple Macintosh) and illustrates the same settings as those displayed on the Crosstalk screen even though this might not be immediately evident. The centre panel at the top of the screen indicates Speed as 1200, Parity as None, Data bits as 8, Stop bits as 1 and Duplex as Full.

While much of the information in this article is of a rather technical nature, it is recommended that you make yourself *au fait* with your own telecommunications program rather than rely on some other person to set it up for you. Familiarity with the software and modem can certainly be to your advantage. For example, because there is a finite number of lines or "ports" into the protocol convertor for each terminal type, you could, (assuming you are sufficiently conversant with your telecommunications software and have software which can emulate more than one dedicated terminal type) set up a different file for each

emulation which your software can support. If you found you received the message "Busy, Wait?" for one emulation, you could switch to one of your other emulations to see if there was a port available for it.

In the same way, if you found you were sometimes getting an engaged signal when attempting to access the database, you could create a file which allowed you access at the alternative speed i.e. 300/300 bps if you had been trying 1200/1200 or vice versa. Of course this would depend on the ability of your modem to support both 300/300 and 1200/1200 bps.

It's hoped that the information in this series of three articles will go some way to providing a better understanding of some of the complexities of telecommunications and overcoming some of the difficulties users might be having in accessing the ASCIS database.

Good luck and successful searching!

## △ ASCIS update

### National Developments

Plans for establishing a national curriculum centre are underway with the new centre to be called the Cooperative Curriculum Corporation. At this stage it is envisaged that ASCIS will be part of this corporation, however NSW membership of ASCIS will not involve membership of the corporation. This means that NSW schools will continue to use the wide range of ASCIS services and to benefit from Library Services' input to the database.

### Subject headings list

Recent work on the subject headings list has added new terms in the area of computers, curriculum staff development and school management. These additions will enhance the usefulness of the subject headings. In total 700 terms have been added or amended. The publisher who is W.D. Thorpe will have the new edition (the second edition) available for sale by Term 4. As the budget allocation has yet to be released it is uncertain whether schools will be provided with the new edition by the Department or will have to purchase it.

### OASIS and ASCISRECON

If you have started planning for OASIS you will be aware of the need to think about the existing collection and whether to have records for old resources, as well as for the new. If you decide to

have records for old materials you will be able to take advantage of the reconversion software developed for this purpose. This project was undertaken last year but has proved to be a time-consuming and expensive project. The advantages for you are that you can have large numbers of records located, downloaded onto floppy discs and despatched at a price lower than the price for new materials. The rate is 9 cents per title for a minimum order of 1400 titles. ASCISRECON is the name of this new service.

### Membership

October is the time to start thinking about your membership. If you want to start 1990 with the latest fiche with 400,000 cataloguing records, then you need to pay the subscription now. If you order too late in the year your fiche will arrive in March. A 1990 subscription form will be distributed to all schools in October.

ASCIS is a cooperative cataloguing information service and depends on your support and subscription. Without users it cannot develop new and better services such as the book catalog and reconversion software.

## Annual requisition

Last year the subscriptions for ASCIS fiche were on the Annual Requisition. For a number of reasons they are not included this year. All orders for ASCIS products will have to be sent direct to ASCIS, 325 Camberwell Road, Camberwell, 3124.

## Children's literature

The Lu Rees Archives is a collection of 4000 resources to encourage the study and research of Australian children's literature. It is named after Lu Rees who was very active in children's literature and whose initiative established the collection, located at the Canberra CAE library. The index to these valuable resources has been put onto the Australian Studies database, an ASCIS subset. You can purchase the Australian Studies microfiche (\$9.00) from ASCIS 323 Camberwell Road Camberwell VIC 3124 or use it as an online ASCIS subscriber.

## Book catalogue

The Board of ASCIS is aware that not all schools will be using OASIS in the near future and that card catalogues have shortcomings. The success of **Subject index for NSW school libraries** indicates the popularity of a book format with brief bibliographic information. ASCIS is currently developing software so that a school can have a book catalogue.

The book catalogue consists of the cataloguing information usually printed on a card. Similar to a dictionary card catalogue, the entries are listed under author, title and subject. A sample is printed below.

## Sample ASCIS book catalogue

BRIGHTON, Catherine The picture 1985. lib: 1 copy	FBR1
BRINGING the rain to Kapiti plain 1986. lib: 1 copy	811.54AAR
BRITAIN see GREAT BRITAIN	
BRITISH ISLES see GREAT BRITAIN	
BROGER, Achim Good morning, whale 1975. lib: 1 copy	FBR0
BROOK, Judy Belinda and Father Christmas 1978. lib: 1 copy	FBR0
Noah's ark 1974. lib: 1 copy	FBR0
BROWN, Marc Arthur's nose 1976. lib: 1 copy	FBR0
BROWN, Ruth If at first you do not see 1982. lib: 1 copy	FBR0

The book catalogue service will be available by next year. The procedure for having a book catalogue printed is similar to requesting the card sets, except you will receive a book instead of sets of cards. Further information will be supplied later in the year.

## New information

A series of one page information sheets have been produced by the ASCIS office and will be reproduced in the next few issues of *scan*. However, in the meantime, if you require information about any of the following topics, write a letter to ASCIS Information Services Library Services Private Bag 3 Ryde 2112. The topics are:

- \* ASCIS Machine Readable Records
- \* ASCISRECON
- \* ASCIS Catalogue Card Service
- \* ACIN
- \* Dialling up to the ASCIS Database
- \* Australian Studies Dataset
- \* Computer Software Review Dataset.

Don't forget the existing information packages available from the same address:

- \* ASCIS Getting Started
- \* ASCIS Information Management.

## Acknowledgements

For permission to reproduce book covers in this issue, the Editors are indebted to:

Allen and Unwin Australia for **Australia's war in Vietnam** (Allen and Unwin); Buttercup for **The goose girl** (North-South); Cambridge University Press for **Legends of journeys** (Cambridge University Press); Century Hutchinson for **The rise and fall of the dinosaur** (Gallery Books) and **Black Beauty** (Gollancz); Greenhouse for **Unsung heroes and heroines of Australia and Wildbird dreaming** (Greenhouse); Hyland House for **Beyond the labyrinth** (Hyland House); Jacaranda for **Obedience or choice** (Jacaranda); Longman Cheshire for **Super powers** (Longman Cheshire); Macmillan for **There's an alligator under my bed** (Macmillan's Children's Books); Nelson for **Conflict in the Middle East** (Nelson); NSW Government Printing Office for **Priceless pictures** (Stateprint); Penguin for **The long red scarf, Space demons, Skymaze, Melanie and the night animal and Answers to Brut** (Omnibus/Puffin); for **Dreamings** (Viking); for **An illustrated history of Australian bushrangers** (Viking O'Neil) and Random House for **Princess Gorilla and a new kind of water** (Bodley Head) and **Have you seen the crocodile?** (Walker).

*The views expressed by contributors to this issue of scan are not necessarily those of the Editors or the New South Wales Department of Education.*

## △ Reflections on circulation systems



Jane Robinson is library/information skills K-12 consultant in Metropolitan West Region.

During the last few years many changes in the school community have occurred, with the school library experiencing its fair share of change. The release of **Libraries in NSW government schools** in 1987 signalled a change to an integrated information skills program founded on resource-based learning, where the class teacher and the teacher-librarian work together — cooperatively programming, planning, teaching and evaluating. 1989 has seen new staffing formulas come into effect and many primary teacher-librarians are now providing relief from face to face teaching for their classroom colleagues. As well, some school assistants working in the library have had their hours reduced.

In the light of these and other changes, schools are finding it necessary to reassess the purpose of their library, negotiate the role of the teacher-librarian and redevelop their library programs. In this context, it is important that teacher-librarians and their supervisors carefully assess their management systems. One such system for consideration is the circulation system.

To develop an effective as well as efficient circulation system, the teacher-librarian will need to consider the following questions:-

- *Who are the users?*

School libraries serve a wide variety of users, differing in age, experience, levels of communication and literacy needs.

- *What changes have occurred to my role as teacher-librarian?*

If you are co-operatively programming, planning and teaching or providing relief from face to face, or have experienced a reduction of clerical time, the time spent on the present circulation system could be used on another task.

- *What circulation system will operate?*

Once the library users and their characteristics have been identified and the teacher-librarian's availability determined, decide on a suitable circulation system. There is a one card system and a two card system and each system has a myriad of variations. Section 6.15 of the **Handbook for school libraries**, recently distributed to all schools details these systems and considers the advantages and disadvantages of each.

- *What procedures for borrowing will operate?*

After identifying the various ability levels and characteristics of the users, decide whether the procedures for borrowing will vary depending on the users. For example, will the borrowing procedures for the infants be the same as the primary? Will the borrowing procedures for the junior school be the same as the senior school?

- *What resources will be circulated?*

Valuable, fragile and/or popular resources require special consideration. Decisions on whether these resources will be circulated and how they will be circulated need to be made. Another consideration regarding resources is the feasibility of providing bulk loans (book boxes).

Circulation systems vary from library to library. There is no "right" system, only a system that is right for your school's situation.

Remember, whatever system you decide to use, a circulation system should

- meet the needs of the users.
- maximise the availability of resources to the whole school community.
- ensure effective control of resources.
- efficiently use the management resources of the library.
- be "user friendly".

## △ Networking drives your dollar further

Nigel Paull, formerly secretary of the Nepean Library Network, is currently a deployed teacher-librarian at Library Services. Harry Bruce is teacher-librarian at John Purchase Public School.

### Rationale

Teachers, teacher-librarians and municipal librarians have been sharing resources on an informal basis for years. To achieve a more systematic sharing of resources, some schools have arrangements known as library networks.

As we move closer to school-based financial management, there will be increased pressure on libraries to maximise the use of the financial resources allocated to them. At the same time, libraries are being asked to provide more sophisticated, high cost resources to support today's teaching techniques. Add to this a burgeoning information age and it is often difficult for a school library operating in isolation to fulfil adequately the needs of its users. One means of coping with these demands is for the school library to join with other local libraries in a formal library network.

### Definition

A library network must have a formal structure in order to achieve a systematic sharing of resources and to avoid disruptions that may occur through personnel change. The type of cooperation will vary from network to network. The network may be between two or more schools, or schools and other resource centres such as municipal or academic libraries. The role, function and the characteristics of each network will also vary. Underlying this is a need to set out terms and procedures to run the network effectively. Each participating library performs its primary role whilst being a subset of a larger network. A library network is thus:

*...an association of libraries to achieve specific goals and objectives, through formal arrangements directed at gaining achievement of network goals and objectives without diminishing the independence and autonomy of the component units and their pursuit of other goals. (Broadbent, 1981: 50)*

### Types of resources shared

The types of resources that a network may share will depend on the needs of its participants. The more common items would include expensive/low use items such as computer software, videos and realia; specialised periodicals; low reading level collections; collections for ESL students; school-based materials and maxi-kits (kits which contain a variety of teaching resources centred around a particular subject or theme, eg cities). These resources may be owned individually by each member or jointly by the network.

### Objectives of resource sharing

Careful consideration of the objectives of each network is needed before the network is started. Resource sharing depends on one participant in a network having resources which are either temporarily or permanently able to be shared and which another participant can use. The prime objective of resource sharing is therefore the extended use of resources by making them available to a wider group of users. More specific objectives include:

- minimising duplication of expensive resources
- increasing the capacity to meet anticipated demand for specific resources
- rationalising collection development in view of global budgets
- interchange of ideas and planning between participants.
- user access to different retrieval tools.

In the short term it may be more beneficial for each member to share a small number of high quality teaching resources and to build on these with forward planning amongst members.

### Barriers to networking

In spite of the benefits of networking, a majority of schools do not participate in formal resource sharing arrangements. The constraints that hinder participation in networks are usually minor and not insurmountable. In fact Nolting (cited in Immroth, 1983 : 411) concluded, *Most of the barriers identified as obstacles are not real. Many are based on false assumption, some are excuses and still others are arguments for cooperation.* The major factors which cause concern are :

- legal factors, especially if resources are jointly funded
- inconvenience if resources are not readily available
- a loss of perceived autonomy;
- housing of jointly funded resources
- adequate staff levels to oversee requests
- provisions for loss and damage and student borrowing
- ensuring teachers are aware of resources held by other members.

### Overcoming the barriers

A formal library network with a constitution, forward planning and cooperation between members helps eliminate these constraints. Planning and cooperation would resolve issues such as these: future syllabus needs, access to resources by students, length of borrowing times, responsibility for replacement of lost or damaged resources and coordination of acquisitions. As this is the type of planning that each individual library has in its own policy and procedures, this can be built upon for a network.

