

# **SCON**

- Jeannie Baker
- Budgeting
- Aboriginal studies
- Teaching in tandem
- Microwaving information

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*scan* is a journal published by the NSW Department of School Education which supports the effective use of resources and information services in the school curriculum.

*scan* is published 4 times per year and is available on subscription from the Marketing Unit Curriculum and Educational Programs Directorate Private Bag 3 Ryde 2112 (02) 808 9444.

Contributions and correspondence are welcomed and should be addressed to:  
The editor, *scan* School Libraries Team Private Bag 3 Ryde 2112 (02) 808 9444.

This issue was edited by Niki Kallenberger and Fay Gardiner.  
Typist Loris Kemble-French.

ISSN 0726 4127

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 The Editor, *scan*

Niki Kallenberger's article in *Currents* (*scan* vol 10 no 2 May 1991) struck an exposed nerve for me. Having recently returned to schools from a position in what was then Studies Directorate, I view afresh the whole argument of the role of the teacher-librarian in schools. However, I see this dilemma from a different perspective now, that of a classroom teacher. After 15 years as a teacher-librarian, a job I enjoyed, I have taken a promotion as head teacher administration. This has necessitated a return to the English/history classroom.

From my room of 30 year 9 students, I vaguely wonder at the services the library has for me and my students. From my room of year 11 students I remind myself to take these girls to the library so that they can explore and discover its potential for them as senior students. However, this is, for me as a teacher-librarian, reminding me as a teacher. Who reminds other teachers? The weeks slip by, exams, assessments, reports, etc, etc and here it is halfway through the year and I've taken year 9 to the library for wide reading, but not year 11.

I urge all teacher-librarians out there to go and 'drum up' business. Teachers are busy. Six, seven and eight periods on a day does not allow a teacher to spend the vital period 'off' browsing in the library.

You, as teacher-librarian, must advertise, promote, persuade, cajole and urge the teachers and students to use the library's resources. Most of the teachers don't have the time to explore the shelves fully. You know your stock. You must find out the teacher's needs and deliver lists of new books, prepare bibliographies on new topics, publish the 1991 list of magazines and promote the goods you have.


Make sure every encounter the teacher has with the library is a positive one. Don't be a curator, be an active educator.

In relation to the role definition suggested in Niki's article, be objective and look critically at yourself, your performance, your plans for the library and its place in the school curriculum.

Don't wait to be invited to do something or to be told about a new syllabus, find out for yourself. Attend faculty meetings, visit staff rooms, liaise even it means dropping the microfiche for a month. Better to promote the stock you have than continue to fill up the shelves with material that is not being used.

I realise I have been quite dogmatic and emphatic in my 'musts' and 'dos'. I feel keenly the urgent need for teacher-librarians to assert and affirm the role of the library and their role as active educators. Teachers in the classroom need your support as they develop resource-based information skills learning. Good luck to you all -- and my apologies to those of you who are working valiantly doing all of this now.

Christine Spink  
Head teacher administration  
Asquith Girls' High School  
25 June 1991

 The Editor, *scan*

Congratulations to Ross Todd and *scan* for the fine article 'On the pursuit of excellence: a matter of vision' (*scan* vol 10 no 2 pgs 13-15).

I read it with great interest, marking all the special messages that leapt out at me: Be goal oriented — not obstacle oriented. Believe in our role, and articulate it confidently. Humour and laughter foster cooperative teaching relationships.

So many times we do see the immediate obstacles and miss the long term vision. Many teacher-librarians are so overwhelmed with their current difficulties that they have forgotten the need to communicate their hopes for the future with their colleagues.

We need to look past the problems, share our hopes and vision for the future with the people with whom we work and smile every day.

We know what we can do — I feel inspired to try. Thank you Ross Todd.

Gail Henley  
Information skills/OASIS Consultant  
Met West Region  
12 June 1991 The Editor, *scan*

Two additional letters appear in *Columns*.

### Teacher-librarianship course

Charles Sturt University advises that applications for the Graduate Diploma of Education (Teacher-Librarianship) close on October 1 1991. For an application form and further details please contact Student Administration Charles Sturt University-Riverina PO Box 588 Wagga Wagga 2650 or phone (069) 222240 or fax (069) 222639.

## Skills for the profession

*Niki Kallenberger is Acting Leader, School Libraries team.*

I was pleased to see an article by John Levett in the May 20 1991 issue of *inCite*, the newsletter of the Australian Library and Information Association, summarising a new draft of the Association's introduction to its statements on education in librarianship and information work in Australia. Although still in draft form, the revision nevertheless affirms information skills teacher-librarians and teachers are helping their students to develop as skills which are the basis of the information profession. It is important that we recognise these skills are real — just as students develop the foundation skills of scientists, writers, engineers, etc, so too should they develop the foundation skills of information workers. Authenticity is an important attribute of any skill.

At another level, this introduction is a valuable framework through which teacher-librarians, as one subset of the diverse range of information workers, can view the tasks we perform:

*'In facilitating the transfer of information from the point of origin to those who need it, tasks carried out by library and information service personnel include:*

- *diagnosing information needs*
- *designing information products and services*
- *selecting information*
- *evaluating information*
- *synthesising information*
- *structuring information*
- *organising information*
- *preserving information*
- *packaging information*
- *educating clients to access and use information*
- *advocating the provision of information.'*

Referring to this list will be useful in evaluating what we currently do as well as in planning for the future. Try turning each of these tasks into one or more questions. For example, how do I, as a teacher-librarian at School X, diagnose information needs? What patterns and trends emerge in the information needs I have diagnosed? What information products and services might best meet these needs?

The message is not that we should be doing everything or that all tasks are of equal importance. Rather, we should think logically and carefully about what we're doing — and know why we don't take on certain tasks, or why we assign a lower priority to some than to others.

As teacher-librarians we may have an advantage over some of our fellow information workers in that tasks like 'diagnosing information needs' and 'educating clients to access and use information' are part and parcel of what we do every day.

Teacher-librarians have feet firmly planted in two camps: teaching and information work. Rather than focusing on how uncomfortable this could be, make the most of what each profession offers and draw on the theoretical underpinnings, strength and support of each. Perhaps an even better way to view the situation is to adopt the belief that teachers and information workers each have a foot in our camp! Such a belief not only presents exciting opportunities but also helps us tackle the task of advocacy. ♦

## ASCIS services

*Ann Parry is Leader, Curriculum Resources Information team.*

### Services for schools

The cataloguing services and curriculum information services driven by the ASCIS database have been the subject of intense scrutiny in recent weeks as Curriculum Corporation staff and representatives of education systems met to review activities and plan future services and operations.

We are confronting serious challenges, the most pressing of which is the contraction of staff in input agencies. All state education departments are cutting back staff in the areas of cataloguing and curriculum resources evaluation services so our collective capacity to ensure an adequate level of input to sustain the development of information products and services is greatly diminished. There is a strong concern within the Curriculum Corporation that the information services operation is now resourced at below critical levels and that there is a very real danger that the database and client support services are in jeopardy.

Apart from the fundamental economic challenges we face the continuing professional challenge of supplying timely and relevant information about curriculum resources to busy teachers whose need for assistance is magnified by accelerating syllabus change and innovation.

The Curriculum Corporation and collaborating systems have accepted these challenges. The NSW Department of School Education, while not a full member of the Corporation, is an active participant in the information services program which was formerly managed by the ASCIS Company. The acceptance entails a critical appraisal of existing products, services and procedures. A cost accountant's report and a user survey report were part of the review. The analysis so far has suggested several possibilities for change.

## Services in 1992

There will be little change to products and services in 1992. Users can expect price rises for products and services in 1992 but the range of products and services will be substantially the same. It may be possible to discern an increase in New Zealand information on the database in 1992 because it is expected that New Zealand schools will be a significant user group by then.

## From 1993

The June meetings with the Curriculum Corporation have set the scene for change in 1993 or later. Several ideas for making both curriculum information and cataloguing services more appropriate and attractive are being discussed. Task forces to refine specifications and operational details will begin work this year.

## Curriculum Information Services

The ACIN microfiche service (including NCIN/ACIN) and other subsets (such as Computer Software Review and ATSIR) were put under the microscope. There was a very agreeable recognition that NCIN/ACIN is a healthy and useful tool for teachers in NSW. I am confident that what we are doing in NCIN will fit comfortably in the redesigned curriculum information services so that teachers in NSW schools will continue to have effective access to curriculum publications produced within the Department at whatever level (central, region, cluster or school).

There was unanimous agreement that the primary purpose of the database should be to channel information for classroom teachers. To this end it was affirmed that we should provide information about commercially published materials as well as systemic publications. To focus effort priority will be given to materials relevant to national collaborative curriculum projects.

In considering the nature of publications to be drawn from the database several questions keep recurring:

- is microfiche too unfriendly to be attractive to teachers?
- given that the cost of publishing the same volume of information on paper would be prohibitive is it better to publish less information on paper?
- would teachers prefer a floppy disk database to either paper or microfiche?
- is it feasible to maintain an increasing number of subsets (Software, ATSIR, Australian studies, Environmental education, etc) and publish all of them at six-monthly intervals?
- would it be better to publish one-off subject bibliographies and rely on a general curriculum information 'bulletin' or online access to scoop up new materials?

- would an integrated index to both Departmentally published materials and commercially published materials be better or worse than the current separation?
- is a national reviewing journal a feasible proposition?
- should reviews of commercial materials be combined with descriptive profiles of Departmentally published materials in the same 'journal'?

The idea of a shared national reviewing journal is being given attention once again. Long-time readers of *scan* will remember that preliminary planning for such a journal was done by ASCIS in 1987-88 and was one reason why *scan* assumed its current form in 1988 and why we publish topical bibliographies rather than attempt to review comprehensively.

## Cataloguing Services

Beyond 1993 we can expect changes to the microfiche service. One possibility is that a large part of the Main Entry Catalogue (say to 1989) could be published as a one-off reference tool so that subscribers to the annual service would not have to buy the whole thing each year thereafter. Another possibility is that the detail on the microfiche could be reduced so that it would truly become an index to ASCIS order numbers for the purpose of purchasing cards or machine readable records. Some thought is being given also to using the floppy disk ordering procedure developed for ASCISRECON for the regular ordering of machine readable records. For this to work the minimum acceptable order needs to be greatly reduced. If this can be done and if the price per record can be kept low, lower than that is than the current price of ASCIS80 records, I believe the option could prove very attractive.

## Online access

In the short term we can expect some system enhancements to make dial-up and log on procedures easier. The longer term agenda includes changes to the system to make it super friendly to teachers (as opposed to information professionals).

## Current operations

Closer to the here and now. At the mid-June meeting of what we are now calling the Information Services Standards Committee, Anne Dowling (our Senior Librarian) and I worked with our colleagues from interstate to revitalise the communication procedures between input agencies and begin work on a large backlog of professional issues relating to subject headings, classification and descriptive cataloguing. I will report on specific decisions in the next issue of *scan*. For now I am happy to report that the professional meeting as well as the policy meeting was very productive and augurs well for the quality of the information services program provided resource levels can be maintained. ♦

# features ☆

## ☆ A window on Jeannie Baker



*Jeannie Baker has been widely acclaimed as one of the world's finest collage artists. She is also the creator of a series of exceptional picture books. Jill Buckley, from the scan team, recently spoke to her and began by asking how her unique style evolved.*

I started collage in what I feel is a very natural way. I started off as a painter really, but I used a lot of mixed medias, on one picture. It was a bit frowned upon in art school. It gave me a lot of different textures in my work which was something that I've always been very interested in, and it worked for me.

And then I would get part way through a painting which at this stage was usually a miniature abstract and feel it didn't balance as well as it could. They were usually very textural, made of intricate, tiny shapes with lots of detail. So I would cut my paintings up and re-arrange them.

My paintings very naturally became collages.

And then I started thinking more about what I was doing, I was building up textures very laboriously with paint. Sometimes the paints would crack because I'd used them too thickly in a way in which they weren't meant to be used. I started thinking about this and then I wondered, well why not use real texture?

So I would do things like peel plaster off walls and re-apply that as a texture in an abstract way. With bits of rusty tin and all sorts of things, my work started changing from abstract to becoming more realistic.

Never at any stage did I think that I would come to a point when I would work purely with collage, but it's something that I still find really exciting. I still find it stretches me a lot.

With each new project, there are new problems because the idea comes first and then there's the problem of how I am going to achieve it. And just that challenge I find really exciting. It has kept my work alive and kept me thinking.

I was really being trained to be a commercial artist and quite early on I realised that I wasn't cut out for that. In our final year at art school, I decided to do a children's book for my major project. I illustrated and wrote the words of what was later published as *Grandfather*.

It was something I never ever considered would be published. I did it purely because I wanted to. A few people encouraged me to try a publisher and that's how my first book became published. Once you have something in print, it gives you a lot more confidence.

I can't think of any other medium I would prefer to work in. You have so much freedom and I just feel I can do exactly what I want to. It's also fantastic to feel that there's an audience, that you're not just doing it for yourself.



Anthony Browne's work, but they're very different, they're different artists and they're both authors as well.

### Creating a picture book

The idea for a book comes first, and it is often feelings as much as anything. Then I have to put words to those and the words and the images come together. I'm working on the words and pictures simultaneously as I do the layouts. But I do find the words difficult, I really have to struggle with the words and I re-write them and I re-write them and I know it's the weaker part of my work.

I think people wouldn't really believe how much work I put into the words. I think of it as a bit like a poem, that each word counts, each word has to say something. It is something that I struggle with, and it's something that I feel I'm not very good with.

The collages are something that I'm usually very sure

about straight away, and I'm very confident about. And in a way maybe I shouldn't be, but it's not the same torture for me as the words.

Millicent was different in that I conceived it as a book without words. Everything I wanted to say, I felt I could say in the pictures. The publisher's feedback was that I would have to put words to this because otherwise it would not sell as many copies. They felt that schools would buy many more copies if the book had words. I felt I was working backwards because the words were an after-thought with that book, which for me isn't the way to do things. At first I wrote all the obvious words just repeating what was in the pictures. I felt very frustrated by it because there was no point to them being there, and I felt they subtracted rather than added to the whole. Then I took it as a challenge to use words and say something that I can't say in the images. I thought of the words being her [Millicent's] private world, her thoughts. But that was a secondary thing which isn't the way I normally approach my books.

With *Window*, I felt I had total freedom. It actually started with an idea I like: the idea of telling a story in a captured view from a window. It just developed from there.

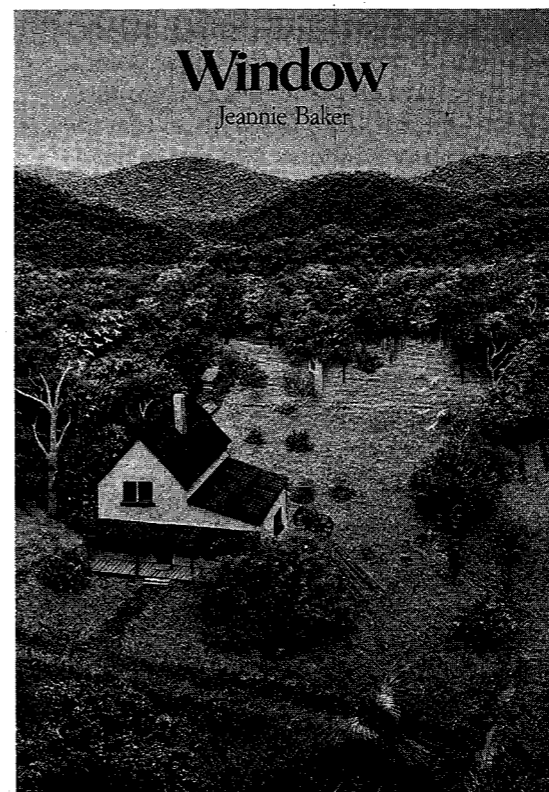
**'I can't think of any other medium I would prefer to work in. You have so much freedom and I just feel I can do exactly what I want to. It's also fantastic to feel that there's an audience, that you're not just doing it for yourself.'**

At one stage it looked like I might be doing one-off pieces for exhibitions. Usually those pieces are bought by people who are fairly wealthy and then the work disappears. Whereas a picture book can be shared and most people can afford one.

I'm not at all interested in creating one-off pictures any more. I really want to say something with what I'm doing. A picture book works for me.