Use of the school courier system to transport small items is also feasible. The advent of OASIS and Keylink opens up exciting possibilities for participants to communicate with each other and to assist in generating a union catalogue of resources.

It must also be remembered that for a network to succeed, there needs to be a commitment to the principles of equitable representation, and opportunity of access to finance and personnel as well as resources. A library network is not a substitute for a poor collection but the improvement of a strong collection.

### Conclusion

School library participation in networks is a feasible means of maximising the services and resources that the library offers its users. It is the logical alternative to the impossible goal of a complete reference collection. No individual school library can hope, with restrictions on finance, to meet all the information needs of its users. It makes economic sense to share resources within clusters of local schools with similar curricular needs. The future of school library participation in networks depends on the acceptance of a wider responsibility than that of the individual library service.

In the next issue: how to set up a network from scratch.

### References

BROADBENT, M. 'Networking : an effective response to change.' *Australian school librarian* Winter, 1981.

IMMROTH, B. 'Networking and the school library media program'. *School library media annual vol 1* Littleton, Colorado: Libraries Unlimited, 1983.

## △ That's a good idea!

Have you ever found yourself trying to keep track of endless scraps of paper containing hastily written notes?

Helen Wardega of Thomas Acres Public School and part-time library consultant in Metropolitan South West Region, has developed a simple but effective system, which not only eliminates those scattered scraps of paper, but even better acts as an invitation, encouraging teachers to stay in touch with the teacher-librarian.

Every teacher is given a manila folder with an attractive cover, the inside of which can be used to advertise services offered by the library. The folder contains forms on which the teacher and teacher librarian write messages. It could also be used to pass on handy tips for teachers such as the need for planning ahead, finding out what resources are available, making recommendations for purchase. Students simply drop the folder into a tray in the library or classroom where it awaits perusal and action at a convenient and appropriate time. While the organisation is formal, the tone is friendly and informal.

Helen also uses a folder to communicate with the principal. Apart from being useful for sending messages, the folder is also handy for recording decisions and action that the principal or teacher-librarian has agreed to take.

## ■ Modern world studies years 11-12

The Modern History 2 Unit course consists of an introduction and 4 sections. Section 4, Modern World Studies, has 3 strands. Resources are divided into a general section and the 3 strands, and are then arranged alphabetically by title. This bibliography was coordinated by Joan Cobb (Library Services). Materials were selected and annotated by Albert Marchetto (Studies Directorate), Judith King (North Sydney Boys High) and Helen Williams (Education Officer, NSW Parliament).

### General

CULPIN, Christopher **Making history : world history from 1914 to the present day.** Collins Educational, 1984  
ISBN 0-00-327256-7 [909.82]

Several of the brief chapters in this broad coverage of world history are applicable to the Modern World Studies syllabus. The text is essentially narrative and is accompanied by clear maps, diagrams and photographs, simple questions and activities, and extracts from source documents, which in some cases are very brief and in some examples are not clearly referenced. Clear subheadings in each chapter provide easy access to information. Each chapter can give only a brief overview of the topic, so it would have to be supplemented by other detailed information for years 11 and 12. J. King  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$19.95 ASCIS 376238

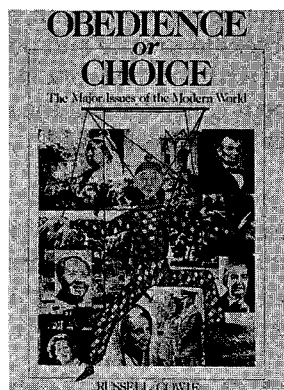
SAWYER, Ralph **Modern world history.** Science Press, 1988  
ISBN 0-85583-146-4 [909.8]

Essentially this is a collection of narrative chapters on a selection of 19th and 20th century topics, including the First World War, US - Soviet relations, Germany and China. The 5 case studies in Section 1 could be used to introduce 19th century Britain and Germany, United States, Russia and Australia. Each chapter is accompanied by a bibliography and there is extensive use of maps, diagrams, photographs and cartoons. Follow-up questions and activities add value to each chapter. J. King  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$21.40 ASCIS 416508

COWIE, H.R. **Obedience or choice : the major issues of the modern world.** Jacaranda, 1987  
ISBN 0-7016-2065-X [909.8]

Twenty-five chapters and over 500 pages cover 19th and 20th century history including USA, USSR, Germany and China as national studies and Indo-China, US-Soviet relations as modern world studies.

The author relates his material in each chapter to the problems and issues of the years 11-12 syllabus, and also includes sections on interpreting the evidence and expanding the study. Chapter 2 on the practice of history, its methodology and terminology, is especially useful for teachers and students. Specialist information would be required to supplement this general work. J. King  
LEV: Upper secondary  
AVAIL: Paper \$30.95 ASCIS 405532



WHEATCROFT, Andrew **The world atlas of revolutions.** Hamilton, 1983  
ISBN 0-241-11023-8 [912]

Each brief chapter focuses on the revolutionary theme of a large number of revolutionary phases in the 18th, 19th and 20th century history of the USA, France, India, Russia, Spain, China, Turkey, Cuba, Cyprus, Algeria, Latin America, the Middle East and Ireland. The language level is sophisticated and challenging, but the brevity of each chapter would help most students. There is an extensive index and the bibliography for each chapter would be very useful for all students. J. King  
LEV: Upper secondary  
AVAIL: Out of print  
EVAL: Highly recommended by the NSW Department of Education ASCIS 149699

## The Arab - Israeli Conflict

MANSFIELD, Peter **The Arabs.** Penguin, 1987 (Pelican Books)  
ISBN 0-140-22561-7 [909]

A political and social history of the Arab world from the rise of Islam to the 1980s, this book is extremely useful for teachers preparing for the Arab-Israeli conflict section of the Modern World Studies syllabus. Part 1 defines the Arabs through their background and religion; part 2 looks in depth at particular Arab States; and, part 3 examines the Arab world today and perceptions of that world by 'insiders' and 'outsiders'. The language level makes the book more suitable for teachers and in its examination of complex issues presupposes a high level of conceptual development. H. Williams  
LEV: Upper secondary  
AVAIL: Paper \$17.95  
EVAL: Highly recommended by the NSW Department of Education ASCIS 472274

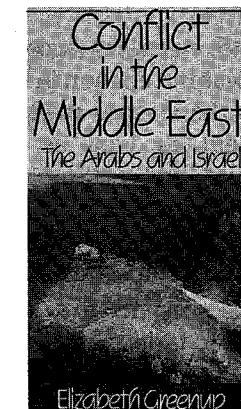
KIERNAN, Thomas **The Arabs : their history, aims and challenge to the industrialized world.** Sphere, 1984 (Abacus)  
ISBN 0-349-12093-5 [909]

An interesting collection of journal articles alternating with chapters on the political, social, religious and economic history of the Arabs. The journal articles provide good source material for Arab-Israeli history and there is a good index. A wordy text unaccompanied by illustrations or tables will have limited appeal for students. H. Williams  
AUD: Professional  
LEV: Upper secondary  
AVAIL: Paper \$12.95  
EVAL: Highly recommended by the NSW Department of Education ASCIS 472164

**Blaming the victims : spurious scholarship and the Palestinian question /** edited by Edward W. Said and Christopher Hitchens. Verso, 1988  
ISBN 0-86091-887-4 [956.94]

A collection of articles aiming to refute what the authors regard as pro-Jewish writings about Arab-Israeli conflict and the position and role of the Palestinians in that conflict. Although the book takes a particular stance, the evidence is well presented and often persuasive, and highlights the need to examine all evidence very carefully, especially when it applies to the Middle East. The text is well footnoted, but there is no bibliography, nor index; many tables and figures are included, but no illustrations. This is an emotive

collection, however provided readers are aware of the pro-Palestinian position of the writers, the text is a valuable addition to the study of Middle Eastern history. The text uses a very sophisticated level of language. H. Williams  
LEV: Upper secondary  
AVAIL: Paper \$13.95  
EVAL: Highly recommended by the NSW Department of Education ASCIS 473974



GREENUP, Elizabeth **Conflict in the Middle East : the Arabs and Israel.** Nelson, 1988  
ISBN 0-17-007195-2 [956]

The complex problems of the Middle East are presented through primary sources, linked by text which offers a concise explanation of the issues. Source materials include conference papers, letters, speeches, political cartoons and newspaper articles from, for example, the Sydney Morning Herald and Washington Post. These are supported by black-and-white photographs and maps. This resource lends itself for use as a textbook as a number of discussion questions follow most excerpts, and research topics are given. Readers are encouraged to draw their own conclusions. A table of contents and concise index facilitate access to the text. A bibliography and chronology of significant events are also included. I. Simpson  
LEV: Upper secondary  
AVAIL: Paper \$14.95 ASCIS 425704

ELON, Amos **The Israelis : founders and sons.** Penguin, 1987 (Pelican books)  
ISBN 0-14-022476-9 [956.94]

In this examination of modern Israel and of the contradictions existing within that society, Elon looks at the men and women who founded Israel and compares and contrasts them with more modern leaders. More particularly he examines the role Zionism has played in shaping Israel and its

neighbours. The book is written in a highly readable style but the analytical text has no illustrations, charts or figures. The index is extensive and the notes and bibliography very useful. H. Williams  
**LEV:** Upper secondary  
**AVAIL:** Paper \$14.95 ASCIS 429803

SCHIFF, Ze'ev **Israel's Lebanon war.** Unwin Paperbacks, 1986  
 ISBN 0-04-327091-3 [956.92]

A very detailed and extensive account of Israel's involvement in the war in Lebanon in the period 1981 to 1982. It examines the reasons and policies behind such an involvement as well as making some judgments about its justification. The author's treatment relies on historical data and dramatisation which may be considered historically inappropriate. Written from an Israeli perspective. A. Marchetto  
**LEV:** Upper secondary  
**AVAIL:** Paper \$16.95 ASCIS 245516

**The Middle East** / edited by Michael Adams. Facts on File, 1988 (Handbooks to the modern world)  
 ISBN 0-8160-1268-7 [956]

A detailed account of the countries in this region, which aims at presenting a comprehensive picture of the contemporary Middle East. Information includes a statistical overview, historical background, political, economic and social affairs. A clear map of each country accompanies the statistical information. A table of contents and a detailed index facilitate access to the information. The scope, depth of coverage and language level of the lengthy text make this a reference resource for use by teachers or dedicated, scholarly students. I. Simpson  
**AUD:** Professional  
**LEV:** Upper secondary  
**AVAIL:** \$75.00 ASCIS 425716

## Conflict in Indochina

RINTOUL, Stuart **Ashes of Vietnam : Australian voices.** Heinemann Australia 1987  
 ISBN 0-85561-059-X [959.704]

Vignettes of Australian soldiers' experiences in Vietnam in the period from 1962 to 1972 reinforce the futile and grim nature of war and the tragic consequences faced by returning soldiers. These uncensored accounts may be unacceptable to some and discretion in their use will need to be applied. However, any doctoring could lessen the powerful impact many of these accounts have. There is a useful

chronological table and glossary. Not all contributors are acknowledged nor is military information provided in every case. A. Marchetto  
**LEV:** Upper secondary  
**AVAIL:** \$29.95 ASCIS 400736

**Asia : the winning of independence** / edited by Robin Jeffrey. Macmillan, 1987 (Macmillan international college editions)  
 ISBN 0-333-27857-7 [950]

A series of essays examines the issues involved in the gaining or winning of independence in India, Philippines, Indonesia, Vietnam and Malaya in the post World War II world. Brief biographical notes (about 10 per chapter) are included in a separate section at the end of the text and an extensive bibliography is arranged thematically for each country discussed. There is scattered use of cartoons and graphs but few maps. The language level would challenge most HSC students and the period 1981-1989 would need to be supplemented from other sources. J. King  
**LEV:** Upper secondary  
**AVAIL:** Paper \$26.95 ASCIS 163843



FROST, Frank **Australia's war in Vietnam.** Allen and Unwin 1987  
 ISBN 0-04-355025-8 [959.704]

In this extremely good and in-depth account of how Australia became involved in Vietnam and where Australians served, Frost also provides excellent sources which serve to highlight the differences between official government reports and those of impartial observers or journalists. There are many interesting insights into how government military actions were undertaken and with what success. This is a very useful work in terms of the nature of warfare and the effect this conflict had on the Vietnamese. Excellent footnotes, bibliography and glossary.  
 A. Marchetto

**LEV:** Upper secondary  
**AVAIL:** Paper \$19.95  
**EVAL:** Highly recommended by the NSW  
 Department of Education ASCIS 391167

VICKERY, Michael **Cambodia 1975-1982.** Allen and Unwin, 1985  
 ISBN 0-86861-624-9 [959.6]

This extremely detailed account of Cambodia from 1975 to 1982 makes allusions to earlier periods to highlight the country's political and social divisions. Much of the information provided relies on interviews and anecdotes based on refugee experiences. Historiographical material is discussed and a number of social issues such as medicine, education, the family and refugees are addressed. Statistics on rural-urban groupings are provided but there are few illustrations to highlight or emphasise the narrative. The language used is appropriate for advanced students although the format is better suited to teacher needs.