My books are directed at children, but it goes beyond that. What I try to do is have a very simple message or story-line in my work that anyone can understand, but then to have other layers. Maybe a young child won't comprehend any more than a simple story, but it is something that will grow with the child so that when the child is a few years older and picks up the book maybe he will see something else in it. Adults may see something else again. So that's my aim.

It's hard to know if any one person has really influenced me. It's also hard to pick a real favourite because I like different things in different people, and maybe there's just one thing I like about something in somebody's work and maybe another aspect of their work I don't find as strong. In particular I really admire Raymond Briggs' work, he was a tutor of mine at college and I think in some ways he has influenced me in that often there's a social comment in his work. There's a very strong message in his work, and I think in a very different way, I try and get that in my work. I also love



In the past I haven't worked with an editor at all. I would do something and I wouldn't show it until the last. Now I have a really good relationship with Greenwillow in the US and also Julia McRae who does have some input.

I make a rough book which I send to the US and get feedback on that. I don't start the original collages until I've discussed it with my publishers. Usually a few things have to be thought about some more, or changed before it's fine tuned enough for me to really start working on.

They change things minimally. But, they're absolutely right when they want to change something. Even if I don't think so at the time, and we have a long discussion about it and I reluctantly give way, in retrospect I usually see that they were right.

In *Where the forest meets the sea*, I didn't want the boy to wear clothes. I did it very carefully so that it couldn't be offensive. One reason for him not having clothes is that it's hot and not very comfortable to wear them, so the young children there mostly don't wear clothes. Also for me it said something about the child's relationship with the forest, he wasn't afraid of it, you can see clothes as a barrier between you and the world. The publishers felt that people would be offended by it, they really wouldn't understand. In the end, I reluctantly put shorts on him.

In the film, he doesn't have clothes, and it's interesting for me to watch groups of children watching the film. They'll start giggling and I know exactly why. It's because the child doesn't wear clothes. And once that starts happening something's lost because they're more focussed on that than on things that should be more important. When it comes down to it in the end, communication is more important than my personal vision. If my personal vision is not going to communicate, it's better that I rethink it so that I can say what it is I want to say in a slightly different way that will communicate.

There is also a difference between my exhibition and my book. In the book it was important particularly that I communicate to young children. In the exhibition I felt I could be much more of an artist, and it's more important that what I say is more personal. So in the exhibition it seemed right to take the shorts off the boy, and so that's what

happened. That's what I feel I can do when I have exhibitions: I can say something more personal. I can also add to the whole statement and I can incorporate things that aren't really appropriate in the book, or are extra complete pieces.

**'... I do want people who read my books to feel that they count. That's the thing I'm really trying to do with *Window*, to say that each one of us counts...'**

### Thoughts on conservation

I can see how my views of conservation have changed over the last 10 years. *Where the forest meets the sea* was a turning point for me in terms of my concerns for the natural world. It came from personal experience, going up to the Daintree seeing that fragile environment and the changes that are happening there.

My experience has shown me that we are out of touch with our environment. I met people living close to that extraordinary and fantastic place, who'd never been there and seemed frightened of it. And that was another reason why I wanted the child in the story to appear as one with, and not frightened by, this place.

I am an environmentalist, probably in a way that's different from most people, in that I don't feel I'm an especially political person. What I'm hoping to do with my books is to encourage people to think and to encourage them to question. Hopefully out of

Where the forest meets the sea and out of Window there might arise debate in the classroom, so that things are thought about and discussed, issues that maybe haven't been especially considered before. People need to decide for themselves what their feelings are about the issues. Because I don't believe in telling people what to think, I don't think it really works.

I'm hoping that my work is a catalyst for a discussion of values, and I get a lot of response from children. I think that often children are more open to conservation issues. Children will teach their parents about conservation, which is quite extraordinary.

I do want people who read my books to feel that they count. That's the thing I'm really trying to do with Window, to say that each one of us counts. Each one of us has an impact on the environment. The child in that story has a big impact on his back yard, all the changes that show in his back yard are made by him. And then he moves house, and he takes another piece of wilderness and makes an impact on that. So one person can have a lot of impact, negative or positive.

We are learning more about the environment all the time. I now realise things that I hadn't even considered before. For example, I now understand some of the impact that my pet cat has on the native Australian world. I listened to a really powerful radio program, about the extinction of Australian native animals, and the way cats have helped cause extinction of so many.

I'm sure there are other things we are doing now, that in the future we may feel embarrassed by, but I feel we're at a point in history where we have to stay very open to changes. We need to reconsider patterns with which we've been living. Because we're learning more, they're not acceptable any more.

It's a very delicate balance. If people feel guilty, with the guilt, sometimes there's powerlessness. But you can make people feel guilty but still empowered, and that's maybe what I'm trying to do.

So for example, the artwork from Window is also organised to become a travelling exhibition which has an education program for children. So that maybe they will talk about some of the issues involved. If we talk about the things we do every day, that maybe we could do in a different way, we could all have a less adverse effect on the environment.

**'When it comes down to it in the end, communication is more important than my personal vision.'**

The exhibition will go to seven venues across Australia over 15 months. At the Royal Botanic Gardens, they have constructed a cottage and inserted the windows into the walls so that they're physically like tiny windows. We aim to have children see it first as art work, so it is not so obvious that they're being taught about the environment. Perhaps they'll be a bit more open to accepting ideas that don't seem such hard work as they might otherwise if they're treated in a slightly different way.

### Beyond the window

The idea I'm working on now has been sitting around in my head for probably longer than any other. It's a work that's set in Central Australia and it's such a different landscape there. I felt that I should understand it better than I did initially, before I could even begin. So that means a lot of reading. I've also done three field trips. And there's more work to do yet before it's really quite there.

*Jeannie Baker's picture books demonstrate her close observation of, and concern for, the natural world. The 14 collages from Window, accompanied by a teacher resource guide, form the basis for an exhibition which raises issues relevant to Environmental education K-12.*

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 Grandfather. Deutsch, 1977  
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 Where the forest meets the sea. Julia MacRae (Greenwillow), 1987  
 Window. Julia MacRae, 1991

### Travelling exhibition: NSW venues and dates

Royal Botanic Gardens:

June 20 - August 20 1991

Campbelltown City Bicentennial Art Gallery:

August 25 - October 13 1991

Lewers Bequest and Penrith Regional Art Gallery:

October 25 - December 1 1991 ♦

## ☆ From Norman Gunston to Misery guts

Michelle Ellis from the scan team recently spoke to Morris Gleitzman.

ME. Could you describe your background as a writer?

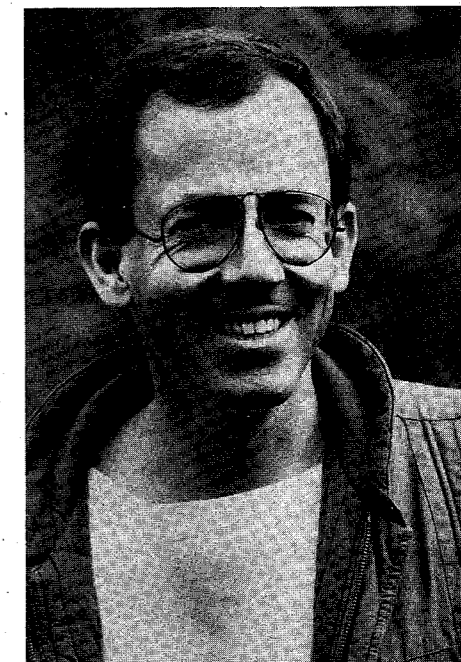
MG. I started out writing for television. I was working in the early '70s at ABC TV making trailers and harbouring a secret desire to become a writer, specifically a comedy writer. The Norman Gunston show started and I made some trailers for it and I thought, this is the character I can really identify with, I can write this character, this is my sort of comedy. So I wrote a few scripts, sent them in to the producer. It was one of those Hollywood dreams-come-true stories where, the week I sent my scripts in, the original writer had started to feel burned-out and had gone overseas, so they were desperate for another source of scripts. Norman Gunston took up the next 5 years of my life, and when the character had finally run its course on television I found that I had enough of a reputation as a television comedy writer to carry on working in the area. Gradually I became dissatisfied with the comedy that existed, either purely for entertainment purposes or for satirical purposes, and I started wanting to tell some real stories. One of my first opportunities occurred when the Children's Television Foundation asked me to write one of their first series of Winners films and I wrote a script for them called *The other facts of life*. The break into books came when McPhee Gribble decided they wanted novel length versions of those Winners films.

ME. So they asked you to write a book. In what way was this significant?

MG. Yes they approached me, and for me it came at exactly the right time. Screenwriting is always a collaboration, but also, a compromise because you hand the script over, and then the director, the producer, and all the actors and technicians put their stamp on the story. So to have the opportunity to send one of my stories out to an audience, in exactly the way I wanted it to be told, was wonderful and from then on I decided that I had to keep on writing books.

ME. Is it difficult now to make one of your novels into a screenplay?

MG. I'm fairly comfortable with the process because I've grown up in the television world. Yet, I still found it quite a confronting experience when I sat down recently to start writing the screenplay for



*Two weeks with the Queen*. I've learnt during the years of adapting other people's novels into screenplays, that you have to be quite ruthless with a book, but in a supportive sense. You have to find the essence of the book and tell that story on the screen as best you can, but that doesn't necessarily mean that you will preserve any or all of the specific scenes or story elements that the author has used. I found that I could do that very well with other people's books, but it was difficult with my own to answer the question 'what is this really about?' It took me a few days of close examination to decide that I did know exactly what my book was about. Then I had to ask myself 'Are the scenes and the story element in the book the best way of telling the story?' I couldn't answer 'yes' in every instance so the film will be quite close to the book, but there will be a couple of quite important departures from the book.

ME. How did your screenwriting help you to write novels?

MG. I think my history as a screenwriter is very much reflected in the nature of my books, the way I use language, the way I structure the story. The way I really learnt to tell stories was on the screen. I think I bring to novel writing a lot of that sense of structure and to a degree, the film writing belief, that you should not use more words than are

absolutely necessary. For example, I don't spend a lot of time inside character's heads. Wherever possible I'll use action and speech to show the reader what's going on inside a character's mind, and what they're feeling. Occasionally I'll go inside a character's head to reveal thoughts but I use that technique very sparingly.

ME. And yet, one of the features of *Two weeks with the Queen* and *Misery guts*, is that the reader really does understand what's going on in the child's mind.

MG. Yes, there's an important distinction between communicating to an audience the thoughts and feelings of a character, which I hope I do all the time, because that is the very essence of story-telling, and doing that by simply jumping inside the character's head and saying, 'bla bla bla, he thought,' and having pages and pages of a character's thoughts and speculations. I do it, I think, in a way that I've learnt to do through screenwriting. All of the visual elements, the style of the photography, the specific shots that the director is using at any given time, are choices made to illustrate the inner states of the main characters, their thoughts and mood.

I try to do that in the books as well. I'm very wary about the author's voice. It seems to me that young people have too many voices in their lives that are trying to be voices of authority. If the author's voice is too strident and dictatorial, that's a turn-off for young readers because suddenly there's a figure of authority who is actually getting between them and the character. So what I try to do is make my voice sound as much like the central character's voice as possible without writing it in the first person, without actually having the character literally tell the story themselves. It also means that I'm transposing a cinematic technique to the page not just to set the scene, but, much more importantly, to



communicate what the central character feels and thinks about the physical elements in the story.

ME. Your novels display a real understanding of the way children think. Where do you get that understanding from?

MG. I get it from myself as a child. I could not write about children if my only access to them was to observe them from outside and try and work out what was going on. There is a child inside me that has always been there. Maybe the reason I started writing about kids was to give a voice to that part of me. I have also been thinking about comedy and the relationship between comedy and writing for kids, and it seems to me that very often (perhaps always) comedy is actually the voice of the child. So much comedy seems to be about the conflict between child-like qualities and the sort of constraints and inhibitions that we as adults feel are necessary to control life.

ME. You have some very strong themes, in *Second childhood* for example and certainly in *Two weeks with the Queen*.

MG. Yes, for me an important part for writing these stories is that I want to write about things that are important to me, not only in terms of individual human experience, but also in terms of the larger problems facing the world. I'm very keen that kids not be sheltered or deflected from these problems because I think there is far more harm in their knowing that the wool is being pulled over their eyes, than having to be confronted with some pretty depressing and difficult problems that don't have easy answers. And that is one of the things that *Two weeks with the Queen* is about.

ME. AIDS is a fairly controversial subject, and *Two weeks with the Queen* is aimed at readers as young as those in upper primary years.

MG. I think that *Two weeks with the Queen* is probably about slightly different things for adult readers than it is for kids because I actually think that adults are far more aware of the sort of 'difficulty' of the subjects, AIDS, homosexuality and the other issues the novel deals with. I hope that the importance of those problems is fully apparent for

'I'm very wary about the author's voice. It seems to me that young people have too many voices in their lives that are trying to be voices of authority.'

younger readers, but without that overlaid perception that often comes from adults that it is a taboo area. I think often there's a confusion - what is the real problem? Is it that AIDS is a tragic and currently insoluble problem? Or is it that for a lot of adults, AIDS, because it is essentially pertaining to sex, is a very difficult problem in terms of communication between adults and children? They are two quite different issues and I think kids' books should, wherever possible, avoid those inhibitions. I think a book can be a great way to break the ice and present a great opportunity for those adults who have some difficulty in discussing certain issues with kids.

ME. Your treatment is very low-key, there's no sensationalism in it at all, it's just part of the story and it's part of his progress in trying to understand what's going on with his own family. Why did you include it?

MG. I can answer that only partially because I'm aware of only some of the factors. I know that I certainly didn't set out to write a book about AIDS; I set out to write a book about a young person who suddenly comes up against a major problem that does not have an easy solution, and whose parents try and shield it from him. I wanted a story in which, despite the parents' efforts to shield him from the problem, nonetheless, because he wants to, he comes to grips with it. So that I knew that when Colin was sent to England by his parents he had to meet somebody who was suffering a problem that was very similar in magnitude to the problem that his younger brother was suffering from. I didn't want it to be exactly the same on a technical story-telling level; it would have been less satisfactory if he'd met somebody with cancer similar to his brother's. I actually wanted to sort of escalate it, if you like, one stage further.

I wanted a bit of dramatic irony in that Colin's parents sent him to England because they wanted to shield him from the trauma of the younger brother dying of cancer but as a result of that he ends up meeting someone who's dying of AIDS. His parents would probably have wanted to shield him from that even more, but, because of Colin's innate desire to experience and come to grips with the world and to try and do something about his brother's predicament, he actually has a more significant

growth experience than if he'd stayed in Australia. So really, I made AIDS part of the story because I was looking for something - a problem if you like, an aspect of human experience that was even more fraught with fear and inhibition and anxiety on the part of adults than cancer.

ME. One of the reviews mentioned the appalling relatives in England, but although you satirised them, you were fairly gentle. You aren't cruel to any of your characters, are you?

MG. That was an English reviewer who was feeling a bit sensitive about the way I portrayed the Poms in that story, but no, I don't think I'm cruel. Through the many years I've spent writing satirical comedy I discovered that hard-edge satire can sometimes be self defeating because, if you want a story to have any power, if you want it to have any real meaning to an audience, then they have to care about the people in the story. You have to give a character dimensions and levels, and human aspects so that the character immediately becomes interesting. So Uncle Bob and Aunty Iris are comic caricatures to a degree, but they are also exaggerated versions of Colin's parents. Colin's parents sent him overseas to protect him, Alistair's parents are even more extreme, but both sets of parents are motivated by love for their children.

This added another dimension to my story as well. Colin desperately wanted to change his brother's life. Unfortunately, there is nothing he can do, but I wanted him to have some effect on somebody else's life, and that's where Alistair came in. Alistair is facing a life limited by the narrow horizons that his parents have imposed on him. Colin is a sort of liberating force in his life, a person who is able to demonstrate that, though life is risky and can be full of problems that aren't always surmountable, you have to go out and embrace it.

ME. Let's talk about *Misery guts*. Is any of that based on your own experience? Did you perform all sorts of tricks to get your parents to move to Australia?

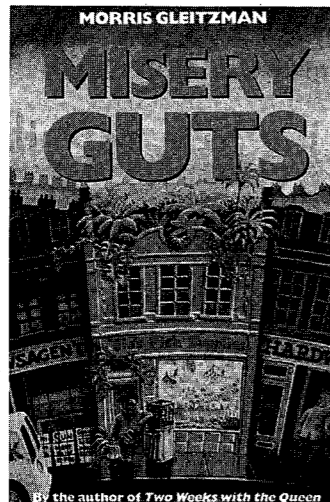
MG. On the contrary, my parents had to perform all sorts of tricks on me to get me to Australia. I was 16, totally disinterested in school and books and planning to become a hippy, so when my parents

'... though life is risky and can be full of problems that aren't always surmountable, you have to go out and embrace it...'

announced that they'd decided to emigrate to Australia I was horrified because I was pretty sure that all of the counter-cultural things I was getting interested in didn't exist in Australia. In some ways though, I think Australia was the saving of me because it was only a few months after coming to Australia that I read my first book in about 4 years, and I have to say that *The horse's mouth* by Joyce Cary, was the book that changed my life. When I read this novel I realised not only that I was missing out on a huge amount by not reading, but it reminded me that the whole world of books and literature was one that I wanted to be a part of my life. I guess that although I'd often written little humorous things as a kid, it wasn't until I'd read that book that the notion of being a writer entered in my mind.

ME. Where did the idea of *Misery guts* come from?

MG. I wish I could say that *Misery guts* was the product of my innate artistic sensibility, but I have to say that it came from work I was commissioned to do by the Children's TV Foundation about 3 years ago. It began as a series for them, about a family moving to Australia from England, but somewhere down the track the Foundation and I decided that we wanted to tell different types of stories, so I didn't go any further in the television series. At that stage I had really started to get into the story of Keith and his parents when they moved to Australia, and so I decided to make it a book.



ME. I understand that you are already writing a sequel to *Misery guts*. Is writing a speedy process for you?

MG. I do write quite quickly. I do quite a bit of thinking about it before I sit down to write, but, each of the four I've written so far, I've written in five weeks. I do most of my revision and re-writing during that time as well. Once it's finished and I've sent it off to the publisher there is a small degree of revision and correction through the proof process but it's not great. At the moment I'm writing 1 book a year, plus, of course the other forms of writing I do as well.

ME. Does your other writing compete with or complement your children's books?

MG. Largely because of the need to earn the money to keep my family I need to do other types of writing. I'm really not sure if I'd like to be writing only books, because the different types of writing I do satisfy different needs I have. I enjoy the weekly humorous columns that I do for the newspapers because part of me is still a comedy writer and I still have that need to do regular sorts of jokes, and have them reach an audience, and have an audience to respond on a regular basis. A book, such as *Misery guts*, can take a year to reach the reader, but I can write my newspaper columns on a Monday and people will be reading them on a Wednesday. That immediacy is very important to me.

ME. Do you prefer any one particular form of writing?

MG. My books are by far the most important of the different types of writing. I'm writing about things that are really important to me, in a way that has a lot of significance to me because I'm doing it in exactly the way I feel I want to do it, rather than tailoring it for a particular media or a particular type of audience.

ME. How would you feel if your novels, *Two weeks with the Queen* or *Misery guts* were chosen as a class novel and studied more closely?

MG. I find that notion exciting and flattering and at the same time scary and intimidating; I'm ambivalent. It is a healthy and desirable process to look closely at a piece of creative work and look closely at how and why it works or doesn't work. That is certainly one of the ways that I have taught myself to write. I also have to say, as a writer, that I'm aware that what I'm doing as a story-teller is trying to catch people up in a world and have them go on a journey with a character and share that character's emotions for a while. If the process of analysis interferes with that in any way, then I'd be saddened. What I'm really saying is that I would like people to have a chance to read my book and to experience it as a story, and to experience the emotions, before they analyse it. ♦

## ☆ *Repackaging in the post-microwave society* (or should we be making information 'finger lickin' good'?)



Marion Robertson is Childrens Librarian and Youth Services Co-ordinator at Parramatta City Library. This paper was the basis of a lecture delivered to students in the Graduate Diploma of Applied Science (Information/Teacher-Librarianship) course at University of Technology Kuring-gai campus in April, 1991.

In a society where everything is takeaway, throwaway, microwaveable, disposable, homogenized, sanitized, refined, repackaged, prepackaged and instant, it is little wonder that lifestyle expectations have changed dramatically. When advertising tells us we can expect our porridge in one minute, our pasta in seconds and our spectacles in an hour, where everything can be delivered to our door from pizzas to videos to beer to car batteries, it seems inevitable that consumer demands on other services should reflect this one easy step 'just add water and stir' kind of mentality.

Since this phenomenon manifested itself in the aisles of that doyen of consumerism, the supermarket, its origins attributed in mythology to a packet of instant soup, the trend towards immediate gratification of our needs has extended its crumbed fingers to almost every area of our existence. Not the least of which is information provision. In the past couple of years a parallel development has occurred in student attitudes towards the public library and inherent in this, the role of the librarian.

This change in attitude can best be illustrated by the story of a young girl, who, accompanied by her mother, went to the local public library to request information on medieval times. During the course of the reference interview it transpired that her assignment was to write a diary from the point of view of a medieval woman. In response to her need the user was given a book which covered all aspects of the daily life of medieval women. Both the user and her mother gave the material a cursory glance, turned up their noses and exclaimed 'But it's not in diary form!'

Although it was explained to them that according to the worksheet the object of the assignment was to produce an original diary based on the student's reading, both parent and child had an unreal expectation that the material should have been available in a refined form to suit their immediate need. It was implied that the librarian was somehow shirking her responsibility by not supplying the finished product. The young girl left the library with nothing, rather than accept raw information.

While in isolation this would be an amusing anecdote with which to regale staff at morning tea, it is unfortunately becoming an established pattern of information expectation from both children and adults in the post-microwave society. The librarian is expected not only to provide information but to also interpret, modify and repackage that information to suit the individual needs of the user. If it can be agreed that information only becomes knowledge when it is processed then underlying such an approach is the desire for instant knowledge - prepackaged and readily available on the library shelves-like chicken noodle soup.

**'If it can be agreed that information only becomes knowledge when it is processed then underlying such an approach is the desire for instant knowledge - prepackaged and readily available on the library shelves - like chicken noodle soup.'**



How often have we been asked for cribs on *The chocolate war*, *Macbeth* or *Sons and lovers* as a replacement for the full text? Alternatively when asked to suggest a 'good' title for a book review or report, students' criteria for selection often do not include literary worth, excellence or enjoyment but rather that it be a 'skinny' book or a 'thin' book or a book 'I can read in half an hour'. Again the emphasis is on the instant factor, a desire for the end product, omitting the process which transforms information into knowledge.

There are several other student types that have mutated in response to the expectations of the post-microwave society. We have all encountered the student who is unable to extrapolate from or synthesize raw data. If the information is not couched in the exact words of the project outline students are either unable to use, or resistant to, material which employs synonyms or alternative terms. For example, students are often hesitant about borrowing books with jungle in the title when they require information on rainforests, even though these books may contain huge amounts of useful information. Typical of this group is the student who requested information on the nutritional value of food eaten at weddings. When shown material that listed the nutritional value of many types of food including fruit cake, pavlova, roast chicken, the student looked perplexed, then voiced her amazement that a chapter or even better, a work, entitled *The nutritional value of foods eaten at Australian weddings* did not exist. The expectation of these users is that information should be repackaged for them in a format that is not only easily accessible but that can be used immediately with no effort or interpretation required. In other words, they want information refined to suit their unique needs.

Then of course there is that category known as the 'invisible student', the ones that we never actually see because they are constantly at soccer, ballet, don't have time, or are at a friend's place. These faceless users have the foresight to send an emissary to do all the preliminary research, sorting and repackaging of the raw material. This emissary is usually a mother, a father, a doting grandmother, a sibling or in one case I encountered the other day, a 10-year-old doing the research for his sister at teachers college! These surrogate borrowers often have good intentions but little knowledge as to the exact nature of the information need or the project at hand. They usually attempt to seek out and make sense of the information, photocopy suitable pictures and in some cases complete the project to within an inch of writing the absent student's name. The repackaging process is very rarely completed without much input from the librarian.

One can only speculate on the evolution of a public library service designed to respond to the expectations of these types of information users in the post-microwave society. The service would no doubt be launched with a massive television advertising campaign:

Perhaps the script would run a bit like this . . .

648.3333 Public Library Delivery.

A phone rings in the children's section of a public library. It's late afternoon.

*Librarian: Good afternoon! Desiderata Public Library Express Information and Repackaging Service. May I help you?*

*User: Ah yes. I'd like to order a 6-page supreme assignment on George Crum, the inventor of potato crisps. I'd like an extra bibliography, hold the annotations and a side order of critical evaluation to go.*

*Librarian: Do you want a distinction, a credit or a pass assignment?*

**'... the emphasis is on the instant factor, a desire for the end product, omitting the process which transforms information into knowledge.'**

**'... do we resist the trend and insist on a high fibre diet of raw information, encouraging original thought and individual interpretations?'**

*User: Oh, a credit this time I think.*

*The librarian of course will be trained to prompt the user for extra services as is common in the hard sell marketing philosophy of takeaway...*

*Librarian: And how about some coloured illustrations?*

*User: Oh, I don't think so, thank you.*

*Librarian: No? OK, well your assignment will be ready in about 20 minutes. Meet the delivery person at the door with the correct change. Oh yes, and you have qualified for our free super size index for your next project. Thank you. Have a nice day!*

While this interchange may seem like the fantastic musings of an hallucinating librarian, I sometimes wonder if we are not already heading that way, at least in the minds of the users. I do know that there is currently a market trend amongst student reviewers for 'thin and crispy' books rather than 'thick and crusty' ones. Perhaps this is indicative of things to come.

In its simplest form, information repackaging is done by librarians every day. We produce booklists, displays, pathfinders, reviews, magazines, newsletters, articles, project sheets, book talks and storytelling sessions. Even Readers Theatre can be considered to be repackaging of information from one form to another. The question we must ask however is: 'Where does our responsibility end?'

Repackaging has become an accepted part of the complex world of the post-microwave society. Like the food manufacturers, publishers long ago, acting on their entrepreneurial instincts, recognized the value of repackaging material. The 'big' book is a form of repackaging as are large print and book/cassette kits. Publishers also recognize the financial worth of rereleasing out-of-print titles with modernised illustrations, different print size, a paperback format and revamped covers to appeal to the expectations of a changed audience. While much has been written about repackaging and the publishing industry and professional information brokers who repackage information for paying clients, very little has been written about repackaging and the public library. Is it indeed an issue? What implications do these new expectations of the post-microwave society have for the public library and information provision?

It would seem to me that students have a much higher expectation of the public librarian than that of the traditionally accepted role of 'gate-keeper'. Perhaps students are no longer satisfied with being taught the skills to locate and access resources - they want information to be 'finger lickin' good'. Should public librarians be following societal trends and feeding their patrons a steady diet of processed, repackaged knowledge and risking severe learning deficiencies, or do we resist the trend and insist on a high fibre diet of raw information, encouraging original thought and individual interpretations?

The problem is not a simple one because it is made the more complex by changing social attitudes and expectations. The solution may partly lie in public libraries continuing support and fostering of the information seeking skills already being taught in schools and in reader education packages. I am at a loss however to suggest how we can alter the expectations that are already so much a part of our society. But if we are to become the 'clever country' that Barry Jones talks about so enthusiastically then it is my feeling that, no matter how difficult, we should reject the repackaging/instant knowledge ideology of the post-microwave society and encourage intellectual soup making not only from fresh and original ingredients but from a plethora of tempting recipes. ♦

## Selling information skills: the mission

*'Step right up. Have I got a deal for you. You'll love it! Never again will students need be confused with conflicting jargon! We now have an information skills statement! It will make your life as a teacher so much easier and more rewarding! Come one, come all!!! INFORMATION SKILLS ARE HERE!!!'*

Yes, I really believe the line and I see myself as a real marketing and sales person, or maybe a missionary. You cannot work in a library and not be a 'believer' in information skills, we all know that!

Information skills in the school is wonderful. It was a long time in gestation, but it was well worth the wait. The challenge is letting the world know. To sell the ideas and concepts to every teacher, student and parent. I haven't finished the job yet but I'll share my strategies.

Kingsgrove High School is a large co-educational, multicultural high school. We have an excellent library building with quite a good collection. The library is very popular with the students, however I have concerns that up until now, neither the students nor the staff use the library resources to best advantage. I am using information skills as another tool for encouraging better use of the resources available.

**'The information skills program flows naturally on to these other programs.'**

In addition to promoting information skills in the school, Kingsgrove has also been actively encouraging study skills. This year every student was given a school diary, paid for by school fees. The school was able to have several extra pages printed in the diary with specific school dates and other information. Next year information skills will be included on a page of its own. The knowledge that everyone has the diary has made it easier for teachers to ensure that appropriate things are noted regularly to facilitate better skills in time management.



*Martha Heeren is head teacher welfare and teacher-librarian at Kingsgrove High School.*

Year 7 has had special classes in study skills as part of their reading segment, which is organised with an English teacher and the Support Teacher (Learning Difficulties). Year 11 has also had a study skills program which includes assessment information regarding the HSC, how to study, and approaches to research. In addition we have had special study hints included in our monthly school newsletter. The information skills program flows naturally on to these other programs.

### Collecting resources

My first step in promoting information skills was to collect a whole range of support materials:

- **Information skills in the school.** This, of course, is the basic tool, distributed to every school.
- **Information skills through the library** (telecourse). Available for purchase from the Sales Section Private Bag 3 Ryde 2112 or on loan from the Inservice Library or some Cluster Directors, this includes an excellent video for teachers K-12, course activities, and handouts.
- **Information skills display kit.** This kit includes 6 strip posters with a graphic, one for each information skill. They are printed on glossy coloured paper and their size allows them to be put up above shelving. It also has a double sided master for bookmarks with the six skills on one side and the six graphics on the other side, and cards with the information skills which can be folded and put out on desks.

- **Information skills in the school: an introduction.** This handy booklet provides an introduction suitable for use with staff and blackline masters for making overhead transparencies.
- **Gwen Gawith's books: Information alive! Library alive! and Reading alive!** (all published by Longman Paul) These are full of great ideas with a fun presentation. They also include some excellent pro-formas to assist students with organisation of the information they collect.

### Getting handouts together

I prepared several handouts and decided that my theme colour for printing would be yellow.

- I had copies made of **Information skills in the school** for each staff room.
- For each teacher I made an A3 size copy of the information process from pages 6 and 7 of **Information skills in the school**.
- For students I prepared a handout of the six steps in the information process, using the right hand side of the whole chart given to the teachers.
- For everyone we printed double-sided bookmarks from the display kit. They were printed with the six steps on one side and the graphics for each concept on the other.

### Staff presentations

I next negotiated with my school to get access to periods of time to start introducing information skills. A whole School Development Day was not an option at my school what with school management plans, mission statements, Excellence and equity and many other high priorities. Instead I was given a whole school staff meeting, approximately 35-40 minutes. This was then followed up with a combined faculties meeting, run twice, which gave me a bit more time and a smaller group with which to discuss possibilities for more effective use of the library while implementing information skills.

The full video from the telecourse was too long for the time I had available, but I could not resist showing some of the excellent segments where students are demonstrating their successes and their teacher and teacher-librarian are asking well directed questions to ensure that each student is taking full responsibility for her or his learning.

**'Now that the teachers and parents have been converted they will assist in helping the students to come to a good understanding of the six steps in the information process.'**

At the first whole school staff meeting I showed the beginning section of the video, set in a secondary school. I also showed a brief section set in primary schools to demonstrate the continuity of teaching information skills K-12. At the faculty-based meetings I showed the section of the video set around a history assignment at Dapto High School.

Many of the overhead transparency masters available from **Information skills in the school: an introduction** were very useful in explaining the context of the document. It also made my preparation for the presentations much easier. Everyone was given the information process chart to take away and refer to when needed.

The staff were very enthusiastic. They could easily see the sense in having everyone in the school encouraging students to follow the same six steps, and were especially pleased to know that students would be using those steps in primary school as well. The first immediate reaction was for a number of teachers to come to discuss new possibilities for their students to do library-based assignments. A great success!

### Introducing parents to information skills

I explained information skills at a Parents and Citizens meeting. I gave them a copy of the full chart and made sure that everyone received a bookmark.