A. Marchetto  
**LEV:** Upper secondary  
**AVAIL:** Paper \$18.95 ASCIS 231244

DAVIDSON, J. **Indo-China : Signposts in the storm.** Longman, 1981  
 ISBN 0-582-72603-4 [959.7]

Davidson's experiences as a British naval commander and diplomat in Southeast Asia reveal that he is in a strong position to make observations about 20th century Indo-Chinese history. He makes some worthwhile comments about USA foreign policy in this period. A chapter on Cambodian wars 1954-1970 and 1970-1975 also contains many references to Vietnam. Speeches and sources are well integrated in the text and all chapters are supported by footnotes and an extensive bibliography. A series of complete documents, including the Joint Declaration of 1946 and the Geneva Conference Agreement of 1954, are appended. The text finishes at 1975, so the last 10 years of conflict and contemporary issues are not covered.  
 J. King

**LEV:** Upper secondary  
**AVAIL:** \$29.95 ASCIS 100703

VICKERY, Michael **Kampuchea politics, economics and society.** Allen and Unwin, 1986 (Marxist regimes)  
 ISBN 0-04-909031-3 [959.6]

Vickery examines the history of Kampuchea from the Marxist perspective for the period 1930 to 1986, analyses the social, political and economic structure and foreign policy during these years. His analysis of 'Polpotism' will be of particular interest. The war

between Kampuchea and Vietnam, 1979 to 1986, is covered and as this is the only time 1 Marxist regime has overthrown another, it is of special interest. There are detailed footnotes for each chapter, an extensive bibliography, and informative tables and graphs but no illustrations. For more able students. J. King  
**LEV:** Upper secondary  
**AVAIL:** Paper \$15.95  
**EVAL:** Highly recommended by the NSW  
 Department of Education ASCIS 474053

McAULAY, Lex **The battle of Coral.** Hutchinson, 1988  
 ISBN 0-09-169090-0 [959.704]

Meticulously presented with diagrams, photographs and primary sources, this is a very detailed account of the Battle of Coral providing insights into Australian participation in the Indochina conflict. The dramatised nature of the narrative certainly appeals and provides for a very human story. However, the information has only limited value in the total context of the Modern world studies option, although a useful reference for the more military minded. A. Marchetto  
**LEV:** Upper secondary  
**AVAIL:** \$25.00

**EVAL:** Consider before buying in NSW  
 Department of Education schools ASCIS 451216

**Southeast Asia in the 1980s : the politics of economic crisis** / edited by Richard Robison, Kevin Newison, Richard Higgott. Allen and Unwin 1987  
 ISBN 0-04-176012-3 [338.959]

A very detailed economic analysis is provided in this collection of essays which examines the post Second World War period in Indonesia, Thailand, Philippines, Malaysia, Singapore and Australia. This is a challenging collection for teachers and advanced students who wish to study specific economic developments in Southeast Asian countries after 1945. The chapter on Australia would be useful for teachers and students of economics. The text is accompanied by precise tables and graphs, detailed footnotes for each chapter and an extensive bibliography. An understanding of economic terminology and concepts is required. J. King  
**LEV:** Upper secondary  
**AVAIL:** Paper \$19.95 ASCIS 474069

KOLKO, Gabriel **Vietnam : anatomy of war 1940-1975.** Unwin Paperbacks, 1988  
 ISBN 0-04-355036-3 [959.704]

The chronological approach from pre 1960 to 1975 provides a wealth of information on the history of



Vietnam during those turbulent years. Many of the concepts of the syllabus are targeted, such as Vietnamese communism, domino theory and Diem, and such issues as land problems, peasants, social classes and urbanisation receive special attention. The chapter headings provide a useful guide to the information searcher and there is certainly no lack of solid data on the events treated. Source notes at the end of the text are valuable. J. King

LEV: Upper secondary

AVAIL: Paper \$24.95

EVAL: Highly recommended by the NSW

Department of Education

ASCIS 473996

## US - Soviet Relations in the Nuclear Age

PACCAGNELLA, Nino *In the balance : the superpowers and the Cold War.* Longman, 1989  
ISBN 0-582-66360-1 [327.47073]

The 3 Modern world studies are covered, albeit in limited fashion. A range of documents is provided which target the relevant areas in Arab-Israeli conflict, conflict in Indo-China, and US-Soviet relations in the nuclear age. Useful time lines, maps, cartoons and documents are included in every chapter with test items also provided, although these do not adequately reflect the skills which the syllabus alludes to. The documents used are acknowledged and relevant, and a valuable bibliography is provided. Vietnam rather than Indo-China receives prominence. This book is an adequate overview. Any text which intends to cover in 240 pages these 3 Modern world studies must have limitations. A. Marchetto

LEV: Middle secondary Upper secondary

AVAIL: Paper \$16.99

ASCIS 455589

FITZGERALD, James *Soviet-American relations in the nuclear age.* Nelson, 1988  
ISBN 0-17-007196-0 [327.47073]

Relations between the super powers are traced from their origins in 1917 to the politics of peace in the mid 1980s. A large amount of source material is presented together with questions and useful narrative. The Modern world studies syllabus is addressed by beginning with a contemporary issue then examining and focussing on fundamentals such as origin and history of US-Soviet relations. Suggestions for further reading provide valuable additional information. The material presented is pertinent and very readable although there is some difficulty in gauging what skills the questions were designed to develop. A. Marchetto

LEV: Middle secondary Upper secondary

AVAIL: Paper \$16.95

EVAL: Highly recommended by the NSW

Department of Education

ASCIS 438093

CHAPMAN, Derek *Stalin man of steel.* Longman Paul, 1987  
ISBN 0-582-85749-X [947.084]

Stalin's career from 1917-1953 is addressed in this slim volume. Each brief chapter outlines significant aspects of Stalinist Russia, for example, the Great Purges, Collectivisation, Labour Camps and World War II. Questions and follow-up activities are provided with each chapter although not all sources included are dated, nor is the photograph of Lenin and Stalin in 1922, on page 10, acknowledged as a fake. The figure of Stalin was added later for propaganda purposes. The glossary is comprehensive but there is no index. J. King

J. King

LEV: Middle secondary Upper secondary

AVAIL: Paper \$9.99

ASCIS 421245



JONES, Chris *Super powers : relations between the Soviet Union and the USA since 1945.* Longman Cheshire, 1988

ISBN 0-582-68482-X

[327.47073]

Liberally sprinkled with clear diagrams, maps, drawings and time lines, the text provides a good general account of the origins of super power, that is, US-Soviet conflict, as well as the various stages in their relationship since 1945. The various illustrations would be very useful as starting points or as visual explanations of complex concepts. Some of the issues discussed are not satisfactorily explained, there is no bibliography and the source of some illustrations is not acknowledged. A. Marchetto

LEV: Middle secondary Upper secondary

AVAIL: Paper \$13.95

EVAL: Highly recommended by NSW Department of Education

ASCIS 427134

## ■ Old tales : new faces

This collection of updated classics was compiled by Joy Wilkinson from resources recently received at Library Services.

CARROLL, Lewis *Alice's adventures in Wonderland.* MacRae, 1988  
ISBN 0-86203-324-1

Carroll's classic is beautifully presented in this large-format volume. Alice's experiences in Wonderland provide a perfect vehicle for Anthony Browne's detailed and surreal illustrations. The familiar motifs and visual puns of his work add a fresh and lively dimension to Carroll's text. Full-colour plates in each chapter focus on the characters at dramatic moments, while smaller illustrations convey further detail. Browne's Alice displays intelligence and spirit. His multi-layered work offers readers joyful illustrations to pore over which well match the imaginative nature of this classic text. J. Buckley

LEV: Upper primary Lower secondary

AVAIL: \$29.95

ASCIS 438023

DICKENS, Charles *The child's story.* Ashton Scholastic, 1988  
ISBN 0-86896-467-0

A traveller, on a journey through life, meets a boy, a young man, then a gentleman and his wife and children. He stays with each of them for a time, then goes on to find an old man, who is himself. This gentle fable of the stages of life is written with simplicity and strength. Robert Ingpen's beautifully evocative full-page sepia toned illustrations contribute much to the power of the story. J. Buckley

LEV: Middle secondary Upper secondary

AVAIL: \$14.95

ASCIS 437556

DICKENS, Charles *A Christmas tree.* Ashton Scholastic, 1988

ISBN 0-86896-466-2

The handsome presentation of this large-format volume is immediately apparent. Large type face and uncluttered pages are combined with beautiful full-page colour illustrations by Robert Ingpen. The artwork is detailed, evocative and powerful. The story is a series of reminiscences, prompted by the sight of a decorated Christmas tree. The narrator vividly recalls the toys and Christmas atmosphere of his childhood. Dickens' story makes demands on the reader - it is nostalgic in mood and discursive in style. The episodic nature of this symbolic and poetic reminiscence will challenge experienced readers. J. Buckley

LEV: Middle secondary Upper secondary

AVAIL: \$14.95

ASCIS 438456

SEWELL, Anna *Black Beauty : his grooms and companions: the autobiography of a horse.* Gollancz, 1988  
ISBN 0-575-03924-8

Sewell's classic is handsomely presented in this large format edition. Detailed, evocative illustrations by Charles Keeping contribute much to the appeal of the work. His colour and black-and-white drawings are well integrated with the text. Large, well set out pages, attractive end papers and numerous illustrations make this an accessible and attractive edition of this enduring work. J. Buckley

LEV: Middle primary Upper primary Lower secondary;

AVAIL: \$22.95

ASCIS 427957

HAYES, Sarah *Cinderella : Queen of the Bees : Lazy Jack.* Walker, 1988 (The Walker fairy tale library bk. 1)  
ISBN 0-7445-0970-X [398.2]

Three or 4 fairy stories are simply retold and well illustrated in each volume of this series. Stories include many well-loved favourites and several less known tales. Full-page colour illustrations focus on the most dramatic moments in each story. Smaller illustrations are well synchronised with the text. The stories are written in straightforward language and are suitable for reading aloud. These attractive small paperback books provide an alternative format to a large single volume. J. Buckley

LEV: Preschool Lower primary Middle primary

AVAIL: Paper \$5.95

ASCIS 437616

There are 5 additional titles in this series.

CALDECOTT, Randolph *Come lasses and lads*. New Orchard Editions, 1988 (R. Caldecott Picture Books) ISBN 1-85079-110-4 [398]

One of the interests of this series lies in the historical context of both pictures and verse. Some of the verse will be well known to children while other verses are more obscure. Ralph Caldecott's traditional illustrations, created in the period 1870-1886, show a very different age, but are still full of energy, wit and humour and add an extra dimension to the text. They would provide an interesting perspective in a unit on children's picture books. M. Ellis  
LEV: Preschool Lower primary  
AVAIL: \$9.95 ASCIS 440815

There are 4 additional titles in this series.