This was also a good opportunity to encourage parents to assist their children by asking them questions rather than providing them with answers. The information process chart provides excellent questions. So many parents have unfortunately felt they had to help their children 'do' assignments and projects. By getting them to ask the questions posed in the information process chart they will be helping their children to develop problem solving skills.

Later this year we will reinforce information skills to parents in the school newsletter.

## Students

Now that the teachers and parents have been converted they will assist in helping the students to come to a good understanding of the six steps in the information process. Every student will also have a bright yellow sheet with the questions to ask themselves at each stage of the process. Different subject areas have been asked to assist in the distribution and explanation of the sheets.

The new geography syllabus has Year 11 students do a senior geography project which includes primary research into an issue in their local environment. It is an excellent vehicle through which to introduce the six steps of the information process because most students will not find traditional library-based resources to meet their needs. However, they will still need to go through the same process.

## Student teachers

I have negotiated with the people at our school responsible for coordinating student teachers so that I can spend at least 50 minutes (one of our periods) with them. Most of that time is spent discussing information skills, and selling the concepts and the reasons why information skills are so important to them. Not one of our last group of 12 student teachers had ever heard of Information skills in the school before I introduced it to them, so doing so is certainly important to them and their future students.

## Constant reinforcement with posters

We all know how important reinforcement is to learning, for everybody, teachers and students. As I noted earlier, I purchased the Information skills display kit, and have those posters prominently displayed in the library. However a lot of learning goes on in classrooms too.

My solution was to create another simple poster with the six steps and the key question for each. I added the graphics from the display kit to make it more attractive. I then bought some lightweight yellow card for printing and we printed one A3 size poster for every classroom. I had them all laminated commercially to increase their longevity. (By the way, the laminating shop gave us a huge discount when we were willing to leave the posters with them for a couple of weeks so that the waste on other smaller projects could be used.)

The poster is included in the centre of this scan if you would like to use it.

## Bookmarks

We printed enough bookmarks for everyone in the school community. They were given to teachers, parents, and distributed to students during DEAR (Drop Everything and Read). People can almost always use another bookmark and there is a strong subliminal message on every one.

## Skills in questioning

Information skills are about giving students lifelong learning skills, about assisting them to become independent learners. Teachers' questioning skills are a major part of that challenge.

Students can move through many areas of learning when asked the right questions. These are not the 'guess what is in my head' type of questions but those questions that challenge students to think through why they are acting as they are. What makes one resource a better one to use than another? What different ways are there to present this information for your audience? How did you do that when it worked well? What would be the best way to improve what you have done? Which is the most important idea being presented?

The questions presented as part of the information process provide an excellent model for teachers, parents and students. If used well we will help create those independent learners who can solve any problem they are given. The key is to ask the questions and not just give the answers.

## Keep selling the information process

My mission to to keep selling the information process; to keep the product in front of the customers. I believe in the product and I am sure all the customers will buy, but they need constant reinforcement. The classroom posters will help, the bookmarks will jog a few memories, but probably the most important method of reinforcing the message is by asking the right questions. ♦

## ☉ Down by the river: a cooperatively planned unit with a home-grown flavour

Linda Jones is teacher-librarian and Tish Creenaune teaches year 2 at Shoalhaven Heads Public School.

### How did we get started?

The framework of an existing and very interesting language unit focusing on water and poetry, a school located at the mouth of the Shoalhaven River and a teacher-librarian keen to launch into a cooperative unit set the scene for the emergence of a new unit. It's jam-packed with language learning experiences and information skills and has a real home-grown flavour with purpose and relevance to the students in year 2 at Shoalhaven Heads Public School.



The existing unit contained many sound language learning outcomes and thus provided a good base on which to build. The resources, however, were expanded considerably from the existing unit to include:

- a range of poetry anthologies
- two excursions, one walking along the banks of the river and one cruising on the river on board the Jerry Bailey
- two guest speakers, both with considerable local knowledge of the river
- several excellent videos
- a selection of sound factual texts suitable for year 2
- a wide range of other inspiring literary tests appropriate to the unit.

The combination of all these resources meant we had a veritable treasure trove to dip into throughout the unit.

The teaching-learning strategies were expanded from the range in the existing unit in order to capitalise on the new resources and to respond to the particular language learning needs of the students.

### What did the unit look like?

While our limited space here does not allow us to reproduce the unit in its entirety, we will attempt to give you the flavour of 'Down by the river' by outlining its major emphases:

- **Integration of the four language modes:** the unit focused strongly on the interdependent nature of talking, listening, reading and writing, with desired language outcomes such as

- listen in order to take part in discussions
- use talk to generate, share, explore, clarify information or ideas
- use knowledge of text forms when reading
- use in own writing aspects of texts which have been presented as models.

### At the river

The water is flowing  
the leaves are  
rustling on the ground  
all around on the ground  
it is windy  
sh sh sh

I get a shell  
and place it next  
to my ear  
it feels funny it is  
bumpy and wet

The fish sing to  
the river they  
sing la la la la 'thank you'  
the river said.

Trudi

- **Learning about poetic forms:** we focused on the forms, structures and conventions of a wide range of poems. The first phase of the unit involved the teacher reading, shared reading and independent reading of many, many poems (mainly about rivers). These were written up on large sheets and displayed, performed, recited, illustrated, etc. We then examined poetic form, structure and convention more closely, looking at aspects such as rhyme, rhythm, spacing, verses, poem titles and length of lines, mainly through comparing and contrasting very different poetic forms.

### Fisherman, Fisherman

Fisherman, fisherman  
have you caught a  
fish?

Yes

Look

Look

What a  
great one  
YES!

David

About midway through the unit the students and the class teacher were involved in an explicit discussion and listing of these features on a sheet titled 'What we know about poetry'. The range of responses included:

- Some poems are written in verses
- Some poems sound like songs — you can sing the words
- Some poems don't rhyme

What followed was a lively and enthusiastic poetry writing session which far surpassed our expectation, not only in the quality of poems produced, but also in the talk about the texts they were constructing.

- **The local river, the Shoalhaven,** was the main stimulus for the experiences in the unit. The river is within walking distance of the school. In addition to a walk along the banks of the river, a cruise up the river provided the students with an excellent opportunity to observe the birdlife, river transport, recreational use of the river, the

local industries set up along the river and, most significantly, the changing nature of the river as we travelled upstream.

- **Gathering and processing information from many sources** was a strong feature of the unit. While the river itself was a major information source, other sources included:
  - guest speakers (a local fisherman and a local council engineer): skills utilised here included developing questions to ask, listening for information and constructing a report on the talk
  - videos: skills developed here included notemaking, brainstorming information on a topic and organising information into categories and under headings
  - factual texts: in particular, we focused on the processing of information and the diagrammatic representation of information about the life and formation of a river.

### The river

The birds  
at the  
river make  
a lovely sound.

The water  
sings to  
the sleeping fish.

The fish  
are not  
around.

The only thing  
that is around  
is a little platypus.

Adam

- **The cooperative nature of the planning and teaching of the unit** was its other major emphasis. The main issues involved were
  - finding and setting aside time to plan together
  - defining our roles for both the tasks involved in the preparation of the unit and in the actual teaching of the unit
  - discussing the abilities and needs of the students in the class
  - structuring the unit to allow for flexibility in the sequencing of experiences and in the amount of time allocated to various activities
  - and most importantly, through our collaboration, ensuring maximum use of the resources in an attempt to personalise and individualise tasks to meet the students' interests and learning styles.

### Well, how did it go?

With the unit now almost completed we have some reflections on the implementation and progress of the unit which may serve to reassure class teachers and teacher-librarians working cooperatively — in other words, it was not always smooth sailing!

- **Time was, of course, at a premium** and sometimes we had to be satisfied with hasty decisions in the planning stages. The effects of this, however, were often minimised as we worked through the unit and were prepared to modify, hone and even slash experiences.
- **Consideration (and some fast action)** had to be given to the **acquisition of resources**, particularly books, as we explored booksellers, local libraries and sources of videos. Who would have dreamt that **The owl and the pussycat** would be out of print?
- **Some reorganisation** was necessary to accommodate our guest speakers as their time did not always coincide with ours — we just worked around their schedules.
- **Flexibility** was also the key in regard to the arrival of new resources on the scene during the unit. For example, the information skills component of the unit took on a new focus as a result of a great junior reference book we stumbled across at a local book fair.
- **The sequencing of experiences** in the unit also altered slightly with the excursion taking place later in the unit than planned.

- **The strong focus on the use of local resources**, both people and places, seemed to spur on the students' enthusiasm and inspire their natural curiosity. We felt this was because they had some ownership of the resources.
- **Some more focused reading strategies** were included in the unit as it progressed. This was in response to ongoing needs within the class and included text activities such as retelling, sequencing story maps, and cooperative cloze in relation to stories and poems.
- While the previous or existing unit was a good base from which to work, it was essential to consider the learning experiences in light of a **school-wide program of learning and information skills** as well as tailoring experiences to meet the abilities and needs of the students.



### The payoffs?

Through this cooperative effort, information skills have become an integral part of the classroom as part of integrated learning experiences, and thus have real relevance to the students. Their knowledge of the local river has increased considerably and more importantly, they have gained new skills and confidence in thinking critically about the information available to them and in seeking out new sources of information. The development of all aspects of language including in particular, knowledge of poetic forms, has been significant. The classroom, the library and the local area are all stronger learning centres for these students. ♦

## ⊙ Putting the planning into CPPT

This article was compiled by Fay Gardiner from the scan team..

Fundamental to the success of cooperative program planning and teaching is the planning session. Indeed, with many teacher-librarians burdened with varying loads of relief from face-to-face teaching, the planning is sometimes the only stage of the process in which total cooperation can occur. Although informal venues and methods are often the end result of the pressure of time, more formal procedures can create structures which enable the participants to understand and use the process more fully and with greater ease.

### The written record

One of the structures which many teacher-librarians find very useful is the planning sheet, which gives both partners in the contract a written record of their aims, objectives, responsibilities, tasks, as well as being a constant reminder of each step of the information process. Good planning records also preserve the work for the next time.

There is no universally 'correct' planning sheet. What is right for one school, or teacher-librarian, or class teacher, or class, or topic, may be inappropriate for another. Each teacher-librarian needs to formulate his or her own, but there are some universal ideas that are worth sharing.

All planning sheets usually indicate:

- class and teacher
- topic
- dates for
  - future planning sessions
  - duration of work
  - progressive checks in a long unit
- objectives for
  - content
  - skills

Thereafter the format can range from one of supreme simplicity to one where the complexity which may demand a long planning session but which may alleviate hours of preparation in other ways.

### Celebrating simplicity

Doreen Teasdale, whose article, *Celebrating information skills*, appeared in the last issue of *scan* (vol 10 no 2), uses unpretentious, accessible planning sheets for her obviously successful planning. As she describes in the article, Doreen meets with the whole grade for information skills lessons, using the resources of the other specialist teachers whenever possible, as well as class teachers, to minimise the size of the groups.

One person fills in the planning and organising sheet for the whole grade. This can be done in the planning session. It states the overall goals and the size of the groups, which are sized to suit the task and planned for maximum outcomes. A photocopy of the completed sheet is given to each teacher involved.

Each teacher compiles his or her group sheet listing the specific skills they hope to develop, and strategies they will use with each group as they rotate during the unit. This is photocopied and given to the other teachers.

| <b>INFORMATION SKILLS</b>   |   |
|---|---|
| <b>CO-OPERATIVE PLANNING</b>  | <b>YEAR.....</b>  |
| Teacher:.....   |   |
| Group Objectives _____<br><div style="border: 1px solid black; height: 20px; width: 100%;"></div>                 |   |
| Steps in the process _____  |   |
| DEFINING  | SELECTING   |
| LOCATING  | PRESENTING  |
| ORGANISING  | ASSESSING   |
| Skills _____<br><div style="border: 1px solid black; width: 100%; height: 40px;"></div>                           | Strategies _____<br><div style="border: 1px solid black; width: 100%; height: 40px;"></div> |
| Group Evaluation/Recommendations _____<br><div style="border: 1px solid black; height: 40px; width: 100%;"></div> |   |
| MOUNT BROWN PUBLIC SCHOOL - Doreen Teasdale   |   |

## Complexity and detail

A more complex planning sheet may provide greater detail and more structure for the planning, as well as the teaching, process.

Gwen Gawith, for example, suggests the use of an information skills checklist as a planning sheet:

| Information process   | Learn | Practise | Test |
|---|-------|----------|------|
| Defining*<br>brainstorming<br>clustering/categorising<br>mapping<br>keywords/terms<br>the product<br>defining questions |       |          |      |

\*Gawith uses the term 'Deciding'

Each step of the information process is elaborated upon similarly so that the teacher-librarian and class teacher can decide which skills are to be emphasised in each topic.

Carol-Ann Haycock, the Canadian teacher-librarian and teacher-librarian educator, also promotes the use of a grid:

|   |   |   |
|---|---|---|
| <b>Objectives: what is the student to learn?</b><br>1. Specific content/concepts.<br>2. Specific research and study skills. | <b>Evaluation: how will student competence be assessed?</b> | <b>Teaching strategies: what is the student to do in order to accomplish the objective?</b> |
| Content/concept   |   | Activity:<br><br>No of students:<br>Location:<br>Resources:                                 |
| Research and study skills   |   | Minimum expectations:<br><br><br><br>Who will prepare?                                      |

## Added value

As well as providing a blueprint of what is to come, a completed planning sheet provides a record of what has been done and thus becomes a resource in its own right, though it will need fine tuning each time it is 're-used'. Especially useful for future planning is a list of resources that were used for the unit of work. Records can include information from:

- School library
  - resources, including
    - Dewey numbers
    - subject headings
  - reference books
  - vertical file
  - periodicals, journals, bulletins
  - related fiction
- Local library (similar subheadings to those for school library)
- Community resources
  - contacts
- Other library or information sources
- Bibliography/database produced
  - yes/no
  - stored.....
- Comments

## The 'what did we learn' step

The type and purpose of the evaluation is intrinsic to the worth of the unit of work. If the planning sheet is to be valuable as a planner and as a resource, it will need to consider issues such as:

- was the topic well chosen, well framed?
- did the students acquire new information skills, or polish old ones?
- were resources found and used appropriately?
- was the experience generally satisfying for all participants?
- how could we have improved the process and the learning outcomes?
- how have I as a teacher/researcher improved since my last unit of work?

## Beyond the planning stage

Having spent all that time writing a planning sheet, you can use it to further advantage by posting copies in the library or the staffroom. This will serve 2 purposes:

- publicity - to show some of the roles the library is playing in the life of the school;
- coordination - so two teachers won't try to treat Australian mammals, for example, simultaneously

## As well ...

These ideas are only a fraction of what you will find among teacher-librarians. Why not ask at your next cluster meeting for some other ideas? From the plethora of suggestions you will no doubt find a planning sheet for your every need. ♦

*The views expressed by contributors in this issue of scan are not necessarily those of the editors or the NSW Department of School Education.*

## ☉ It takes two to tango

*Alison Glasscock, teacher-librarian talked to scan's Fay Gardiner about information skills development at Balgowlah Boys High School.*

Finding effective ways of introducing and maintaining cooperative program planning and teaching is a task that occupies the time, thoughts and skill of most teacher-librarians. The following is an example of how one secondary teacher-librarian works with the teachers in her school to produce teaching units that are useful, of lasting value, and highly popular with staff and students.

### Objectives

The units are designed to

- teach and/or reinforce at least one information skill from the library/school's information skills program
- take as a starting point the content/skill requirements of a syllabus and associated program
- be jointly written by the teacher and teacher-librarian
- be jointly taught, assessed and evaluated by the teacher and teacher-librarian
- give students guaranteed success in finding and processing information

### How flexible?

Within these guidelines there is room for diversity in the format and requirement of the unit depending on the teaching style of the teacher, the characteristics of the particular learners, and the resources available to meet the information needs. The school has developed, however, some basic formats which are highly flexible, of lasting value, and easy to adapt, change or extend. While the aim is to produce a professional and attractive learning module, there is no compunction about discarding something which has not been successful. One has to be prepared to take risks in the search for productive learning experiences. With experience, the failures are few.

### For every library visit?

It should be emphasised that while these highly planned units are being taught in a programmed and carefully monitored way, the flexible library bookings of course continue. They demand a large or small amount of teacher-librarian time and can still be productive learning experiences. The less planned class visit is by no means discouraged. What the planned unit development ensures is that the information skills program in the school is not ad hoc but a way of developing information skills through teaching programs.

### For every teacher?

Some teachers are avid cooperative planners and bring enthusiasm and ideas to the units, some are simply happy to go along with your planning while others have no interest in the exercise at all. This is by no means a problem. As long as your units are reaching all the *students*, the skills will be taught.

### Where can you find the time?

There is no doubt that the production of these units is time consuming for the teacher, teacher-librarian and library staff. However, teachers can be convinced of the value, the teacher-librarian can sacrifice other tasks for a short time and school library assistants can enjoy the interest and variety the actual unit production brings to their work. If one were to aim for one or two of these units per term for the first year and one unit and one revision per term the second year, then one would have six or eight good units after twelve months and ten or twelve good units after two years.

### How does the process begin?


Although most units originate with a request from a teacher for a unit, or even some resources for a unit of work, the genesis can be something else. Balgowlah Boys HS' unit on the solar system, for example, owes its development to the excellent database, *The solar system*.

Following the initial decision to create a unit, the teacher-librarian takes responsibility for writing the areas that relate to the library, and the teacher writes the content. In the unit, The world of mathematics, for example, the teacher-librarian finds the resources and designs the unit so that the students will also be sure of finding them . . . success is always built in. The teacher, meanwhile, works out what questions are to be asked.


#### What is the format?

Most of the units are based on a set of cards, with more than enough in the set for every student in the class to be working independently.


$4+7 \div 11$   
 $\sqrt{9}$



**THE WORLD  
OF MATHEMATICS**

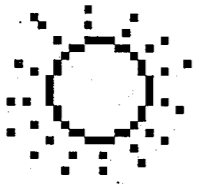


$4+7 \div 11$   
 $\sqrt{9}$




This assignment will introduce you to some of the mathematics resources in the library. It will also help you to become better at locating and using information from different sources.

- # Each student will do their own individual work cards.
- # Make sure you give the card number and title of every card you do.
- # Carefully read the instructions for each question.
- # You will have to do a minimum of 4 card. These must include one from cards 25-30. Presentation can be either in folders or on cardboard. Neatness and decoration will be rewarded.
- # This unit of work will be worth 100 marks: 25 for presentation; 25 for number of cards attempted and 50 for accuracy.




$4+7 \div 11$   
 $\sqrt{9}$




6.

**THE WORLD  
OF MATHEMATICS**




$4+7 \div 11$   
 $\sqrt{9}$



RENAISSANCE MATHEMATICS

1. Look up Irene Fekete in the catalogue and find the book titled Mathematics. Get the book from the shelves. Answer the questions below.
2. The Renaissance is famous for the work of some of the world's greatest artists and scientists.  
Name and describe 2 mathematical advances in the period.
3. Sketch a sextant or an hour glass.




Two examples of work cards from the series The world of mathematics

The teacher decides on the content of each card, in consultation with the teacher-librarian who will ensure that the answers are provided for in the resources accessible for the students either within the library or beyond it if that is part of the design. At all times success for the student is ensured.


The questions are printed on the cards, photocopied onto coloured A4 paper and then covered with contact. This major task is performed by the library staff.

Several units take on another format. Instead of using cards, each student is issued with a set of worksheets: Divided into several sections, there are 30 or so questions, from which the student can make some choices. Below is a smidgin of the reported favourite of all the units, Incas, Aztecs and Maya.



## Incas, Aztecs and Maya

A LIBRARY RESEARCH ASSIGNMENT



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This assignment aims to do two things. Firstly to add to your knowledge about the early peoples of Central and South America and secondly to improve your information finding skills. You have to answer questions from each of Sections A, B and C. All work is to be done in your exercise book. Make sure you label each question with its section letter and question number.

**SECTION A. FINDING BOOKS ON THE SHELVES FROM THE CATALOGUE**  
The catalogue is an index to the library. By using the catalogue, you will discover many useful resources for your assignments.

1. Look up Aztec in the catalogue and find the book by Jill Hughes called A Closer Look At Aztecs.
  - a) Copy down its full call number.
  - b) When was it published?
  - c) Find the book on the shelves and answer the questions on the research card in the front.
8. Look up Jesus ROME in the catalogue and find the book titled: Life of the Incas in Ancient Peru.
  - a) Copy down its call number.
  - b) When was it published?
  - c) Find the book on the shelves and the questions on the research card in the front should be answered.

**SECTION B REFERENCE BOOKS**  
Reference books are sources of brief factual information. Sometimes they have a summary and are a good introduction to a topic. For these questions, use the call number to find the book.

16. Look up Aztecs in the Britannica Junior Encyclopedia R030 BRI
  - a) What were they once called in earlier times?
  - b) What were the "chinampas"?
  - c) What does the famous Aztec calendar stone show?
  - d) Who was the "white god"?
17. Look up Mayas in the Unsteads Dictionary of History R 903 UNS
  - a) What are the modern countries that the Maya once inhabited/
  - b) What was the first great era of Mayan Culture?
  - c) Name three Mayan achievements.

**SECTION C MAGAZINES**  
Sometimes magazines have excellent pictures and information. In this section, you have to find the magazine yourself.

24. National Geographic April, 1986
  - a) Turn to p 455. Describe the mask.
  - b) Look at the city plan on p 427. How do we know the Mayas used canoes?
  - c) What is the picture at the bottom of p 427 all about?

Above is a selection of the many questions in the unit  
Incas, Azteca and Maya.

## Information technology?

Most units include sections for which computer use is compulsory. Some, such as The solar system, The First Fleet and Disasters derive from database software and therefore depend on computer use. The Cold War features the use of the news service, AAP online. Other units require the student to use **Print shop** in the presentation.

## Evaluation - who and how?

In order to encourage the students to perceive the work as important, it is usually marked out of 100. The scale is varied according to what the objectives are.

The teachers and teacher- the marking, but it is strongly advocated that the teacher-librarian always retains a copy of the answers, to avoid the duplication of work if other copies are lost. Indeed, a copy of every planning sheet, assignment, unit of work is retained in the library.

A grid showing the visits of classes to the library provide the teacher-librarian with a means of checking that all students are using the library and developing their information skills. The aim is not to cover every subject area so much as to ensure that all students are involved.

## Computer software references

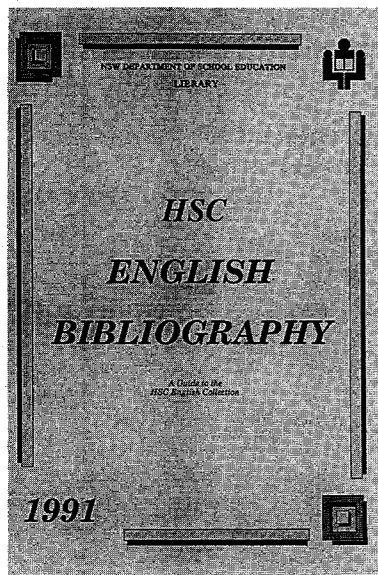
First Fleet convicts. Know Ware, 1990

Balsam, David The print shop. Broderbund Software, 1987.

The solar system. Know Ware, 1987.

Disasters is a database created by the staff at Balgowlah Boys HS using Appleworks ♦

## Have you seen this bibliography?



Are you looking for some new stimulation in the study of the English texts? Then the Department of School Education Library has the answer for you. For almost a decade, the library has provided a most valuable resource for English teachers: the HSC English bibliography, the 1991 version of which is now available.

*The bibliography is a list of critical material which supports the texts in the current syllabus. The materials have been selected from a variety of sources to provide general background, as well as specific interpretations by established critics.*

Introduction to the 1991 HSC English Bibliography

Following the bibliography are 3 appendices:

- videos held for loan by the Department of School Education's video library
- resources for purchase from the Marketing Unit (formerly Resource Services)
- other organisations with resources relating to HSC English and access or services offered.

The appropriate forms for borrowing or purchase are to be found within the bibliography.

The great news is that this little treasure is already in your school! One copy has been sent to every secondary and central government school. Extra copies (\$14 for government schools; \$17.50 for non-government schools) are available from the Marketing Unit 3 Smalls Road Ryde 2112 Phone (02) 808 9470. ♦

# management

## OASIS . . . easier than I thought . . .

Laureen Shepherd is teacher-librarian at Randwick Girls High School.

OASIS Library users are easily identifiable at your teacher-librarians meetings: they are the ones who huddle together in little groups muttering things like 'global change', 'passwords', 'crashes', 'user codes' and 'network security'. Come to think of it, that sounds a bit like ASIO. Don't worry, they aren't international spies; just colleagues sharing information, horror stories and dispensing helpful advice. OASIS Library user group meetings are held regularly, (check with your Regional Information Technology Unit about details), and are invaluable. You gain so much from these meetings and I would encourage all OASIS Library users to attend. No matter how advanced you are, there is still a lot to be learned. You also make helpful contacts to ring for a bit of advice or assistance . . . why re-invent the wheel every time?

OASIS Library descended upon Randwick Girls in May 1989, and we've been working with it and on it ever since.

As usual, things around here weren't done quite in sequential order. We'd put in a submission to have Randwick Girls considered for OASIS Library installation, so I enrolled in an upcoming inservice course entitled, 'Preparing for Library Automation'. Nothing like being fully prepared! However, as they say, the best laid plans of mice and men . . . things didn't quite work out that way. A mix-up about the training days resulted in my attending the inservice course 2 weeks after the OASIS training course. By then we had already discovered that we really weren't 'prepared' for automation.

So it was full steam ahead, or rather, as is usual in a library, things have gone in fits and starts. Something always comes up that disrupts your plans and no amount of time management study seems to solve this problem. (If you've found a solution I'd be glad to hear it.)

## Cull, cull and cull some more

As soon as we started using OASIS I closed off the manual accession register.

Culling is an essential part of preparing for OASIS. I'd thought that I had done a rather extensive cull of the fiction collection, but once we started adding the material to OASIS we found that there was still room for improvement. Now, I have a tendency to browse a section when I'm tidying shelves and remove anything that I think needs to be culled. I also cull as I go, that is, as I am working on a section that is being put onto OASIS I look at the material in detail and pull out anything that needs to be culled. (As a result of the extensive culling my school assistant said, 'You'll have to buy a lot of books to make up for this!')

My new motto is: If in doubt, cull! I've managed to discover that despite 4 stocktakes I, personally, have never closely inspected certain sections of the library collection. How do I know this? Well I have found 'gems' on the shelves that were published in 1903, 1901 and 1896! They had not been borrowed for decades.

Why is it so important to cull? Unless you have been terribly efficient, there is inevitably a bit of 'dead wood' on your shelves. You are only wasting valuable time entering these items onto OASIS when they are not going to be used. Why make extra work for yourself?

Our first goal was to have the fiction collection on OASIS by the end of the year . . . and by cutting corners we managed to achieve this. (The corners 'cut' were that only the 'bare bones' would be entered for each item: author, title, series, call no., accession no., barcode no. and subjects, if any.) This gave us the essentials for circulation and enquiry, thus enabling us to be ready for goal number 2: circulation.

Thanks to the fact that the office had OASIS Admin installed not long after the library, we were able to download the student and staff details and not have the onerous task of having to add all that data ourselves. (Downloading is when information is transferred from one computer to another via a floppy disk.)



## Conversions

'Can I do it  
Miss? Please?'  
... student at  
Randwick Girls  
High School

Circulation commenced at the beginning of Term 1 1990 and we now operate a dual circulation system. The main reason I decided to begin automated circulation so quickly was PR! Everyone, from Principal through to students saw the system working and they could see the benefits that would be gained from OASIS Library.

Apart from the fiction collection, I also decided that the video collection urgently needed to be catalogued onto OASIS. This would make it far easier for staff to find the video that they were after. Thanks to OASIS tagwords and review notes the staff are now able to efficiently search for the video that they want even when they don't know the correct title or Dewey number. You know how it is, they come in asking for the 'Surfer video', when the correct title is *The Balinese surfer*. By tagging the word 'surfer' the staff will find the video when they use OASIS Enquiry because 'surfer' will appear in the keywords. I can assure you that this has impressed some staff who always had trouble remembering the correct names of the videos, but could tell you what it was all about!

The third, and largest, goal is to have the rest of the non-fiction collection entered onto OASIS. To help us achieve this, we participated in the Record Ordering Trial run by the School Administration Unit at the end of 1990. This resulted in most of the 500s and 600s being entered onto OASIS. While this service does

speed up the addition of retrospective material there is still a lot of work involved in getting that material completely ready for automated circulation.

I am currently entering the retrospective work and my school assistant is working with all the new resources. This is because there is a backlog of new materials to be added to OASIS and I want them on, and circulating as soon as possible.

One of the reasons for the backlog of new materials is because of OASIS. No, it is not because the system is slow. On the contrary, the reason is that due to the efficiency of the system, quite a few of the faculties have decided that the library is the place to centrally locate material that they have usually stored in their own departments. These faculties have realised that with OASIS a tighter 'control' can be kept on the materials. As a result the Computer studies and the Design and technology faculties have 'dumped' quite a lot of material on the library.

While this is extra work at a time when we really don't need it, I do not want to discourage them from taking the initiative. Since I've been at the school I have seen quite a lot of duplication amongst faculties in the purchase of resources and I have advocated that centrally 'locating' resources would avoid the unnecessary waste of funds. So it's really my fault in the first place ... me and my bright ideas!

## Hardware

We are up to Stage Three as far as hardware goes. Stage One was the fileserver, a backup terminal workstation, a diskless workstation, printer and a barcode reader. All 3 workstations were used for the purpose of entering data initially until we were ready to circulate. Then the backup terminal became the circulation terminal, the diskless workstation became an enquiry terminal and the fileserver was used for entering resources onto OASIS.

Stage Two was the acquisition of 2 more diskless workstations to be used as enquiry terminals. Stage Three is the purchase of 2 more workstations and another barcode reader. Demand at the circulation desk during peak times is very high and one of these new workstations will double as both a data entry terminal and a circulation terminal. Whilst there is great demand for more enquiry terminals, the size of our current library restricts us from adding more than that. However, in 1992 a new library is being built and we will have room to meet the growing demands on the system.

Also, due to the fact that we are being relocated next year, cabling has not been permanently installed. This means that extra care has to be taken to ensure that the cables and people are protected from one another.

The students have taken to OASIS like ducks to water. They appreciate the ease of making reservations, and being able to find out whether there are copies available of the item they want or whether all copies are out on loan. They get a kick out of using the barcode reader, which really pays off at stocktake time. Getting students to help out with circulation used to be a bit of a problem, but not now. We have eager helpers wanting to show off their skills with the barcode wand. (There is a knack to using it.)

The students are also greatly impressed with their new library cards. The laminated cards are in the school colours of black and gold and have the student's name and date of birth as well as their barcode label.

As each new 'skill' for using OASIS Library came up during our phased in implementation, I wrote out instructions for the steps involved. I then used OASIS Word to record the instructions and printed them as flow charts. This means that whenever someone needs to do something with OASIS but isn't certain of the steps involved all they have to do is collect the flow chart for that particular activity and follow the instructions. It saves having to check the manual each time or taking someone away from their own work to show you what to do. I've kept a copy of each of the flow charts on a disk so that if any instructions need to be changed, such as when an update to OASIS results items being moved in the menu, I can just edit the original flow chart and produce the new version.

These flow charts have proved to be invaluable, as some OASIS skills are only used occasionally and it is easy to forget the steps involved in a procedure if you do not do it regularly. Also, copies of the flow charts can be kept in your procedure manual to make it a little easier when a new teacher-librarian comes.

## Keen? You bet!

Why was/am I so keen to automate our library? I really don't know; I hadn't had anything to do with library automation since college, and even then my experiences could not be called successful. As soon as my fingers touched the keyboard the computer seemed to go haywire, talk in strange hieroglyphics, and just refuse to cooperate, (or that was how it appeared to me!).

Yes, I must admit that OASIS can be a little scary at first, fear of the unknown I suppose. But eventually you, and your staff and students will become confident. If I can learn to be comfortable with it I'm certain anyone can!

Yes, there has been a lot of hard work and still much more to come until we are fully automated.