Eric Carle's treasury of classic stories for children by Aesop, Hans Christian Anderson and the Brothers Grimm / Selected by Eric Carle. Hamilton, 1988 ISBN 0-241-12258-9 [398.2]

Works from Aesop, Hans Christian Andersen and the Brothers Grimm are included in this collection. Carle's distinctive colour collage-style illustrations predominate. Illustrations range from a dramatic 3-page dragon to small detailed works. Small typeface and long passages of uninterrupted text make this collection more suitable for older readers. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$24.95 ASCIS 434298

*The golden goose* by Jacob and Wilhelm Grimm / adapted by Anthea Bell. North-South Books, 1988 (A North-South picture book) ISBN 3-85539-004-5 [398.20943]

A curious little, grey man rewards the youngest, supposedly simple, son for his generosity in sharing his repast by telling him which tree to cut down in order to find a goose with golden feathers. This discovery and the comic situation it creates lead him to claim the king's daughter as his wife. Further obstacles are overcome with the help of the little grey man, and the simpleton eventually inherits the kingdom. The stylised, imaginative artwork, mostly in pastels but with occasional bright colour makes this a very handsome picture book. M. Ellis  
LEV: Lower primary Middle primary  
AVAIL: \$15.95 ASCIS 437558

WATTS, Bernadette *Goldilocks and the three bears*. North-South, 1988 (A North-South paperback) ISBN 3-85539-010-X [398.2]

Goldilocks is suitably curious and the bears suitably perturbed in this version retold and illustrated by Bernadette Watts. This favourite old story is interpreted with delicate yet powerful colour illustrations which are full of detail. The text is simply told and well placed on the pages. Spacious layout and good design contribute to the appeal of this picture book version. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: Paper \$7.95 ASCIS 437859



BELL, Anthea *The goose girl*. North-South Books, 1988 (A North-South picture book) ISBN 3-85539-003-7 [398.20943]

A young beautiful princess makes a long journey to meet her bridegroom. On the way she is forced by her maid to swap places and instead of marrying the prince she becomes a goose girl. Through the intervention of her slaughtered horse the king becomes suspicious and eventually the princess regains her rightful place and the maid reaps a terrible punishment. The full-page, slightly stylised, illustrations by Sabine Brunstjen add to the delight of this classic fairytale. M. Ellis  
LEV: Lower primary Middle primary  
AVAIL: \$15.95 ASCIS 432635

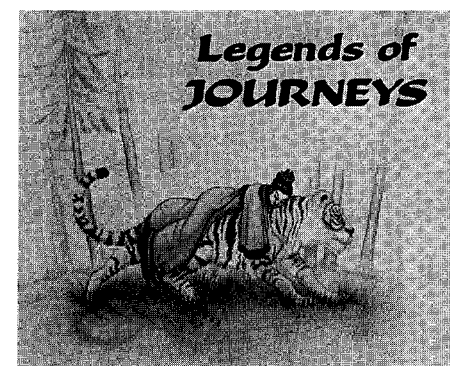
ANDERSEN, Hans Christian *Hans Christian Andersen's The snow queen*. Walker, 1988 ISBN 0-7445-0621-2

Andersen's classic tale is beautifully presented in this translation. The story of Gerda's quest to rescue her friend from the Snow Queen is simply, yet poetically told. The language conveys the magical mood of the story. The characters are concisely drawn. Every

positive character is a girl or woman. Colour artwork by Angela Barrett, ranging from full-page colour plates to decorative borders is well designed and synchronised with the text. This edition will introduce many new readers to this well-loved story. J. Buckley  
LEV: Upper primary Lower secondary  
AVAIL: \$22.95 ASCIS 438273

MIDDLETON, Haydn *Island of the mighty*. Oxford University Press, 1987 (Oxford myths and legends) ISBN 0-19-274133-0 [398.20942]

This is the world of the Ancient Welsh legends, the story of the Island of the Mighty which ultimately will become Britain and its interaction with the realm of Anuvin, a source of power, magic and at times evil. Human characters and situations are intermingled with magicians, wizards and larger-than-life magical situations. Full colour and black-and-white illustrations help to capture the power of these ancient legends. From this collection readers might be inspired to seek out other stories based on Welsh legends such as Lloyd Alexander's Prydain chronicles. M. Ellis  
LEV: Upper primary  
AVAIL: \$26.95 ASCIS 452985



NORRIS, Olga *Legends of journeys*. Cambridge University, 1988 ISBN 0-521-32181-6 [398.2]

Eight cultures are represented in this collection which provides an interesting exploration of the universality of the themes to be found in folk tales. Journeys are the catalyst for the collection, and the folk tales cover journeys such as those to self discovery, or to exile or simply those journeys along the road of life. Coloured illustrations accompany the text. M. Ellis  
LEV: Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 450663

McGOWAN, Hugh *Leprechauns, legends and Irish tales*. Gollancz 1988 ISBN 0-575-04261-3 [398.209415]

The collection concentrates on 4 Irish mythological characters and provides their literary and mythological background before telling a series of tales about them. The reader is drawn into the crafty, mischievous world of the leprechaun, and then confronted by the menace of the Pooka or the dreaded wail of the Banshee in these varied tales. The illustrations in bluey greys, sepia tones and occasionally black and white make this a very handsome collection of Irish folk and fairy tales.

M. Ellis  
LEV: Upper primary Lower secondary  
AVAIL: \$29.95 ASCIS 448523

BECK, Ian *Little Miss Muffet*. Oxford University Press, 1988 ISBN 0-19-279861-8 [398]

Miss Muffet's encounter with the spider is elaborated in this picture book. The rhyme is set out as a play, with Little Miss Muffet on stage while a variety of other creatures including mice, the sun, a witch and a broom become involved in her dilemma. They combine with an assertive Miss Muffet to deal with the spider. The repetition of situation builds a feeling of suspense as the story develops. The rhyming text is combined with full-page colour illustrations which feature differing stage backgrounds. This is an attractively presented variation of a familiar rhyme. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 438564

DICKINSON, Peter *Merlin dreams*. Gollancz, 1988 ISBN 0-575-03962-0

Merlin comes to rest, ensconced in a tomb of stone. He dreams of events from his long life, reflecting on the magical forces at work in his world. This is a collection of stories featuring knights, kings, sorcery and magic. Although the long tales may be best appreciated by readers with some experience of Arthurian legends, their imaginative force is enthralling. This is a well presented large-format volume, which blends text with exciting, well designed artwork by Alan Lees. The colour and black-and-white illustrations capture the mystical and mythical mood of the stories.

J. Buckley  
LEV: Lower secondary Middle secondary  
AVAIL: \$19.95 ASCIS 434200

GRIMM Brothers **Mother Holle**. Pelham, 1988  
ISBN 0-7207-1814-7 [398.2]

The traditional theme of hard work opposed to laziness bringing an appropriate reward is illustrated in this classic folk tale. The beautiful hardworking, but unloved daughter falls through the well to the world of Mother Holle who controls the snowfall on the earth. Here she is again hardworking and when she returns to her home she is rewarded with a shower of gold. Her greedy, lazy sister undertakes the same journey but her laziness produces only a shower of pitch. The coloured, traditional illustrations by Svend Otto S. capture the mood and feeling of the story in this picture book. M. Ellis

LEV: Lower primary Middle primary  
AVAIL: \$18.95 ASCIS 425079

WATTS, Bernadette **Mother Holly**. North-South, Books, 1988 (A North-South paperback)  
ISBN 3-85539-011-8 [398.20943]

This second version of the above tale provides an interesting contrast in art work to the first. Bernadette Watts' illustrations are more than a representation of the story; colour and image are used to carry the emotions and message as well. M. Ellis

LEV: Middle primary  
AVAIL: Paper \$7.95 ASCIS 437858

JONES, Carol **Old MacDonald had a farm**. Angus and Robertson, 1988 (A peep-through picture book)  
ISBN 0-207-15623-9 [398]

Attractive, detailed illustrations of life on the farm are the major feature of this version of the familiar song. Old Macdonald is pictured as he cheerfully copes with caring for the animals which make up the verses. Each verse is illustrated with two pictures, one which sets the scene and one depicting the animal. A peep hole in the text page highlights the next animal to appear. This device heightens the expectation of the rhyme.

J. Buckley  
LEV: Preschool  
AVAIL: \$12.95 ASCIS 424145

COLLODI, Carlo **Pinocchio**. Oxford University Press, 1988  
ISBN 0-19-279855-3

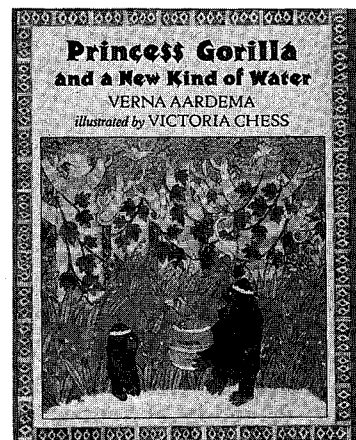
James Riordan's lively new translation combines well with the humorous illustrations by Victor Ambrus in an attractive large-format volume. Pinocchio is easily deluded by a series of rascals, all of whom are illustrated with great style. Pinocchio's combination of innocence and naughtiness as he encounters the world

is well presented in this new edition. Colour and black-and-white illustrations are well synchronised with the text. This version of the classic tale is positive in mood, fast paced and funny. The language used is easy to read, with dialogue used extensively. J. Buckley  
LEV: Upper primary Lower secondary  
AVAIL: \$18.95 ASCIS 438991

AARDEMA, Verna **Princess Gorilla and a new kind of water**. Bodley Head, 1988  
ISBN 0-370-31180-9 [398.2096]

A barrel of vinegar which has fallen off the back of a truck is the means by which a worthy suitor is to be found for Princess Gorilla. The princess, however, has her own plans, watching with delight as the task of drinking the vinegar proves too much for all contenders, even the dishonest monkeys. This African tale is retold with humour, accompanied by coloured cartoon-style illustrations by Victoria Chess. The detailed illustrations, surrounded by decorative borders, focus on the expressions of the animals. This is a lively and funny version of a traditional tale.

J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: \$15.95 ASCIS 418392



TROUGHTON, Joanna **The quail's egg: a folk tale from Sri Lanka**. Blackie, 1988 (Folk tales of the world)  
ISBN 0-216-92397-2 [398.209549]

There is a very close resemblance in this Sri Lankan folk tale to the English story of the troublesome pig who wouldn't jump over the stile. Here it is a quail who has lost her egg who seeks help from various people and animals who initially will not help. The cumulative nature of the text and the brightly coloured illustrations which provide good visual clues make this picture book a suitable resource for the beginning reader. M. Ellis

LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 458119

STONE, Susheila **Ramu and the tiger O Ramou ki o Tigres**. Deutsch, 1988 (Andre Deutsch storytellers)  
ISBN 0-233-98226-4 [398.20954]

In this amusing Indian folk tale Ramu, a cowardly man, accidentally becomes a great hero. Ramu mistakes a tiger for his donkey, and after kicking the tiger into submission rides it round the village. His feat has been noted and soon he is asked by the king to fight an invading army. By accident, rather than design, he triumphs. Humorous, coloured illustrations accompany the text. The inclusion of both English and Greek text makes it a useful multicultural resource.

M. Ellis  
LEV: Lower primary  
AVAIL: Paper \$9.95 ASCIS 433226

HASTINGS, Selina **A selection from The Canterbury tales**. Walker, 1988  
ISBN 0-7445-1038-4 [821 CHA]

Seven of the tales from Chaucer's narrative poem are retold simply yet with authenticity in this well presented, large-format volume. The language used is easy to read, and the stories are cohesive and self contained. Subject matter ranges from romantic chivalry to rowdy good humour. Reg Cartwright's stylised colour illustrations have a medieval flavour. They add much to the appeal of this volume, which will introduce this classic work to many young readers. J. Buckley

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: \$25.95 ASCIS 438595

GRIMM Brothers **Snow White and Rose Red**. Hamilton, 1988  
ISBN 0-241-12211-2 [398.20943]

The well known Grimm Brothers' tale of the sisters and their kindness to the bear is beautifully illustrated and retold in this picture book version. The text is concisely written, fluent and fast moving. Detailed colour illustrations set the story within a European forest. Attractive presentation, including well used endpapers, increases the appeal of this work.

J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$19.95 ASCIS 427736

ROSS, Tony **Stone soup**. Arrow, 1988 (A Beaver picture book)  
ISBN 0-09-951720-5 [398.2]

Tony Ross illustrates with great style and humour. His colour cartoon-style artwork depicts the wily hen who outsmarts the gullible wolf. Mother hen not only avoids being eaten, but manages to get the wolf to

wash the dishes, clean the house, bring in the washing, chop the firewood, fix the television aerial and sweep the chimney. She is far too astute for the wolf, who is left with nothing but a stone for his efforts. The short, lively text is predominantly dialogue. The classic folk tale is well presented in a funny and cohesive form in this picture book. J. Buckley

LEV: Preschool Lower primary Middle primary  
AVAIL: Paper \$6.95 ASCIS 432568

LISTER, Robin **The story of King Arthur**. Kingfisher Books, 1988  
ISBN 0-86272-333-7 [398.2]

Robin Lister's retelling of this legend is simply written, easy to understand, and exciting to read. The complexities of Arthur's rise to power, the glories of Camelot, the Fellowship of the Round Table, the treacheries and intrigues of royal life and the quest for the Holy Grail are directly narrated by Merlin. Superbly designed colour illustrations by Alan Baker contribute beauty and meaning to the book. They are well placed on the pages and well synchronised with the text. The fluid text and beautiful illustrations open up this legend to young readers. J. Buckley

LEV: Upper primary Lower secondary Middle secondary  
AVAIL: \$19.95  
EVAL: Highly recommended by the NSW Department of Education ASCIS 438597

TWAIN, Mark **A strange expedition**. Ashton Scholastic, 1988  
ISBN 0-86896-669-X

A scientific expedition from the animal kingdom sets out to learn about the strange creature called Man. The learned scientific animals and insects show great capacity for jumping to conclusions and self aggrandisement, as they encounter such marvels as a road, telegraph poles, a brick wall and a museum. Twain's satire will challenge experienced readers. Full-page colour illustrations by Robert Ingpen, focusing on the animals and insects, add to the wry humour of this sophisticated satire. J. Buckley

LEV: Middle secondary Upper secondary  
AVAIL: \$14.95 ASCIS 438480

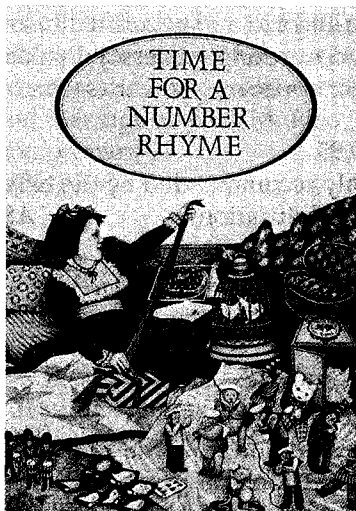
CLAVERIE, Jean **The three little pigs**. North-South Books, 1989  
ISBN 1-55858-004-2 [398.20942]

The well-loved nursery tale is freshly presented in this picture book version. Large watercolour illustrations depict the attitudes and behaviours of the pigs. Their encounters with the wolf, in this case an urbane

specimen complete with suit and hat, are illustrated with humour and style. The simply-written text is suitable for reading aloud. J. Buckley  
 LEV: Preschool Lower primary  
 AVAIL: \$14.95 ASCIS 466995

GLUSAC, Randy **Time for a number rhyme.** Nelson, 1988  
 ISBN 0-17-007223-1 [398]

Each of the 15 rhymes in this work is presented on a double page with a large illustration. The rhymes are mostly well-known traditional ones which cover ordinal and cardinal number, counting by twos, and simple addition and subtraction. Five illustrators contribute to the work, so there is variety in approach, from naturalistic to cartoon style. Rhymes are clearly presented in large type. A 'big book' version of the work is also available. J. Buckley  
 LEV: Preschool Lower primary  
 AVAIL: Paper \$6.95 ASCIS 422706



ROGASKY, Barbara **The water of life: a tale from the Brothers Grimm.** Oxford University Press, 1988  
 ISBN 0-19-279856-1 [398.20943 GRI]

In a classic tale of good and evil 3 sons attempt to save their father from death by seeking the water of life. The 2 proud elder sons are motivated by greed and their journeys are fruitless. The youngest son, motivated by love, is successful. His older brothers, however, manage to steal both water and their father's affection. Ultimately their greed is their downfall and the younger son finds love, happiness and his father's forgiveness. The use of detailed full-page illustrations and picture-filled borders evoke the opulence and magic of the tale. M. Ellis  
 LEV: Lower primary Middle primary Upper primary  
 AVAIL: \$17.95 ASCIS 438998

BAHL, Usha **The wishing tree.** Deutsch, 1988 (Andre Deutsch storytellers)  
 ISBN 0-233-98206-X [398.2096]

The determined tortoise triumphs over the proud and impetuous in a tale from East Africa which bears a thematic resemblance to the Hare and the Tortoise. The countryside is suffering from drought and the animals are starving to death. To save themselves someone must make a journey to the Spirit of the Mountains to learn the name of the wishing tree. Impala, buffalo and lion make the trip but disaster befalls them all. Tortoise, despite the jeers of other animals successfully completes the trip and earns the respect of the other animals. Soft watercolour illustrations enhance the story. M. Ellis  
 LEV: Lower primary  
 AVAIL: Paper \$9.95 ASCIS 433227

TROUGHTON, Joanna **The wizard Punchkin: a folk tale from India.** Blackie, 1988 (Folk tales of the world)  
 ISBN 0-216-92376-X [398.20954]

Punchkin, the evil wizard turns all who venture into his realm to stone. Chandra's 6 older brothers had ignored their father's advice and gone hunting in the wizard's kingdom. Chandra is determined to free them and the beautiful princess Laili from the evil spell. Ingenuity and bravery enable Chandra to find and destroy Punchkin's soul, thereby killing him and releasing all from his power. The illustrations in this picture book draw much of their style and detail from traditional imagery, thus enhancing the appeal of this Indian folk tale. M. Ellis  
 LEV: Lower primary Middle primary  
 AVAIL: \$14.95 ASCIS 424611

**Time for a rhyme.** Nelson, 1988  
 ISBN 0-17-007222-3 [398]

Most of the best loved nursery rhymes have been included in this well-presented collection. Full-page colour illustrations by 3 different illustrators contribute much to the appeal of the work. Rhymes are well placed on the page in large type. A 'big book' version of the work is also available. J. Buckley  
 LEV: Preschool Lower primary  
 AVAIL: Paper \$6.95 ASCIS 422708

## ■ Australia — then and now

*This collection of Australian resources has been selected from items recently received and reviewed at Library Services. The resources present both historical and contemporary views of Australia and Australians and many are relevant to Aboriginal studies. The assistance of the Aboriginal Education Unit, and in particular Trish Leverett and Lyn Hall, is gratefully acknowledged.*

**After 200 years: photographic essays of Aboriginal and Islander Australia today/** edited by Penny Taylor for the Australian Institute of Aboriginal Studies. Aboriginal Studies Press, 1988  
 ISBN 0-85575-194-0 [994]

This comprehensive photographic record of Aboriginal people who live around Australia reflects a variety of communities and a diversity of lifestyles. The more than 500 black-and-white photographs in this attractively designed volume are grouped by community. An introduction to each community and its history is extended in the comments and opinions of community members which accompany most of the photographs. Aboriginal control of this project occurred at all levels, from the decision to participate to the direction of photographers and the selection of photographs for publication. Care may need to be taken with younger students to ensure new stereotypes of Aboriginal people are not created.  
 L. Hall

AUD: Professional  
 LEV: Upper primary Lower secondary Middle secondary Upper secondary  
 AVAIL: \$59.95  
 EVAL: Highly recommended by the NSW Department of Education ASCIS 440745

RICKARD, John **Australia: a cultural history.** Longman Cheshire, 1988 (The present and the past)  
 ISBN 0-582-71189-4 [944]

Avoiding a cavalcade of dates and governors, this well-written book presents instead a thematic approach to a 'provincial culture'. There are sections on Aboriginal life before 1788, and on the years 1788-1901, but a significant proportion of the book is devoted to the twentieth century. In his analysis of ideas, trends and myths, Rickard presents material useful not only for the study of Australian history, but also for the General studies and Society and culture syllabuses. While the book gives an excellent account of Aboriginal culture and society, there is nothing on the recent Aboriginal culture renaissance. Carefully selected illustrations, an index and an extensive bibliography complement the text. R. Buchanan  
 LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$18.95 ASCIS 431861

HUNTER, Nigel **An Australian pioneer.** Wayland, 1987 (How they lived)  
 ISBN 1-85210-199-7 [994.02]

The lifestyles of Europeans from transported convicts to settlers and migrants are briefly described and a general explanation given of the beginning of Australia's European settlement. Conditions for convicts in the First Fleet are not glossed over. Although it is refreshing to find reference to Spanish, Dutch and French explorers in a junior level book, the inclusion of an Aboriginal perspective is tokenistic.  
 T. Leverett  
 LEV: Middle primary Upper primary  
 AVAIL: \$16.95 ASCIS 424424

ADAMSON, Margaret **Australian women through 200 years.** Kangaroo Press, 1988  
 ISBN 0-86417-152-8 [305.4]

The roles women in Australia have taken since European settlement are well researched and briefly stated. The author is aware that women cannot be regarded as a homogenous group and throughout the book reflects on the position of subgroups, such as Aboriginal women, married or unmarried women. The many illustrations are informatively captioned and relevant to the text. R. Grahame  
 LEV: Upper primary Lower secondary Middle secondary Upper secondary  
 AVAIL: Paper \$7.95 ASCIS 411729

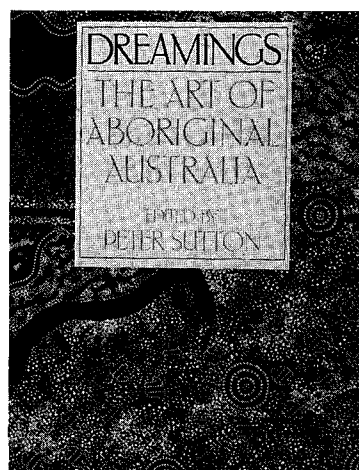
TIPPING, Marjorie **Convicts unbound: the story of the Calcutta convicts and their settlement in Australia.** Viking O'Neil, 1988  
 ISBN 0-670-90068-0 [994.02]

A very detailed study of Lieutenant-Governor David Collins and the group of convicts, settlers and military personnel he led to Port Phillip and then to the Derwent, founding Hobart, this book represents an enormous amount of research into primary sources (eg. a biography is included for each of the 308 convicts). The sheer volume of information could limit the usefulness of this book in the context of school study of Australian history. R. Buchanan  
 LEV: Middle secondary Upper secondary  
 AVAIL: \$49.99 ASCIS 430380

**Dreamings: the art of Aboriginal Australia** / edited by Peter Sutton. Viking, 1988  
ISBN 0-670-82449-6 [709.01]

This eye-catching publication explains the art of both contemporary and traditional Aboriginal people. The concept of the Dreaming is described both in terms of history and religion and how this is represented in all art forms. As well, non-Aboriginal responses to Aboriginal art over the past 200 years are presented. The text is well-illustrated with glossy coloured and black-and-white acknowledged photographs. A large bibliography, copious notes and an index are useful additions. However, some stereotypical statements occasionally appear in the text, for instance 'men hunted large game, women gathered small ground reptiles.' T. Leverett

AUD: Professional  
LEV: Middle secondary Upper secondary  
AVAIL: \$60.00 ASCIS 437484



**HUGHES, Wade Exploring ancient Australia.** Martin Educational, 1988 (Discovery and exploration series)  
ISBN 0-7253-0948-2 [994.01]

A strong beginning, which contrasts Aboriginal legend with scientific explanation of the creation of Australia, is not sustained in this attractive volume. The evolution of plants and animals and their fossil remains are surveyed in some depth, although an informal tone is employed. Matthew Ottley's illustrations effectively extend the text, but the captions are of uneven quality. Coverage of early Aboriginal culture is disappointing; stereotypes of a primitive, nomadic people who practised poor land management techniques are reinforced rather than refuted. The informal nature of headings and sub-headings and a brief general index will not aid information retrieval. L. Hall

LEV: Upper primary Lower secondary Middle secondary  
AVAIL: Paper \$15.50  
EVAL: Consider before buying in NSW Department of Education schools ASCIS 419919

**GORDON, Harry An eyewitness history of Australia.** Penguin, 1988  
ISBN 0-14-011884-5 [994]

This revised collection of newspaper reports covers Australian history 1771-1988. The most recent reports are on corruption in Queensland, Sir Joh Bjelke-Petersen's retirement and Australia Day 1988. An introduction to each article provides useful background information on the context of the report. Some articles have relevance to the NSW General studies and Society and culture syllabuses.