I'll admit that it has not been all plain sailing, we have had our share of troubles and problems. But after a while you become a little blase about them. There are lessons to be learnt from every minor disaster. Things such as someone trying to shut a door on the computer cable (lesson: cables are very sensitive, treat with care), electricians accidentally turning off your power (lesson: tell the office to warn you when there are electricians on the premises and purchase a UPS, ie uninterruptible power supply), switching on urns which were on the same power circuit as your fileserver and 3 workstations thereby blowing the circuit (lesson: check your circuits and never overload them, if in doubt don't plug it in).

After 2 years working with OASIS am I still keen on it? You bet I am! And so are the students and staff of Randwick Girls' High School. ♦

'When are you going  
to have enough  
computers for all of  
us?'  
... student

'After 2 years working  
with OASIS am I still  
keen on it? You bet I  
am! And so are the  
students and staff of  
Randwick Girls' High  
School.

## △ Budgeting

This article, which aims to give ideas and strategies for budget preparation in school libraries, has been adapted from the management module of the *School based support course for teacher-librarians* developed by Human Resource Development Directorate. Alison Glasscock, teacher-librarian at Balgowlah Boys High School, wrote the budgeting section of the module.

### Introduction

A budget will provide:

- a financial plan for the library program
- the opportunity to assess needs and determine priorities in a formal statement
- useful information in the form of facts and figures for reports, statistics and future plans
- a complement to the library's selection policy
- a way of communicating to the school decisions about library goods and services and the costs of those goods and services.

A budget is a documented statement of the management and allocation of financial resources available to the library. A budget expresses the goals and programs in financial terms.

When preparing estimates for a budget, the following issues should be considered:

- school policies and priorities
- educational programs and projects
- teaching methods, learning styles and processes
- user needs
  - levels of ability
  - interests, wants, needs
  - demands
- curriculum areas specifically needing support
- school's existing library budgeting guidelines and projections
- present collection of resources and equipment
  - usage
  - diversity
  - currency
  - levels
  - condition
  - gaps
  - contents
- physical location of library
- layout of library
  - shelving space
  - storage
  - facilities for equipment usage
- availability of funds: fixed or flexible
- recurrent costs: processing materials; storage containers; ASCIS charges; online charges
- services available through networking.

The section on budgeting in part 7 of the *Handbook for school libraries* contains additional information. Another useful reference is Susan Healey's article 'Program budgeting' in *Promoting learning: challenges in teacher-librarianship* (1990).

## Sources of library finance

When documenting policy and procedures for your school library budget, it is helpful to list sources of library finance, such as:

- school's global budget
- annual requisition
- donations from the P & C and other school-based organisations
- special allocations eg DSP.

Teacher-librarians should consider these strategies when trying to influence the school to spend money on the library:

- demonstrating management ability, professional competence, voluntary accountability
- having quality programs that demonstrate the value of the library and its resources within the educational aims of classroom programs
- being informed about the curriculum and preferred teaching styles/strategies/models
- liaising with teachers about classroom projects and topics
- alerting teachers to appropriate resources, for example from bibliographies in *scan*
- liaising with parents, attending some P & C meetings, contributing to P & C bulletins
- forming a library committee
- being cooperative and supportive.

## Global budgeting and the context of Schools Renewal

The concept of global budgeting has caused some concerns at the school level. In practice, there may or may not be changes in the immediate way a school funds its library program. Global budgeting is a term used at both school and Departmental levels. At the **Departmental level**, the Treasury allocates a global sum of money to the Minister and he/she has discretion to apportion these funds. At the **school level**, global budgeting refers to school-based decision making in the expenditure of all sources of funds. It is 'global' in the sense that the grant funds will no longer be tied to particular expenditure items but allocated in accordance with the school's assessed needs.

Within the context of Schools Renewal, global budgeting reflects these key issues:

- The school, not the system, is the key organisational element providing teaching and learning.
- Every school is different and therefore has different needs.
- The best judge of those needs will be the school's teachers and its community.

## Program budgeting

Program performance budgeting or planning programming budgeting are other terms for this method of budgeting. The Department of School Education is recommending to schools that their global funds be allocated according to programs and provides the following definition of a program budget: *A plan which relates input resources (such as money and manpower [sic]) to expected output results (such as volume of service, performance indicators or measures) using a classification scheme which groups similar endeavours.*

Put more simply, program budgeting is seen as an effort to relate costs and results of various programs. As can be appreciated, it is necessary to coordinate the various program budgets within the school so that short and long term goals and budgeting priorities are taken into account across the organisation.

Program budgeting within schools has four essential features:

- development of a hierarchical program framework for describing endeavours
- setting of specific objectives for each program
- framing of budgetary proposals in terms of programs so that allocation decisions can be made between programs
- formulation of planned achievements on a yearly basis for each program.

### Methodology

Initially it is necessary to have established goals before preparing a budget. Once the goals are established, work out how you are going to determine the success of the program. Then, identify those programs which are essential to achieve goals. Of course, one can only plan for programs if resources are available so constraints need to be considered.

Once it seems feasible to go ahead with a particular program, decide which of the methods available would achieve the goals with the greatest efficiency and for the least cost. The next step is to prepare the program and financial plan, indicating the name of the program and the goal, and giving a description of it. This is followed by a financial plan stating inputs and costs.

### Sample program budget

**Program:** Year 7 social science unit on Australia's near neighbours: The Indo Pacific region.

**Goal:** To improve the quality, range and appropriateness of resources available to students and teachers for this unit.

**Description:** The library will select, acquire, process and circulate a collection of materials related to this unit. Suggestions will be sought from members of staff; reviews and the NCIN database will be searched for relevant items. Consideration will be given to purchasing materials in a variety of formats.

**Plan for implementation:** Materials will be acquired in term I ready for the unit to be taught mid-term 2.

**Performance indicators:** Students are able to access enough appropriate material in the content area to meet their information needs and learning styles. Evaluation by teachers and teacher-librarian.

|  |         |              |
|--|---------|--------------|
| <i>Learning materials</i>                  | \$      |              |
| Books, specific                            | 175     |              |
| General reference                          | 155     |              |
| Black line masters                         | 48      |              |
| Maps                                       | 65      |              |
| Videos                                     | 105     |              |
| Posters                                    | 25      |              |
| <i>Processing and storage of materials</i> |         |              |
| Storage bags/boxes                         | 55      |              |
| Contact, Labels etc                        | 30      |              |
| ASCIS records                              | 15      |              |
| Online time                                | 20      |              |
|  |         | Total: \$693 |
| <i>Labour</i>                              |         |              |
| Teacher-librarian                          | 6 hours |              |
| School assistant                           | 9 hours |              |

- Program budgets could be designed for more general library goals
  - eg
    - To introduce online searching capability for the library
    - To support the wide reading program in years 7 and 8.
- If you are using the Aquisitions module of OASIS Library, you might consider your program budgeting when setting up dissections.

### Communication

As a means of communication, this budget is informative. It clearly displays costs of resources. It describes human and material inputs and establishes the purpose and expected results from the program.

### Planning

Budgeting and planning go hand-in-hand. Priorities are decided in order to achieve goals. Resources are allocated accordingly once the choice has been made.

### Control

Once funds and resources have been allocated for a program, it is up to the manager to control them. Because there is no short-term need to assess the effectiveness of the program there may be a danger of a long program continuing without being effective.

### Accountability record

Initially the program budget is an effective means of showing decisions on a cost-benefit basis, but as alternatives are not shown, accountability is not perfect.

### To summarise

The program budget provides more information to the school executive and others than a line-item budget does, but it can be weak in showing consequences of not taking certain decisions or looking at alternatives.

### Line-item budget

In a line-item budget, each line represents a different category of expenditure. In some cases the categories will be broad, in others they will be more defined depending on what the school requires and whether or not it is possible to transfer funds from one category to another if needs arise.

In general terms when making up a line budget, one must go over the present operating budget and consider the library's needs for the next year. An estimate then needs to be made of how much the amount for each category needs to be increased by the next year. The budget is then submitted.

### Example

| Category         | Allotment<br>Current Year | Projected<br>Increase | Proposed<br>Next year |
|------------------|---------------------------|-----------------------|-----------------------|
|                  | \$                        | \$                    | \$                    |
| Books            | 6000                      | 1000                  | 7000                  |
| A.V. Equipment   | 1500                      | -600                  | 900                   |
| Periodicals      | 350                       | 150                   | 500                   |
| Library Supplies | 400                       | 50                    | 450                   |
| Hardware         | 2250                      | -250                  | 2000                  |
| Software, Kits   | 350                       | 50                    | 400                   |
| ASCIS charges    | 300                       | 100                   | 400                   |
| Online time      | -                         | 1000                  | 1000                  |
|                  | \$11,150                  | \$1,500               | \$12,650              |

### NB

- A line-item budget could also break down resources by subject area eg, by faculty, key learning areas.
- A line-item budget could be accompanied by explanatory notes.

### Communication

This budget is relatively easy to prepare and understand. It communicates clearly to the reader the cost of each of the various categories of expenditure, but it does not communicate why the manager has allocated resources to particular categories and what results s/he hopes to achieve by so doing.

### Planning

Planning is not an integral part of a bare line-item budget. There is no indication of the basis for deciding where money has been allocated.

## Control

There is very limited feedback on the efficiency and effectiveness of library operations and services.

## Accountability record

This budget shows how money has been spent and thus indicates whether or not the teacher-librarian has observed funding limits. However it does not give indications of cost-effectiveness or cost-benefit.

## Zero-base budget

In the zero-base budget (ZBB) budget estimates are made from zero-base each year without using last year's figures as a starting point, the rationale being that managers should have to justify funding on an annual basis. Zero-base budgeting is more complex than line-item or program budgeting.

A zero-base budget is done by preparing a 'decision package' for individual activities each year giving details such as the purpose of the activity, a description of it, expected benefits, consequences if the program is not undertaken, how performance is going to be measured, an analysis of costs and alternative means of carrying out the program.

Individual packages are prepared for alternative methods and levels of carrying out the same activity. The packages are reviewed and a decision made about whether or not the package is cost-effective. Decisions which are approved form the final budget.

## Sample zero-base budget

This example shows a comparison of three possible alternatives for getting complete resource records onto a library's OASIS system.

**Objective:** To achieve the most cost effective method for placing the records of 100 new resources into the library's OASIS catalogue.

- Option 1: Original cataloguing and local data entry of records  
 Option 2: Copy cataloguing using ASCIS database online and local data entry.  
 Option 3: Locating and ordering ASCIS records online and buying them in machine readable form with subsequent download onto ASCIS.

Table 1 details costs for all three options. A 'decision-package' based on what would be best for the school would be made. Comparisons can be made. For example, option 1 would cost nearly four and a half teacher-librarian days and nearly a day of school assistant time. Option 3 is less than an hour for teacher-librarian and two for the school assistant but \$90 in ASCIS charges. Option 3 is clearly more cost effective.

## Communication

There is a wealth of information communicated through a zero-base budget. On the basis of this information the teacher-librarian is able to decide which resources will provide the best value in terms of cost, both human and financial.

## Planning

Planning and budgeting are integrated in ZBB. Goals, strategies and budgeting to achieve the desired results are part of the manager's task when preparing the budget, and so ZBB provides the manager with a practical operating tool.

## Accountability

Like the line-item and program budgets, the ZBB budget indicates whether or not the manager has kept within budget limits. Unlike the first two budgeting systems, ZBB enables the manager to illustrate costs and benefits of comparative programs, and thus provides a useful negotiating tool.

Table 1

|          | Teacher-librarian time   | Clerical/data entry time  | Other expenses   |
|----------|--|---|--|
| Option 1 | 100 x 15 min cataloguing<br>100 x 1 min check<br>Total: 26.6 hours | 100 x 3 min data entry<br>Total: 5 hours  | Nil  |
| Option 2 | 100 x 1.5 min checking<br>Total: 2.5 hours                         | 80 min search and print<br>100 x 3 min data entry<br>Total: 6.3 hours                 | Online charges (80 min)<br>Total: \$32 + phone charges                                 |
| Option 3 | 25 min checking<br>15 min managing download<br>Total: 40 min       | 90 min search, print and order online<br>30 min to download records<br>Total: 2 hours | Online charges (85 min)<br>\$35.00; 100 records \$55.00<br>Total: \$90 + phone charges |

Note: This example shows only estimates; a real case would have to be carefully costed. These times and costs do not include any of the physical processing of the resources. Because phone charges for online use of ASCIS vary according to the school's location, they have not been included in this example.

## Implications for the future

Global budgeting for schools along with other changes in school management styles (for example the introduction of school councils) will certainly change the way school libraries are funded.

Teacher-librarians will inevitably have to change the way they plan, communicate and account for the financial aspects of their school library program.

Global budgeting, while still in its trial form in schools, has these features:

- schools will be allocated a cash payment system for: casual relief, electricity charges, gas charges, water charges, trade waste removal charges and freight charges
- principals will be responsible for the management of this money
- surplus funds may be spent on determined needs for the school
- economies made in one area may be off-set against expenditure in another
- schools will be able to invest the money and retain use of the interest
- school councils may be involved in the decision-making.

For teacher-librarians, global budgeting brings changed practices with accompanying implications, such as:

- teacher-librarians may be required to keep detailed budget and expenditure records
- teacher-librarians may be required to provide an extensive, long-term plan of expenditure
- teacher-librarians may need to draw up submissions for funds for library resources
- teacher-librarians will need to understand how to forward plan for budgeting
- if a Budget Committee is formed by the principal, it is essential the teacher-librarian be a member of that committee.

Global budgeting will become the standard Departmental system of fund allocation. How monies are managed in individual schools will be up to the schools concerned. One thing, however, is certain: whatever the management procedures used for the school, it is important that some form of documented budgeting in the school library is provided.

## References

Handbook for school libraries 1986 Sydney: NSW Department of Education.

Healey, Susan 1990 'Program budgeting' in *Promoting libraries: challenges in teacher-librarianship* (edited by Maureen Nimmon and Anne Hazell). Blackwood, SA: Auslib Press. ♦

## &lt; Educating to change the world

David Foley is Education Officer (Schools) at Western Plains Zoo, Dubbo.

The Western Plains Zoo is non-traditional, housing its animals in very large open-range exhibits. Like most modern zoos, this one is involved in endangered species husbandry. Western Plains Zoo is probably best known for its successful breeding of the white rhinoceros and the cheetah. But it also houses and breeds species which are extinct in the wild and highly endangered, including one of the original species of horse, the Przewalski horse of which there are 660 left worldwide, and the Persian onager, whose numbers are down to 150 worldwide.

Most teachers hope to change the world when they walk into a classroom, but they are often restricted by a lack of resources, time and ideas. The Western Plains Zoo Education Centre is here to help!

This centre, a joint Department of School Education and NSW Zoological Parks Board service, employs a seconded teacher to provide across-the-curriculum lessons in environmental issues and to develop teaching resources which are available to schools.

At this point, many readers will be automatically clicking their minds into science, zoology, and so on. Zoo and environmental education goes far beyond this, however. Just as resources and lesson opportunities in your classroom include language, maths, art, music, dance, careers, environmental issues, endangered species, leadership/group dynamics, role plays, human attitudes and the traditional science-based subjects, classification, taxonomy and ecology, so do they at the zoo.

Gone are the days of throwing a group of students into a bus without any lead up work prior to landing at the destination with a tired, boring worksheet. The great majority of schools who visit the zoo contact the centre beforehand to obtain resources which are up-to-date and relevant to both the zoo and the curricula.

All of the zoo's educational resources have been produced with invaluable input from local specialist teachers and consultants. Our resources are printed in limited numbers to ensure the stock runs out before the resources become irrelevant. Consequently, resources are reviewed before being reprinted.

The most recently completed resource is the **Zoo maths trail** which is for use in the classroom as well as at the zoo. It was written by the Zoo Education Service, maths teachers and Dudley Blane of Monash University. This resource investigates various aspects of animals who live at the zoo, especially the

endangered species. It encourages students to collect data, observe the animals and their habitats, to make estimates and attempt to prove them. There is also a language page.

**GROUPS OF ANIMALS****Collective Nouns****LEVELS 1, 2 & 3**

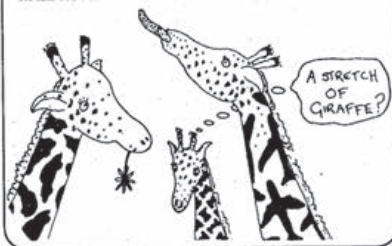
We can count the number of individuals in a group of animals so that we can give its numerical value.

We also give groups of animals names such as a flock of sheep, a herd of cattle, a pack of dogs, a crowd of people.

Listed below are a few official English collective nouns.

- Clowder of Cats
- Badelying of Ducks
- Smack of Jellyfish
- Troop of Kangaroos
- Parliament of Owls
- Knot of Toads
- Ambush of Tigers
- Crash of Rhinoceros
- Peep of Chickens
- Muster of Peacocks
- Route of Wolves
- Trip of Goats

- While you go round the zoo, create your own collective nouns for the exhibit animals.
- Back at school see if you can research more official collective nouns for other animals.



During 1990, more than 16 500 students and teachers from all faculty areas used the Zoo Education Centres' facilities. So, if you feel that your school's lessons on endangered species are a bit dreary, or your excursions are a little lacklustre, consider an environmental experience using some of our resources in your own classroom or at the zoo.

For further information contact:  
Western Plains Zoo Education Centre PO Box 831  
Dubbo 2830 Phone (068) 825888 ♦

< Using the NCIN/ACIN microfiche:  
a short exercise for new users

Nigel Paull is the NCIN State Coordinator.

Have you ordered your NCIN/ACIN microfiche and felt unsure about using it? The following self-directed exercise will help you to become a confident and proficient microfiche user.

The first task is to read the pink slip which comes with the microfiche. It is a guide to the NCIN/ACIN microfiche.

**Using the index frame**

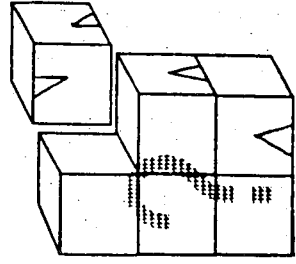
- Each piece of fiche has its own index to help you locate entries quickly.
- The index is located on the bottom right hand corner and gives grid-references for the first entry on each frame. You can use this index if your microfiche reader has a grid reference frame.
- Use the index frame of the NCIN Subject Index to look up the headings *Environment* and *Environment-study and teaching*.
- Upon which frames do the headings *Environment* and *Environment-study and teaching* first appear?

**Subject access**

- Use the NCIN subject index and look up the heading *School Libraries*. This term comes from the ASCIS Subject Headings List.
- Choose the item titled *Readings in CPPT*. Jot down the sequence number.
- Use the NCIN/ACIN Main Catalogue and locate the record with that sequence number.
- When you have found the complete record for the document titled *Readings in CPPT* read the bibliographic record and the abstract.
- Who published it? (The name of the publisher appears right after the place of publication: Resource Services Distribution, Scan, Library Services, NSW Dept of Education)
- In what year was it published?
- The NCIN number and title should be quoted if you are ordering the item. It appears at the top of the abstract after the bibliographic record. What is the NCIN number?
- The ASCIS number is used when ordering the catalogue record from ASCIS. What is it?
- Copies of most NCIN documents are available for loan from the Department of School Education Library. How else would a teacher be able to get a copy of this item? Look at the availability statement (AVAIL) to determine this answer.

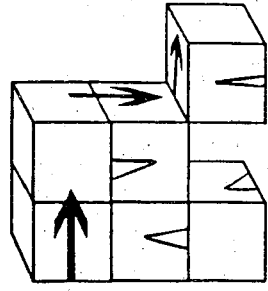
**Title access**

- Use the NCIN/ACIN Main Catalogue to find the document titled *ASCIS trainer's manual*. Don't forget to use the index frame to save time and reduce any motion sickness.
- Who is the intended audience (AUD)?



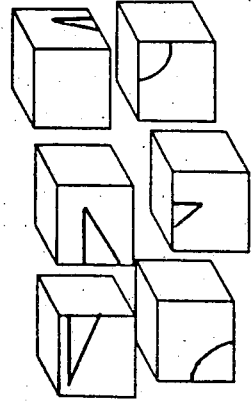
# Defining

What do I really want to find out?



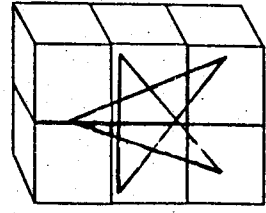
# Locating

Where can I find the information I need?



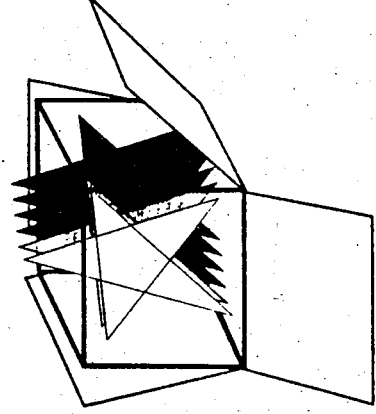
# Selecting

What information do I really need to use?



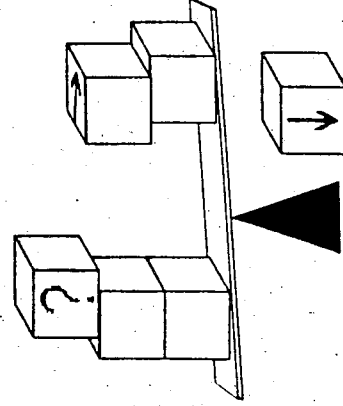
# Organising

How can I best use this information?



# Presenting

How can I present this information?



# Assessing

What did I learn from this?

### Author access

Authors and other names can be found by looking in the Main Catalogue which is arranged alphabetically. Use the index frame to speed your search.

- Look up Dubbo High School. Locate the full information. Read the abstract. In what ways could a teacher get a copy of this document?
- Look up your Region. You will find that the Main Catalogue contains a long list of names beginning, *New South Wales, Department of Education.*

Your region is entered in the following form:

*New South Wales, Department of Education, Metropolitan North Region.*

Some regions and Head Office directorates have had name changes.

Records are listed under the name which appears on the document so you may want to check the old name as well as the new:  
New South Wales, Department of Education, and  
New South Wales, Department of School Education.

### Availability

- Remember government school teachers can also borrow most NCIN items from the Department of School Education Library.
- NCIN offers a photocopy service for documents that are not for sale elsewhere. Older abstracts will be available in microfiche. You may choose to have the microfiche or a photocopy.

### Try your own subject search

- Choose a curriculum topic of interest to teachers in your school. Check the printed version of the ASCIS subject headings list to make sure you are using an 'accepted' term. Try your luck on the subject fiche.
- If your topic does not appear:
  - try another term
  - wait for the next update of the fiche
  - ask your teacher-librarian, computer coordinator or regional consultant for information about dial-up access to NCIN/ACIN. This would give you access to the records currently being added to the database.
  - try another source (eg Periodical indexes, Department of School Education Library, ERIC)

*You are now an experienced NCIN/ACIN microfiche user!*

When you have mastered the microfiche, show the teachers in your school how to use it to find the material they are seeking. Start with one or two teachers who are keen and let the word spread!

If you have questions, comments or suggestions concerning NCIN please contact:

Nigel Paull NCIN/ACIN Coordinator  
Curriculum Resources Information  
NSW Department of School Education Private Bag 3 Smalls Road Ryde NSW 2112  
Phone (02) 808 9466 Fax (02) 809 6341

## < New additions to NCIN

Mathematics curriculum K-6 (St Marys South PS)  
Handwriting policy St Marys South PS  
Role description for executives (Moss Vale PS)  
Recycling in schools (Environmental Ed Project, Uni of Sydney)  
A day in the life of a dairy farmer (video.) (Aust Dairy Corp)  
Contemporary English. Personal choice. (Ashcroft HS)  
Talented child policy (Cherrybrook PS)  
Assessment policy (Cherrybrook PS)  
Spelling hints (Met West Publications Committee)  
Debating and public speaking (Met West Publications Committee)  
Practically speaking (Human Resource Development Directorate)  
Professional development of school leadership teams (HRDD)  
Igniting tiny sparks (video) (Early Childhood Support Program)  
Planning an assessment scheme for yrs 11-12 economics (South Coast Reg)  
Sydney Symphony Orchestra 1991 education program (Dept of School Ed)  
L.G.H.S. writing anthology (Liverpool Girls High School)  
Economics 11-12. Isolated school kit Curriculum Support Branch  
Teaching mixed ability classes in English: sample units (Met North Region)  
2-unit Business studies program (Dept of School Education)  
Programming the legal studies syllabus 11-12 (Dept of School Education)  
The good behaviour book for schools (Revised edition) (Human Resource Development Directorate)

### Price changes to NCIN Photocopy Services

NCIN has recently changed its pricing structure to bring it into line with the differential system being used by the Marketing Unit within the Directorate of Curriculum and Educational Programs. Prices for government schools have remained unchanged.

Remember that NCIN items can also be borrowed free of charge by members of the Inservice Education Library phone 02-8089572. ♦

## Great ideas!

Prior to an inservice course, Information Skills K-12: a fresh approach, held in May at York PS, the organisers contacted the participants to ask each person to bring with them one great idea, preferably formatted ready for printing. The result is a little booklet of ideas, 3 of which are listed below.

- I gradually gathered about 12-15 Sydney and district large maps from NRMA. Working in groups of 2 or 3, the students were asked to go on imaginary expeditions, detailed in a worksheet, eg, 'Your friend's father will take you both to Oran Park races if you can tell him how to drive there from your place.'  
Elaine Charlton (Shalvey PS)
- Each student is given a small strip of paper containing one question and the space to write the answer. Answers are then collated by the class, put into appropriate order and published as class information.  
Vivian Williams (Plumpton PS)
- Sometimes students should be given open-ended assignments which allow them to pursue aspects of a topic that really appeal to them, rather than just finding what the teacher wants them to know. Our Ancient China year 7 unit was notable for the enthusiasm it generated; the students really took control and 'owned' it.  
Gwenda Charlson (Macarthur GH)

A great idea for your next inservice, staff or cluster meeting? ♦

## resources ■■

### ■ 2 Unit Aboriginal studies years 11-12

The 2 unit Aboriginal studies course is a study of Aboriginal civilisation and the Aboriginal experience in Australia. It examines the entire period of Aboriginal occupation - the traditional period, the period of invasion and resistance, and the contemporary period.

From the Dreaming Aboriginal people have held and occupied the whole of Australia. This involved special relationships with, and responsibilities to, the land. The Dreaming and its importance to the socio-cultural, spiritual and economic development of Aboriginal people has led to the establishment of civilisations which are rich, complex and enduring. Of which the syllabus seeks to provide an understanding.

For Aboriginal people the colonial occupation of Australia has been essentially a negative experience. This syllabus is designed to provide knowledge of that experience and its relevance to Australia today. It seeks to provide a body of knowledge which is both accurate and unbiased.

The syllabus is designed for both Aboriginal and non-Aboriginal students. It should assist in providing young, active and developing minds with a basis from which can grow cultural awareness, understanding and respect.

#### The syllabus

The 2 unit course in Aboriginal studies consists of an introductory section and 4 additional sections. Students are required to undertake study in each of the 5 sections. These are:

##### The Context

The context is designed to introduce students to the scope and methodology of the course by establishing its 4 central themes: *Aboriginality and land; Heritage and identity; Colonialism, racism and prejudice; and Social and political issues.*

##### The Core study

The Core study requires students to undertake an in-depth study of the major aspects that concern Aboriginal people in their region, at least 1 from each of the 4 groups as set out below:

|             |                     |                 |                   |
|-------------|---------------------|-----------------|-------------------|
| Land rights | Social systems      | Contact history | Education         |
| Religion    | Cultural expression | Oral history    | Law & politics    |
| Land use    | Economic systems    | Occupation      | Health & medicine |

##### The Project

The Project requires students to undertake an investigation of their immediate region, or focus on an area of interest beyond the students' local environment (eg sport, music). The Project should involve students in the investigation of primary sources, particularly Aboriginal sources.

##### The Comparative studies

The Comparative studies are designed to broaden the students' knowledge of Aboriginal communities apart from those in their own regions and of other indigenous peoples. Students undertake 2 separate studies:

- an Aboriginal community from another part of Australia, and
- another indigenous people from elsewhere in the world.

##### The Synthesis

The Synthesis is designed to draw together the 4 sections and 4 central themes, and intends to provide a review of the major contemporary issues facing Aboriginal communities and to consider their implications for the future.

### ■ 2 Unit Aboriginal studies years 11-12

#### Resources

*Resources to support the 2 unit Aboriginal studies years 11-12 syllabus were reviewed by Sue Holden (Cleveland Street HS) Sharon Galleguillos (Cleveland Street HS) and Dorothy Gearing (James Meehan HS). Lois Caw with assistance from Fay Gardiner compiled the bibliography. Resources are arranged alphabetically by title. A further bibliography, including non-book materials, will appear in a future edition of scan.*

BROOME, Richard **Aboriginal Australians: black response to white dominance 1788-1980.** Allen & Unwin, 1982  
ISBN 0868610518 [994]

As indicated by the subtitle, this is a history of Australia from first contact to 1989 from the point of view of the dispossessed. With a wealth of fascinating detail and an appealing narrative style, it is a very readable work, and includes the seldom considered perspective of the loss white Australia sustained in its role as oppressor. The important final chapter speaks of the requirements for reconciliation (justice, an act of atonement, land rights, financial compensation and a bill/treaty) and future directions in policy are suggested. The Aboriginal Treaty Committee's document is included as an appendix. D. Gearing  
LEV: Middle secondary Upper secondary  
AVAIL: \$14.95  
EVAL: Highly recommended ASCIS 129866

CHOO, Christine **Aboriginal child poverty.** Brotherhood of St. Laurence, 1990  
ISBN 094708133X [362.7]

There is much progress yet to be made in relation to Aboriginal child poverty. This book is an important study of the issue. The indicators of Aboriginal poverty such as health, infant mortality and life chances, living conditions, education, employment and income, are thoughtfully analysed and practical recommendations are detailed. Aboriginal voices in the book bring the problems into sharp focus for the reader. D. Gearing  
LEV: Upper secondary  
AVAIL: Paper \$8.00  
EVAL: Highly recommended ASCIS 668773

RUTHERFORD, Anna **Aboriginal culture today.** Dangaroo, 1988  
ISBN 1871049555 [994]

A celebration of Aboriginal culture, this publication, which is a special double issue of the international arts magazine 'Kunapipi' presents a positive record of Aboriginal achievement. Its tone encourages Aboriginal people to 'walk tall'. The scope is wide - art, film, Koori music, literature, politics; the format is

varied - essays, interviews, short stories, poems, prints. Creative and engaging, this is an excellent resource. D. Gearing  
REV: Upper secondary  
AVAIL: \$19.95  
EVAL: Highly recommended ASCIS 620207

BARLOW, Alex **Aboriginal studies resource list.** Aboriginal Studies Press, 1989  
ISBN 0855751886 [016.994]

Although this list is not exhaustive, it is a most useful reference for all schools and an essential resource for any school undertaking the 2 unit Aboriginal studies course since it provides relevant information on most recent publications in Aboriginal studies arranged by topic. There is comment on readability levels and it is well set out and indexed. S. Holden  
AUD: Professional  
AVAIL: Paper \$10.00  
EVAL: Highly recommended ASCIS 474423

GIBBS, R.M. **The Aborigines.** Longman Cheshire, 1990  
ISBN 0582868939 [994]

This work concentrates on aspects of traditional society and the immediate effects of the European invasion. It may be a good, simple starting point for students of the 2 unit Aboriginal studies syllabus who have had little exposure to the subject in junior years. The book is well set out, easy to read with a good combination of graphics, photographs and text providing an excellent quick summary of traditional Aboriginal life prior to the coming of the white man. There are also simple research exercises at the back of the book. S. Galleguillos  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$13.99  
EVAL: Highly recommended ASCIS 638577

BENNETT, Scott **Aborigines and political power.** Allen & Unwin, 1989  
ISBN 0043500730 [305.89915]

Tracing the change in white attitudes since the 1967

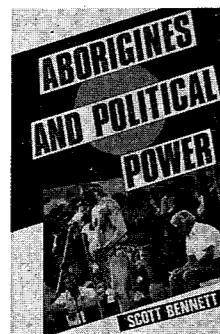


referendum, this is a detailed account of efforts by Aboriginal people to obtain autonomy and to exercise political influence in Australia. Although it is leavened with photographs, has a good index and is fairly free from jargon, it is a rather weighty work which would be used most effectively as a teacher resource. S. Galleguillos