R. Buchanan  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$24.99 ASCIS 435724

**TUNBRIDGE, Dorothy Flinders Ranges dreaming.** Aboriginal Studies Press, 1988  
ISBN 0-85575-193-2 [298]

Collected here are 50 stories of the Adnyamathanha people from the area north of the Flinders Ranges. The stories explain why the land is as it is and its importance to these people. The idea for publishing the stories came from the young people, to ensure them for future generations. Each story is in large print, accompanied by an attractive coloured photograph, and a map as well. No secret information is revealed in the stories and accompanying information explains the meanings of place names and other Aboriginal words. Because of photographs of people now dead, care may need to be taken if this book is to be used with Aboriginal people from traditional communities. T. Leverett

AUD: Professional  
LEV: Upper primary Lower secondary Middle secondary  
AVAIL: Paper \$29.95 ASCIS 433363

**EDWARDS, W.H. An introduction to Aboriginal societies.** Social Science Press, 1988  
ISBN 0-949218-65-0 [994]

This is mainly a study of some aspects of traditional Aboriginal societies. Its investigations include the Dreaming, economic, social and political organisation, religion, communication, arts, and values. An Aboriginal perspective is given to Creation and the

existence of Aboriginal people in Australia, and there are good sections on the skills used by Aboriginal people to exploit their environment, and changes in Aboriginal society. L. Hall  
LEV: Upper secondary  
AVAIL: Paper \$16.95 ASCIS 417966

**ODIJK, Pamela New South Wales. Macmillan Australia, 1988 (A Children's history)**  
ISBN 0-333-47734-0 [994.4]

The history of Australian states from ancient times until the present is introduced in this well presented, compact series. Chapters cover major phases of exploration and settlement, Federation, the impact of war and history of the capital city. Captioned illustrations and photographs add focus to the concise, simply written chapters. Headings, charts and clear type are well used. The contribution of women to history is highlighted. However, information about Aboriginal history is brief. Although each volume discusses Aboriginal life prior to white settlement, the interaction between white and Aboriginal people in the next 200 years is inadequately discussed. For example the statement 'Because the Aborigines and white people did not understand each other's ways they often attacked each other' is 1 of only 2 statements in the NSW volume about Aboriginal history. Non-metric measurements, for example '1 pound per acre' are used without explanation. The index contains few cross references and the same glossary page is used in each volume despite varying content. The series carries a foreword by Manning Clark, but no credentials of the author. No sources are given for information presented in the text and no bibliography is included. J. Buckley

LEV: Upper primary Lower secondary  
AVAIL: \$12.95  
EVAL: Consider before buying in NSW Department of Education schools ASCIS 439573

Other titles in this series cover the other states and territories of Australia.

**BUCKLEY, Ken No paradise for workers: capitalism and the common people in Australia 1788-1914.** Oxford University Press, 1988  
ISBN 0-19-554621-0 [994]

The title and sub-title make the scope and intention of the book clear. It is not a general history of Australia. Its focus is on the development of the Australian capitalist system and its effect on working people and their organisations. It gives a brief account of the expropriation of land from the Aborigines and shows how the use of state power was central to the accumulation of capital in Australia. Women and non-

European workers are acknowledged and the book is well indexed and has further reading lists for each chapter. R. Grahame  
LEV: Upper secondary  
AVAIL: Paper \$19.95 ASCIS 417131

**Our place our music: Aboriginal music** / edited by Marcus Breen. Aboriginal Studies Press, 1989 (Australian popular music in perspective)  
ISBN 0-85575-197-5 [781.7]

Aboriginal music is the subject of this carefully documented volume. Although the emphasis is on modern music, traditional tribal music and historical influences are traced. Told in a narrative style, the book is the product of a communal effort of a number of people involved in Aboriginal music. A detailed bibliography and discography will be useful for students of Aboriginal history and music. Appropriate black-and-white photographs and song lyrics illustrate the text. The specialist nature of this resource will limit its broad appeal. L. Hall

AUD: Professional  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$19.95 ASCIS 455342

**ELDERSHAW, Flora The peaceful army.** Penguin, 1988 (Penguin Australian women's library)  
ISBN 0-14-011231-6 [994.009]

First published in 1938, the intention of this volume was to reclaim the rightful place of pioneering women in Australian history. This republication, edited by Dale Spender, shows that this goal has not yet been fully achieved. Most of the chapters are short biographies of women such as Elizabeth Macarthur and Rose Scott. Contributors include Margaret Preston, Miles Franklin and Kylie Tennant. R. Buchanan

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$11.99 ASCIS 448700

**DARBY, Marjorie Pigtales and pony tales: riding to school in the twenties and thereabouts.** Blue Wren Enterprises, 1988  
ISBN 1-86296-000-3 [994.04]

Written in an anecdotal style, this book is an account not only of school ponies, their tricks and the hazards and accidents which befell various young riders, but also of the life of a country school child. The picture is built up through an accumulation of lovingly-remembered detail: lesson content, playground

games, lunches and the bush through which they rode.  
R. Buchanan  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$10.95 ASCIS 438197

JACKSON, R.V. **The population history of Australia.**  
McPhee Gribble/Penguin, 1988 (Australian economic  
and social history)  
ISBN 0-14-011319-3 [304.60994]

This short book of demographic history traces growth  
and change in Australia's population since white  
settlement. Trends, such as the decline in fertility, and  
influences, such as immigration policies and practices,  
are analysed together with the effects of population  
changes. The Aboriginal population is discussed in  
some detail. Tables, diagrams, statistics and an index  
complement the text. R. Buchanan  
LEV: Upper secondary  
AVAIL: Paper \$9.95 ASCIS 423125



**Priceless pictures: NSW Government Printing  
Office collection 1870-1950.** Stateprint, 1988  
ISBN 0-724-08723-0 [994.40022]

The subjects of these photos selected from the NSW  
Government Printing Office collection, range over a  
wide field, from buildings and landscapes to  
workplaces, works of art, celebrations and leisure  
activities. They were originally intended to promote,  
instruct or document; now, as a record of a vanished  
past, their documentary value as primary sources for  
Australian social history is evident. They also have  
curiosity value, as the tongue-in-cheek nature of some  
captions by a writer alert to the unintentional humour  
of the images indicates. R. Buchanan  
LEV: Lower secondary Middle secondary Upper  
secondary  
AVAIL: Paper \$19.50 ASCIS 424664

SOLOMON, R.J. **The richest lode: Broken Hill, 1883-  
1988.** Hale and Iremonger, 1988  
ISBN 0-86806-333-9 [994.4]

Each chapter in this comprehensive book traces a  
particular aspect of Broken Hill's history - not only  
mining and labour relations, but its environment and  
regional importance, urban development and social  
history. The relevance of the book extends beyond the  
barriers of local history; it has wider capacity as an  
example of many themes in Australian history and  
society. Copious well-chosen illustrations, maps,  
diagrams and photographs complement the text and  
serve as a useful primary source on their own. The  
writing style is clear and lucid, with access to the  
information assisted by an extensive index.  
R. Buchanan  
LEV: Middle secondary Upper secondary  
AVAIL: \$35.00 ASCIS 440526

McBURNEY, Yvonne **Road to Bathurst.** Educational  
Material Aid, 1988  
ISBN 0-908053-28-2 [994.4]

A substantial part of this short book consists of edited  
extracts from the journal of William Cox, which he  
kept while building the first road from Emu Plains to  
Bathurst in 1814. Other primary sources include  
Macquarie's letters commissioning the work and  
publicly marking Cox's achievement, describing his  
first journey on the new road. Also included in the  
book are maps, drawings, photographs and  
biographical information on William Cox and other  
members of the Cox family. R. Buchanan  
LEV: Middle secondary Upper secondary  
AVAIL: Educational Material Aid 10 South St  
Strathfield NSW 2135 Paper \$6.50 ASCIS 449539

SEARLE, Betty **Silk & calico: class, gender & the vote.**  
Hale and Iremonger, 1988  
ISBN 0-86806-309-6 [324.6]

In this work, the lives of 3 Australian feminists active  
during the early years of this century are examined  
according to contemporary thinking about class and  
gender politics. Although in 1903 Australia was the  
first country in the world where women could both  
vote and stand for parliament, the early feminist  
movement faced many struggles in striving for  
political equality. These are discussed in this scholarly  
work which presumes an understanding of politics.  
Terms such as 'cultural hegemony' are not defined,  
although they are referenced and further reading is  
cited. An index, small glossary, time line and  
bibliography are included. J. Buckley  
LEV: Upper secondary  
AVAIL: Paper \$12.95 ASCIS 440679

GRASSBY, Al **Six Australian battlefields: the black  
resistance to invasion and the white struggle against  
colonial oppression /** Al Grassby and Marji Hill.  
Angus and Robertson, 1988  
ISBN 0-207-15595-X [994]

Battles involving Australians have not always  
occurred overseas. This resource draws attention to  
some little known battles against oppression that have  
taken place in this country. In detail we are presented  
with information about the struggles between the  
Crown and such people as the Aboriginal, Irish, Greek,  
Scottish, Welsh and Chinese. The dense text is  
accompanied by contemporary black-and-white  
photographs. Comprehensive notes, bibliographies  
and an index should assist the reader. T. Leverett  
AUD: Professional  
LEV: Upper secondary  
AVAIL: \$29.95 ASCIS 431522

**Social anthropology and Australian Aboriginal  
studies: a contemporary overview /** edited by RM.  
Berndt and R. Tonkinson. Aboriginal Studies Press,  
1988  
ISBN 0-85575-189-4 [305.8]

Well-respected sociologists and anthropologists have  
contributed to this scholarly collection of papers.  
Overall, the presentations give an explanation of how  
anthropology has contributed to Aboriginal studies  
since 1961. It also shows how important the Institute of  
Aboriginal Studies has been to research. Only more  
able students with a particular interest in this area  
would find this volume accessible. T. Leverett  
AUD: Professional  
LEV: Upper secondary  
AVAIL: \$19.95 ASCIS 437470

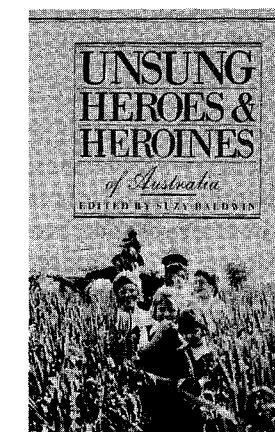
BERNDT, Ronald M. **The speaking land : myth and  
story in Aboriginal Australia /** Ronald M. Berndt,  
Catherine H. Berndt. Penguin, 1989  
ISBN 0-14-012072-6 [398.20994]

Nearly 200 Aboriginal myths and stories are gathered  
together in this carefully researched and presented  
volume. Grouped into sections such as 'Shaping the  
Aboriginal world', 'Snakes and rainbows' and 'Old  
world, new world', the retellings are for adults, not  
children. Excellent introductory and linking  
comments help to provide the reader with insight into  
the knowledge Aborigines consider to be important  
about themselves, their land and everything within it.  
The stories and storytellers are listed in sequence along  
with the language group to which they belong.  
Photographs of relevant paintings, maps, an extensive

bibliography and thorough index ensure the value of  
this scholarly work as a reference tool. L. Caw  
AUD: Professional  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$24.99 ASCIS 453461

TORRES, Pat **The story of Crow, a Nyul Nyul story.**  
Magabala, 1987  
ISBN 0-7316-17363 [298]

This is an interpretation of the legend of how Crow  
became black and includes a Nyul Nyul language text.  
The story is written in verse which unfortunately  
changes rhythm on occasion. Illustrations are bright  
and colourful. T. Leverett  
LEV: Lower primary Middle primary  
AVAIL: Paper \$11.00 ASCIS 422083



**Unsung heroes & heroines of Australia /** edited by  
Suzy Baldwin. Greenhouse, 1988  
ISBN 0-86436-159-9 [920]

Arranged in chronological sections, the 200 short  
biographies (selected from over 400 nominations in  
this Bicentennial book) give real-life expression to  
many themes of Australian history since 1788.  
Aboriginal, European or Asian, whatever their  
cultural origin, their lives define heroism as a  
commitment to the good of others. Many have had to  
overcome adversity, making the book a valuable  
resource for the NSW 2 unit Contemporary English  
syllabus. A tag line beneath each name in the contents  
encapsulates the major theme of each life. The team of  
contributors has adhered to a concise and readable  
style, with most entries being illustrated. R. Buchanan  
LEV: Middle secondary Upper secondary  
AVAIL: \$39.95 ASCIS 438086

**Voices from a vanishing Australia : recollections of the way things used to be.** ABC Enterprises, 1988  
ISBN 0-642-53050-5 [1994.04]

Aspects of the lives of ordinary Australians are recorded in this collection of 26 short oral histories. The contributors to the volume are men and women from a wide variety of backgrounds, their stories focusing on their working and domestic lives. Their vivid recollections provide an authentic and moving account of the history of working people in the first half of this century. The stories are transcripts from the ABC radio series 'Word of Mouth'. Pages are attractively presented using clear type and black and white graphics of the period. J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$16.99 ASCIS 428992

McLACHLAN, Noel **Waiting for the revolution : a history of Australian nationalism.** Penguin, 1989  
ISBN 0-14-008926-8 [320.50994]

The idiosyncratic style and individual approach of this book make it a challenge worth tackling, if a different perspective on Australian history is required. In an unusual conjunction of events and issues the author analyses the influences on Australian nationalism, from within and without. R. Buchanan  
LEV: Upper secondary  
AVAIL: Paper \$24.99 ASCIS 453697

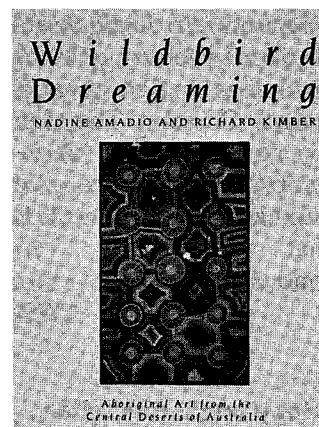
BARKER, Anthony **When was that? Chronology of Australia.** Ferguson, 1988  
ISBN 0-949118-4 [1994]

The strengths of this book are its concise, comprehensive coverage of Australia's history, and its excellent index, which would answer many brief queries on its own. Aboriginal history is not limited just to the period of early contact. Information can be located by year in the chronology, or by topic in the index. In some entries, the use of terms is not explained, (for example, New Guard, Right to life movement), so that a student user would probably need to consult other reference sources. R. Buchanan  
LEV: Upper primary Lower secondary Middle secondary Upper secondary  
AVAIL: \$49.95 ASCIS 437783

AMADIO, Nadine **Wildbird dreaming : Aboriginal art from the central deserts of Australia /** Nadine Amadio and Richard Kimber. Greenhouse, 1988  
ISBN 0-86436-108-4 [759.9942]

Glossy, full-page coloured photographs admirably reproduce the paintings by Aboriginal artists from the central desert area, known as the Papunya school.

These artists have transferred rock, ground and body painting onto canvas. Australian art critic Nadine Amadio introduces the paintings, and historical information is provided as well. T. Leverett  
AUD: Professional  
LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: \$45.00 ASCIS 426957



DONKIN, Nance **The women were there : nineteen women who enlivened Australia's history.** Collins Dove, 1988  
ISBN 0-85924-647-7 [1994.009]

Letters, diaries and journals are used as primary sources for describing the lives of 19 women at different times in Australian history. Although some of the women are well known, the contribution of others is less widely acknowledged. All the women are characterised by their energy, adaptability, and hard work. The text is descriptive rather than analytical in style. While an account is given of the lives of the women, it is not compared with the activities of men or with social conditions of the time. Black-and-white photographs accompany each chapter. J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$15.95 ASCIS 436577

**Yanyuwa country : the Yanyuwa people of Borroloola tell the history of their land /** translated and illustrated by John Bradley. Greenhouse, 1988  
ISBN 0-86436-152-1 [1994.29]

Three legends written in both English and Yanyuwa languages provide an introduction to Yanyuwa social groupings and language. Crayon illustrations accompanying the text are excellent, but sadly, when produced in black and white, they are dull and lifeless. A limited glossary related to the cycad food emphasises the importance of the cycad to the Yanyuwa diet. T. Leverett  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$19.95 ASCIS 435652

## ■ Reprint round-up

Reprint round-up was prepared by Patricia Ward. Entries are divided into non-fiction and fiction and then arranged alphabetically by title.

### Non-fiction

DANIELS, Kay **Australia's women : a documentary history /** compiled by Kay Daniels and Mary Murnane. University of Queensland Press, [1980] 1989  
ISBN 0-7022-2235-6 [305.40994]

Originally published as **Uphill all the way: a documentary history of women in Australia**, this is a stimulating collection reflecting a diverse range of women's experiences of different classes, races and ages from convict days to the 1950s.  
AUD: Professional  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$28.95 ASCIS 467204

NICOLSON, Harold **The evolution of diplomatic method.** Cassell, [1954] 1989 (Cassell history)  
ISBN 0-304-32226-1 [327.209]

Delivered in 1953, Nicolson's lectures are a delight to read. Great learning and wide experience are happily combined in the lectures, which are a brief, suave, illuminating and sometimes witty account of the methods of international diplomacy from the ancient Greeks to the twentieth century.  
AUD: Professional  
LEV: Upper secondary  
AVAIL: Paper \$12.95 ASCIS 467295

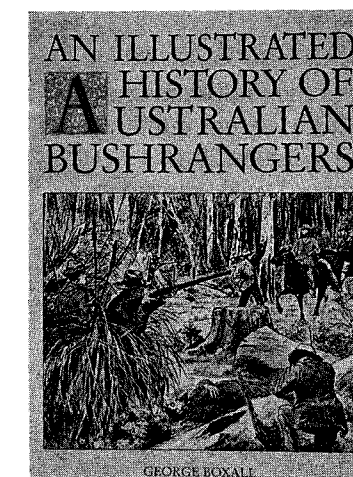
DAHL, Roald **Going solo.** Penguin, [1986] 1988 (Puffin books)  
ISBN 0-14-032528-X [823]

Interspersed with black-and-white photographs of the happy snap variety and with extracts from letters home, this continues Dahl's compelling and colourful autobiography, from where **Boy** ended.  
LEV: Upper primary Lower secondary Middle secondary Upper secondary  
AVAIL: Paper \$7.95 ASCIS 447754

PORTER, Hal **Hal Porter : A handful of pennies, short stories, film outline, poems, autobiography and commentary** edited by Mary Lord. University of Queensland Press, [1980] 1989  
ISBN 0-7022-1466-3 [828]

A well-crafted and annotated selection of Porter's writings that includes the revised edition of his first

novel 'A handful of pennies', 11 short stories and an interview with the author.  
LEV: Upper secondary  
AVAIL: Paper \$17.95 ASCIS 455165



BOXALL, George **An illustrated history of Australian bushrangers.** Viking O'Neil, [1975] 1989  
ISBN 0-670-90070-2 [364.1]

The latest of successive revised editions since the author first published in 1899 'The Story of Australian bushrangers' which was a classic of its kind with the advantage of interviews of 'old timers', contemporaries of the gangs. It ends with a graphic account in text and pictures, of the demise of the Kelly gang in 1880.  
LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: Paper \$19.99 ASCIS 420615

CORRIN, Stephen **Imagine that! Fifteen fantastic tales /** edited by Sara and Stephen Corrin. Penguin, [1986] 1988 (Puffin books)  
ISBN 0-14-032393-7 [398.2]

Fifteen funny, sinister and exciting tales of magical events from the traditional folklore of Africa, Asia and Europe.  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.95 ASCIS 426606

SHARMA, Partap **The little master of the elephant.** Pan, [1984] 1988 (Young Piper)  
ISBN 0-330-30487-9 [398.209954]

Four stories set in India with traditional folk tale

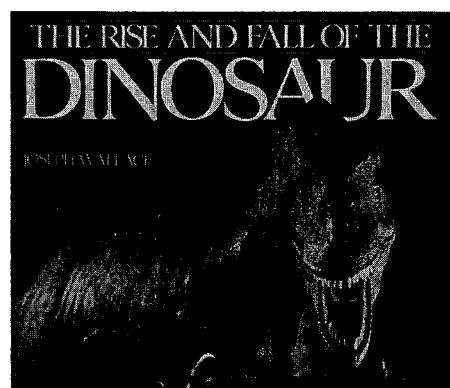
themes about a young village boy Chintu and his elephant friend. For beginning readers and reading aloud.

LEV: Lower primary Middle primary  
AVAIL: Paper \$5.99 ASCIS 450318

QUAYLE, Eric **The magic ointment and other Cornish legends.** Macmillan Children's Books, [1986] 1988 (Premier picturemac)  
ISBN 0-333-48082-1 [398.2099423]

The rich flavour of the orally transmitted Celtic tales are captured in this excellent retelling, and by Michael Foreman's illustrations.

LEV: Upper primary Lower secondary  
AVAIL: Paper \$12.99 ASCIS 438867



WALLACE, Joseph **The rise and fall of the dinosaur.** Gallery, [1987] 1989  
ISBN 0-8317-2368-8 [567.9]

A fascinating presentation in its systematic text and extensive colour illustrations that describe the dinosaurs' species, lifestyles and relationships, explores theories as to their sudden extinction and notes some of the scientific discoveries of the last century.

LEV: Upper primary Lower secondary Middle secondary Upper secondary  
AVAIL: \$19.95 ASCIS 468493

**The yellow book.** ABC Enterprises, [1986] 1988  
ISBN 0-642-53056-4 [649]

Based on the popular ABC Play School TV series, this well-presented, brightly illustrated hardback with its songs and familiar themes, has additional usefulness for ESL students.

AUD: Professional  
LEV: Preschool Lower primary  
AVAIL: \$12.99 ASCIS 435367

## Fiction

FRENCH, Simon **All we know.** Penguin, [1986] 1988 (Puffin books)  
ISBN 0-14-032614-6

Arkie, in her last year of primary school is trying to re-examine herself and the people around her. Her stepfather's old camera becomes the means of doing this. Winner of 1987 Australian Children's Book of the Year Award for Older Readers.

LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.99 ASCIS 429141

McLEOD, Emilie Warren **The bear's bicycle.** Penguin, [1976] 1988 (Pocket Puffins)  
ISBN 0-14-033124-7

A little boy goes for a ride in the park, and his teddy-bear, now life-size, breaks all the road safety rules.

LEV: Preschool Lower primary  
AVAIL: Paper \$5.95 ASCIS 430058

De PAOLA, Tomie **Bill and Pete.** Oxford University Press, [1978] 1988  
ISBN 0-19-272187-9

Bill is a young crocodile. Pete is his friend and bird 'tooth brush'. This is a fun picture story of his first days at school and his narrow escape from being made into a suitcase by a bad guy.

LEV: Preschool Lower primary  
AVAIL: Paper \$8.50 ASCIS 432642

HUGHES, Monica **Devil on my back.** Murray, [1984] 1988 (Gryphon books)  
ISBN 0-7195-4516-1

Taut, fast-moving science fiction of the underground controlled environment of a 22nd century city where Tomi Bentt had done well, until a mishap forces him out into the wild natural world and he undergoes a traumatic rebirth.

LEV: Upper primary Lower secondary  
AVAIL: \$5.95 ASCIS 423649

MARK, Jan **Frankie's hat.** Penguin, [1986] 1988 (Plus)  
ISBN 0-14-032018-0

Three perceptive entertaining short stories about young people beginning with 17-year-old Frankie, already married with a baby, having a crazy day off

with her younger sister.

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$5.95 ASCIS 430106

LINGARD, Joan **The freedom machine.** Penguin, [1986] 1988 (Puffin books)  
ISBN 0-14-032369-4

With his dad in prison, his mother about to go to hospital and the prospect of being sent to stay with awful Aunt Janet, Mungo takes to the open road on his special 'mate' Gully, his bike and 'freedom' machine.

LEV: Upper primary Lower secondary  
AVAIL: Paper \$5.95 ASCIS 426670

BOWKETT, Stephen **Gameplayers.** Pan, [1980] 1988 (Piper books)  
ISBN 0-330-30412-7

To escape from his own messy life of problems at school and parents separating, adolescent John Warner becomes absorbed into a dramatic, long-running fantasy game where adventures and violence take on a real life level for him and his fellow game players.

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$6.50 ASCIS 435926

MARTIN, Bill **The ghost-eye tree.** Penguin, [1987] 1988 (Picture Puffins)  
ISBN 0-14-050765-5

In the journey to fetch a pail of milk from the other end of town a boy and his sister run the gauntlet of passing the ghost-eye tree at night. The illustrations are dramatic and the prose rhythmical.

LEV: Lower primary Middle primary  
AVAIL: Paper \$6.99 ASCIS 453443

OLDHAM, June **Grow up, Cupid.** Penguin, [1986] 1988 (Puffin plus)  
ISBN 0-14-032006-7

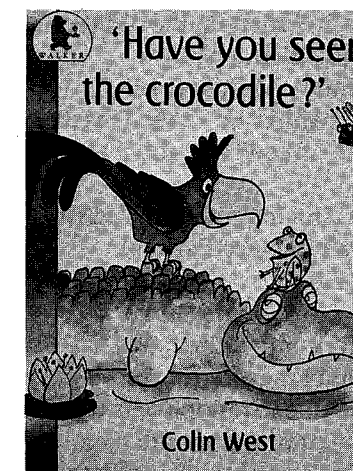
Mog is a bewildering mixture of innocence and highminded guile, a fearless heroine who tries to make her community college more progressive, is writing a romantic novel and yet cannot get it straight about the perfect male!

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$7.95 ASCIS 437267

**Guardian angels: fifteen new stories by winners of the Guardian Children's Fiction Award.** Penguin, [1987] 1989 (Puffin books)  
ISBN 0-14-032076-8

Humour, fantasy and hard-hitting realism are well represented in this excellent anthology.

LEV: Upper primary Lower secondary  
AVAIL: Paper \$6.95 ASCIS 426605



WEST, Colin **Have you seen the crocodile?** Walker, [1986] 1988  
ISBN 0-7445-1065-1

Simple cumulative text and bright pictures have the fun theme of the jungle animals, the parrot, the frog and dragonfly asking the title question, little realising the crocodile is so close!

LEV: Preschool Lower primary  
AVAIL: Paper \$5.95 ASCIS 437956

JOHNSTON, Jennifer **How many miles to Babylon?** Penguin, [1974] 1988  
ISBN 0-14-011951-5

A passion for horses and the Irish countryside bonded the friendship of 2 young men, one from the landed gentry, the other from the village. Both enlist in the British army in 1914 and their relationship is tested to the extreme in the horror of the Flanders trench warfare.

LEV: Upper secondary  
AVAIL: Paper \$9.99 ASCIS 453284

BIRDSEYE, Tom **I'm going to be famous.** Pan, [1986] 1988 (Piper)  
ISBN 0-330-30460-7

That's what young Arlo Moore planned - to get into the Guinness Book of Records by eating 17 bananas



in just under 2 minutes!

LEV: Middle primary Upper primary

AVAIL: Paper \$6.50

ASCIS 429055

BARTHOLOMEW, John **King Fernando**. Penguin, [1986] 1988 (Puffin books)  
ISBN 0-14-032311-2

Calvin's trip with his mother to the Saturday market in Jamaica in King Fernando, the old red bus, is full of adventure and excitement.

LEV: Lower primary Middle primary

AVAIL: Paper \$4.95

ASCIS 422327

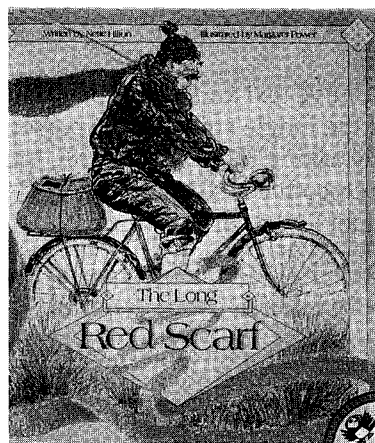
HILTON, Nette **The long red scarf**. Omnibus Books, [1987] 1989 (Picture Puffins)  
ISBN 0-14-054062-8

Grandpa's fishing companion, Jake, has a splendid scarf and Grandpa longs for one too. As everyone is too busy to make one, Grandpa learns to knit and enjoys it. The illustrations are full of colour, life and humour. Picture Book of the Year Short List, 1988.

LEV: Preschool Lower primary

AVAIL: Paper \$7.99

ASCIS 458092



KEMP, Gene **Juniper: a mystery** Penguin, [1986] 1988 (Puffin books)  
ISBN 0-14-032410-0

Seventeen-year-old Juniper is engulfed with sinister happenings as she tries to sort out the mystery of her father's disappearance since a robbery, with accomplices shadowing her. She must also cope with the emotional disturbance of her mother.

LEV: Upper primary Lower secondary

AVAIL: Paper \$5.95

ASCIS 432246

RUBENS, Bernice **Madame Sousatzka**. Sphere, [1982] 1989 (Abacus)  
ISBN 0-349-10098-5

The book of the popular film portrays a child prodigy dominated by the passionate dedication of his piano teacher. Intense, charming and penetrating characterisations are features of the work.

LEV: Middle secondary Upper secondary

AVAIL: Paper \$12.99

ASCIS 456124

KING-SMITH, Dick **Noah's brother**. Penguin, [1980] 1988 (Puffin books)  
ISBN 0-14-032354-6

An hilarious alternative interpretation of the story of Noah's Ark.

LEV: Lower primary Middle primary

AVAIL: Paper \$5.95

ASCIS 432198

**The Oxford book of short stories**. Oxford University Press, [1981] 1988  
ISBN 0-19-282113-X

V.S. Pritchett, a distinguished writer himself, has selected 42 stories written in the English language that portray the changes in the craft of short story writing from the nineteenth century to the present day. The anthology includes works by Patrick White and Katherine Mansfield.

AUD: Professional

LEV: Middle secondary Upper secondary

AVAIL: Paper \$16.75

ASCIS 452912

TITHERINGTON, Jeanne **Pumpkin pumpkin**. Pan, [1986] 1988 (Piper books)  
ISBN 0-330-30093-8

Jamie plants a pumpkin seed and watches it grow until he carves a pumpkin for Halloween, saving 6 seeds for next year. The warm, coloured pencil drawings are a special feature.

LEV: Preschool Lower primary

AVAIL: Paper \$6.99

ASCIS 435861

GRAHAME, Kenneth **The reluctant dragon**. Penguin, [1938] 1988 (A Young Puffin)  
ISBN 0-14-032453-4

Welcome reprint with E.H. Shepard illustrations of the humorous story of Boy who is not frightened by dragons and a dragon who loves reciting poetry and

hates fighting, and only wants a quiet life in his cave on the downs.

LEV: Middle primary Upper primary

AVAIL: Paper \$4.95

ASCIS 447580

MacLACHLAN, Patricia **Sarah, plain and tall**. Penguin, [1985] 1988 (Puffin books)  
ISBN 0-14-032396-1

Mama died when Caleb was born but Anna can remember how she and Papa used to sing every day. Sarah answers an advertisement to join the lonely family on their prairie farm. Will she stay? Winner of 1986 Newbery Medal.

LEV: Upper primary Lower secondary

AVAIL: Paper \$5.95

ASCIS 440572

THIELE, Colin **Seashores and shadows**. Penguin, [1985] 1988  
ISBN 0-14-032635-9

Set on a tiny windswept island in the Great Australian Bight, this is an exciting adventure story revolving around an indomitable white pointer shark, of near tragedy and of the fight for survival.

LEV: Upper primary Lower secondary

AVAIL: Paper \$6.95

ASCIS 412932

TURNER, Ethel **Seven little Australians**. Angus and Robertson, [1894] 1989 (Bluegum)  
ISBN 0-207-16162-3

This Australian children's classic of the family story was hailed as the counterpart of **Little women**. Despite Victorian overtones and sentimentality, the 7 Woolcot children living in a large rambling house and wilderness garden on the Parramatta River are convincing, appealing individuals in their moments of mischief, tears and happiness.

LEV: Upper primary Lower secondary

AVAIL: Paper \$7.95

ASCIS 456058

MELLING, O.R. **The singing stone**. Penguin, [1986] 1988 (Puffin books)  
ISBN 0-14-031980-8

Kay, a lonely city girl becomes obsessed with old Celtic legends. Her search for the singing stone takes her to Ireland where she is drawn into a web of adventure, turmoil and sorcery.

LEV: Middle secondary Upper secondary

AVAIL: Paper \$6.95

ASCIS 434934

PARK, Ruth **Swords and crowns and rings**. Penguin, [1977] 1988  
ISBN 0-14-011457-2

A compassionate story of the odyssey of Jackie, imprisoned within the physical strictures of dwarfism and beautiful Cushie, spanning the mood and events of Australian life from 1907 to 1931. Winner of the 1977 Miles Franklin Award.

LEV: Middle secondary Upper secondary

AVAIL: Paper \$9.99

ASCIS 435024

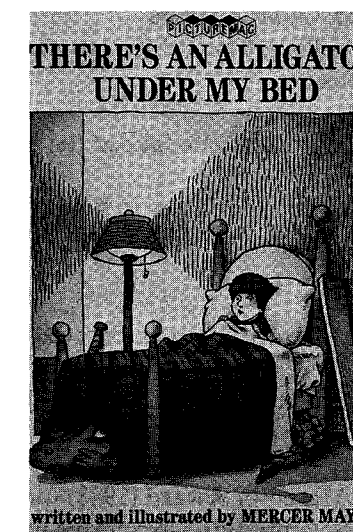
MAYER, Mercer **There's an alligator under my bed**. Macmillan Children's Books, [1987] 1988 (Picturemac)  
ISBN 0-333-47111-3

A picture book that should exorcise the childhood fear of 'things' in the dark.

LEV: Preschool Lower primary

AVAIL: Paper \$6.95

ASCIS 438605



DAVEY, Thyrza **Waiting for May**. Hodder and Stoughton, [1984] 1988  
ISBN 0-340-49638-X

A touching story, powerfully illustrated, set on Bribie Island near Brisbane, of an old man's determination to remain independent and active, rejecting the local authorities' threat to send him to an old peoples' home and setting off on a voyage in the face of a violent storm.

LEV: Middle primary Upper primary

AVAIL: Paper \$7.95

ASCIS 455422

# columns

## And the winner is . . .

### *In Australia*

#### Children's Book Council Awards 1989

Picture Book of the Year (Equal winners)

Base, Graeme; **The eleventh hour** (Viking Kestrel)

Tanner, Jane; **Drac and the gremlin** (Author: Allan Baillie; Viking Kestrel)

#### Honour Book

Harvey, Roland and Levine, Joe; **My place in space** (Authors: Robin and Sally Hirst; The Five Mile Press)

#### Book of the Year: Younger Readers

Rodda, Emily; **The best-kept secret** (Angus and Robertson)

#### Honour Books

Grant, Joan; **Australopedia** (Penguin)

Rubinstein, Gillian; **Melanie and the night animal** (Omnibus/Puffin)

#### Book of the Year: Older Readers

Rubinstein, Gillian; **Beyond the labyrinth** (Hyland House)

#### Honour Books

Macdonald, Caroline; **The lake at the end of the world** (Viking Kestrel)

Rubinstein, Gillian; **Answers to Brut** (Omnibus/Puffin)

### *In Britain*

The **Whitbread Literary Awards**, Best Children's Novel

Allen, Judy; **Awaiting developments** (Julia Macrae)

The **Emil/Kurt Maschler Award** (1988) for the best children's book exemplifying excellence in harmony between text and illustration

Carroll, Lewis; **Alice's adventures in Wonderland** (illustrated by Anthony Browne; Julia Macrae)

The **Smarties Prize** for children's books (1988)

Best book for under 5 section

Waddell, Martin; **Can't you sleep little bear** (illustrated by Barbara Firth; Walker Books)

Years 6-8 section

Hill, Susan; **Can it be true?** (illustrated by Angela Barrett; Hamilton)

Years 9-11 section

Whistler, Theresa and students; **Ruxhavenn time** (Brixworth Primary School)

**Times Educational Supplement Information Book Awards**

The Senior Award (10-16)

Brown, Pam and Scheldt, Valerie; **Martin Luther King** (Exley)

The Junior Award (up to 9) (Joint winners)

Watts, Barrie; **Conker** (A&C Black)

Thomson, Ruth; **Making a book** (Franklin Watts)

**Mother Goose Award** 1989 for the best newcomer to British children's book illustration

Fuge, Charles; **Bush Vark's first day out** (Macmillan)

**1989 Critici in Erba Prize**

Grimm, Wilhelm; **Dear Mili** (illustrated by Maurice Sendak; Penguin)

## **New address for ALIA**

The Australian Library and Information Association (ALIA) has moved its head office to Canberra: 40 Brisbane Avenue Barton ACT 2600 Postal address: PO Box E441 Queen Victoria Terrace Canberra ACT 2600 Phone (062) 85 1877, Tollfree (008) 02 0071, Fax (062) 82 2249.

## **Multicultural resources**

The Ethnic Affairs Commission of NSW runs a Library/Resource Centre at 164-174 Liverpool Road Ashfield 2131. The Centre collects resources specialising in multiculturalism and ethnic affairs, with particular emphasis on issues relevant to NSW. Resources include reports, monographs, videos, photographs, films, newspaper clippings, etc. Although the Centre is primarily a research facility, inter-library loans are available to schools. Contact the Centre on (02) 716 2278.

## **On design**

Published in association with the Design in Education Council Australia (DECA), the first issue of the new journal **On design** aims to provide information about design in a diversity of environments. The 8 articles which include art knits, furniture, architect Glenn Murcutt and Aboriginal design are lavishly illustrated and are testimony to the principles of good design. This is a valuable resource for visual arts students from upper primary to upper secondary. It is available from Piper Press PO Box 95 Annandale 2038 for \$5.00 plus \$1.50 postage.