AUD: Professional

AVAIL: Paper \$21.95

EVAL: Highly recommended



ASCIS 482086

**BOURKE, Colin** *Before the invasion: Aboriginal life to 1788.* Oxford University Press, 1980  
ISBN 0195505859 [994.01]

The resourcefulness and ingenuity of Aboriginal life are stressed in this work. The wide coverage of topics includes death and mourning; health and medicine; keeping the laws; languages; ceremonies; songs and stories; cave and rock art; childhood; family roles and religions. It is brilliantly readable with a wealth of fascinating memorable detail. Many drawings and photographs also enhance its usefulness and appeal. D. Gearing

LEV: Middle secondary Upper secondary

AVAIL: Paper \$16.95

EVAL: Highly recommended

ASCIS 110448

**BOWDEN, Ros** *Being Aboriginal: comments, observations and stories from Aboriginal Australians from the ABC Radio programs.* Australian Broadcasting Corporation, 1990  
ISBN 0733300235 [305.89915]

This transcription of the ABC radio program of the same name retains the vitality of the spoken work as the characters relate their experiences as Aboriginal Australians. The experiences recorded are powerful and moving. D. Gearing

LEV: Upper secondary

AVAIL: Paper \$14.95

EVAL: Highly recommended

ASCIS 624849

**WILSON, Paul F.** *Black death, white hands.* Allen & Unwin, 1982  
ISBN 0868613088 [364.3]

The patterns of violence and self-destruction (evidenced by continued high levels of manslaughter, alcoholism, self-mutilation and disease) in current Aboriginal society are examined in the light of historical and social facts of dispossession and the subsequent disintegration

of traditional Aboriginal society. Forced into urban ghettos and reserves run by whites, subject to white law, the Aboriginal Australians are left with feelings of hopelessness and worthlessness. No simple or quick solutions are offered and the stories recounted are depressing and may disturb some readers, but it is necessary reading for teachers of the 2 unit Aboriginal studies course. D. Gearing

LEV: Upper secondary

AVAIL: Paper \$8.50

ASCIS 136334

**HALL, Robert A.** *The Black diggers: Aborigines and Torres Strait Islanders in the Second World War.* Allen & Unwin, 1989  
ISBN 004520005X [940.54]

Students who are researching families or doing individual profiles will find this an excellent resource. It examines the efforts of Aboriginal and Islander Australians during World War II and gives a comprehensive outline of the reasons for the lack of recognition of their services. Interesting and relevant material is enhanced by the inclusion of excellent photographs, tables, figures, maps and an index. Good use is also made of quotes. S. Holden

LEV: Middle secondary Upper secondary

AVAIL: Paper \$22.95

EVAL: Highly recommended

ASCIS 607805

**SYKES, Roberta B.** *Black majority.* Hudson Hawthorn, 1989  
ISBN 094987325X [305.89915]

Focusing on the 21 years between the referendum which gave Aboriginal people the vote and recognised their citizenship and 1988 this book aims to provide an insight and to serve as an impetus for personal and political growth. There is a balance between sociological analysis and personal experience, Sykes herself being an excellent role model, and the approach is authoritative yet down-to-earth. The work covers housing, media and employment, law and order, health and happiness. The summary at the end of some chapters is useful. D. Gearing

LEV: Upper secondary

AVAIL: Paper \$16.95

EVAL: Highly recommended

ASCIS 616387

**HEPPELL, M.** *A Black reality: Aboriginal camps and housing in remote Australia.* AIAS Canberra, 1979  
ISBN 0855750898 [307.7]

Teachers who are treating the issue of housing in the core studies (2 unit Aboriginal studies syllabus) will find this a useful resource. It examines government policy and the implementation of Aboriginal housing

in isolated areas. The coverage of information on physical conditions of Aboriginal life in remote communities is good; and the contrast between the Aboriginal and the bureaucratic view of housing is examined well. The index is useful for student research but overall the work is very detailed and perhaps too academic for student use. S. Holden

LEV: Upper secondary

AVAIL: Paper \$14.95

ASCIS 142895

**COWLISHAW, Gillian Black, white or brindle: race in rural Australia.** Cambridge University Press, 1988  
ISBN 0521346606 [305.89915]

This is a case study in race relations in an outback Australian community which offers a very academic analysis of what race is and the differences between race and class. Racism is defined in terms of the wider system of inequality. The academic style, unrelieved even by photographs, makes it suitable only as a teacher resource, for those implementing the 2 unit Aboriginal studies syllabus. D. Gearing

LEV: Upper secondary

AVAIL: \$42.50

ASCIS 465180

**ELDER, Bruce** *Blood on the wattle: massacres and maltreatment of Australian Aborigines since 1788.* Child and Associates, 1988  
ISBN 0867771011 [994]

The massacres, maltreatment and the spread of white men's diseases which caused the deaths of thousands of Australian Aborigines are chronicled, sometimes in disturbingly graphic detail. Good use has been made of primary sources to provide dramatic and detailed accounts of the ends of the Wiradjuri, Kwaimbal, Kurnai, Yeeman, Kairi, Gadjerong and Ngalia Aboriginal tribes. This historical account is essential reading for any senior student to fully grasp the totality of the destruction of these peoples. Well indexed, an excellent resource in the context of colonialism, racism and prejudice in Australia. S. Holden

LEV: Upper secondary

AVAIL: Paper \$16.95

EVAL: Highly recommended

ASCIS 438801

**KIRK, Mildred A** *A change of ownership: Aboriginal land rights.* Jacaranda Milton, 1986  
ISBN 0701619821 [333.20994]

Succinct use of language makes this an essential book in year 11 for understanding the land rights movement. Kirk traces the history of the Aboriginal struggle against invasion by Europeans from initial and early contact

through to 1986. Every state is dealt with and there is a chapter on Commonwealth legislation. The division by state makes this book a useful resource for examining the invasion and the change in government policy, state by state, though more detailed and specific information for each state needs to be acquired. Photographs are used appropriately and the index is useful. S. Holden

LEV: Upper secondary

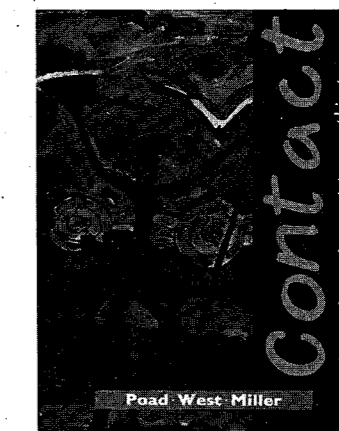
AVAIL: Paper \$14.25

EVAL: Highly recommended

ASCIS 240505

**POAD, Doug** *Contact: an Australian history.* Heinemann Educational, 1990  
ISBN 085859563X [994]

This history of contact between Aboriginal and white



Australians contains excellent source material representing experience in all states but especially the south east of the country. The book is organised into the history of contact, with chapters on land, violence, health, education, protection and media stereotyping. The layout makes material easily accessible and the abundance of

visual evidence (photographs, maps, artwork, graphs) strengthens its value and appeal. D. Gearing

LEV: Middle secondary Upper secondary

AVAIL: Paper \$27.95

EVAL: Highly recommended

ASCIS 664131

**READ, Peter** *Down there with me on the Cowra Mission: an oral history of Erambie Aboriginal Reserve, Cowra, New South Wales.* Pergamon Press, 1984  
ISBN 0080298567 [994.4]

In 1979, 60 hours of conversations with the Erambie people who have lived, or are living, on the Cowra Aboriginal Mission, were recorded. This book is the transcription of those conversations. It is a disturbing social document with vivid and heartbreaking detail of the Mission which has operated since 1909. The arrangement of the material and the dramatic, poignant, first-hand telling make it immensely readable. Sections on such topics as daily life; work; the police; wards of the state; and Erambie today make it very relevant to

the 2 unit Aboriginal studies syllabus. The preface contains a valuable discussion of the problems facing the oral historian. D. Gearing  
 LEV: Upper secondary  
 AVAIL: \$14.95  
 EVAL: Highly recommended ASCIS 217712

GRAHAM, Duncan *Dying inside*. Allen & Unwin, 1989  
 ISBN 0044421281 [305.8]

This excellent book provides an analysis of the whole gamut of problems surrounding the Aboriginal deaths in custody issue. It gives a background to the Royal Commission, specific examples of deaths and recommendations for stopping the problem. The material which includes poems, quotes and prose, is current and readable; it is also well indexed. This is essential reading for the core syllabus. S. Holden  
 LEV: Upper secondary  
 AVAIL: Paper \$14.95 ASCIS 612295

BRENNAN, Frank *Finding common ground: an assessment of the bases of Aboriginal land rights*. Collins Dove, 1986  
 ISBN 0859244695 [333.20994]

The issue of Aboriginal land rights is approached from a Christian perspective based on a strong belief in reason and justice. It is seen as having a primary moral justification and as a national responsibility. The legal history is very briefly stated and political developments to 1986 outlined. More importantly, the different meanings of 'land rights' to different Aboriginal communities, urban, rural or traditional, is discussed. Clearly written, this resource is highly relevant to an understanding of the land rights topic in the 2 unit Aboriginal studies syllabus. D. Gearing  
 LEV: Upper secondary  
 AVAIL: Paper \$7.99  
 EVAL: Highly recommended ASCIS 240727

HALLAM, Sylvia *Fire and hearth: a study of Aboriginal usage and European usurpation in south-western Australia*. Australian Institute of Aboriginal Studies Canberra, 1979  
 ISBN 0855750367 [994.1]

As its subtitle hints, this is a specialist archaeological book (biogeographic and geomorphic) which is really suitable only for the scholar in these disciplines. Selections from chapters 12-14 could provide some useful material to students using south-western Australia in a comparative study. Chapter 12 gives

fascinating details of burial customs and there is some interesting analysis of Aboriginal myth and ritual, but it is very academic in language and presentation. D. Gearing  
 LEV: Upper secondary  
 AVAIL: Paper \$10.95 ASCIS 672334

LIPPMANN, Lorna *Generations of resistance: the Aboriginal struggle for justice*. Longman Cheshire, 1981  
 ISBN 0582682657 [305.8]

Used carefully, this provides excellent and simply stated information for the year 11 core study in the 2 unit Aboriginal studies syllabus. As well as the wealth of detail of many present-day issues including health, education, housing and the law, there is a balanced assessment of the main issues. Good use is made of statistics; and changing government policy in the 1970s is examined. Student researchers will appreciate the excellent index. S. Holden  
 LEV: Upper secondary  
 AVAIL: \$23.99  
 EVAL: Highly recommended ASCIS 130821

WELLER, Archie *Going home: stories*. Allen & Unwin, 1986  
 ISBN 0868618659

Such literature as Archie Weller's collection of stories, which dramatise contemporary Aboriginal concerns so well, should be easily accessible to students of Aboriginal studies. The subjects are dramatic: surfing; young love; school days; old age; murder; clashes with police. The spare, poetic style conjures up images of ancestors, tribal laws and religions, all in a contemporary setting. D. Gearing  
 LEV: Upper secondary  
 AVAIL: Paper \$9.95  
 EVAL: Highly recommended ASCIS 403824

NATHAN, Pam *Health business*. Heinemann Educational, 1983  
 ISBN 085859286X [362.1]

Central to this report on Aboriginal health problems in Central Australia is the Aboriginal view of health and illness, and of health needs and priorities. The report format may be difficult for students but it contains useful information for the health and medicine topic in the 2 unit Aboriginal studies syllabus and would also be extremely useful for students doing Alice Springs as a comparative study in year 12. Effective use is made of Aboriginal people's opinions via quotes; there is

excellent information on traditional medicine; and Aboriginal women's strength of knowledge of bush food is clearly indicated. S. Holden  
 LEV: Upper secondary  
 AVAIL: \$24.95  
 EVAL: Highly recommended ASCIS 140654

McLEOD, D.W. *How the West was lost: the native question in the development of Western Australia*. Port Hedland, W.A. 1984 [305.8]

Some insight into the historical struggle of Western Australian Aboriginal people to get back some of their own country - and also to be paid award wages - is provided by this story of a non-Aboriginal who, out of respect for the desert people, led a pastoral strike in the 1940s. Although it deals only with Western Australian experiences, there is an analysis of the political perspective which makes it a worthwhile addition to the discussion of land rights. It is useful also in showing a non-Aboriginal fighting for Aboriginal rights. There is, however, no index. S. Galleguillos  
 LEV: Upper secondary  
 AVAIL: Paper \$14.95 Limited copies available from Black Books, Glebe ASCIS 200487

GILBERT, Kevin J. *Inside Black Australia: an anthology of Aboriginal poetry*. Penguin, 1988  
 ISBN 0140111263 [821.308]

Here is poetry which is stimulating and appealing even to the most reluctant reader. As well as being a vital source book of Aboriginal experience past and present, land rights, injustice, and loss of identity, the range of experiences and the freshness of the writing make this book a delight. D. Gearing  
 LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$12.95 ASCIS 422731



EDWARDS, W.H. *An introduction to Aboriginal societies*. Social Science Press Wentworth Falls, 1988  
 ISBN 0949218650 [994]

Students who have had no grounding in basic traditional Aboriginal society will find this book very useful. It gives an overview of the main features of traditional Aboriginal society including the Dreaming, economic, social, political and religious organisation, language, art and values. Its text is enhanced by good diagrams, student activities at the end of each chapter and vocabulary listings for Aboriginal languages. The

additional reference list and index is acceptable. Although it is very readable, it is inclined to be simplistic however, and the photos are tokenistic. Therefore though it is useful for context and core traditional areas, it is more suited in other ways to younger students. S. Holden  
 LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$18.95 ASCIS 417966

Ivory scales: black Australia and the law. N.S.W. University Press, 1987  
 ISBN 0868402427 [345.94]

The history of the relationship between the white legal system and the indigenous people of Australia is explored in this work. As well as examining various case studies of legal action against Aboriginal people in WA and SA, it explores in detail the reasons why white law is dysfunctional for Aboriginal people. Although they are a little dated (up to 1985), the statistics are compelling and there is a useful analysis of contentious areas of community regulation and policing. The language is difficult for students but, if used with care will provide essential information for the core topic of law in the 2 unit Aboriginal studies syllabus. S. Holden  
 LEV: Upper secondary  
 AVAIL: Paper \$19.95  
 EVAL: Highly recommended ASCIS 411142

CAMPBELL, Alastair H. *John Batman and the Aborigines*. Kibble Malmesbury, 1987  
 ISBN 0908150083 [994.502]

Campbell's thorough research on John Batman has unearthed evidence of a man who, contrary to popular belief, was a conman, and treated the Aboriginal people with considerable contempt. Because this is a very wordy account of the genocide of the original inhabitants of Port Phillip, it will need careful introduction and treatment by teachers to make it useful for students. The use of primary sources is good and it would be very relevant for a comparative study of Tasmania, or the Woiworung or Bunurong tribes of Victoria. S. Holden  
 LEV: Upper secondary  
 AVAIL: Paper \$26.00  
 EVAL: Highly recommended ASCIS 403733

SOMMERLAD, Elizabeth *Kormilda, the way to tomorrow? a study in Aboriginal education*. ANU Press Canberra, 1976  
 ISBN 070810715X [371.9]

A residential college in the Northern Territory where the aim is to try to bridge the gap between traditional

tribal life and mainstream education is the subject of this research. Clear explanations of high interest are given; there is a good index and a bibliography. The binding is regrettably poor, but the study could be a useful teacher reference, not specifically for years 11-12, but for information on current trends in Aboriginal education. S. Galleguillos

AUD: Professional

AVAIL: Out of print \*

ASCIS 96623

**La Perouse, the place, the people and the sea: a collection of writing by members of the Aboriginal community.** Aboriginal Studies Press Canberra, 1988 ISBN 0855751916 [828]

As oral history and as a study of a community, this is an excellent resource. A collection of photographs, stories and reminiscences of the La Perouse community members, the book grew out of the community's desire to tell their history from first contact to the present. The community approached TAFE where they learned writing and research skills. The publication is fresh and interesting, individual memories sifting out the vivid and dramatic details included in the book, and the pages enlivened by photographs. D. Gearing

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$7.95

EVAL: Highly recommended

ASCIS 430025

**REYNOLDS, Henry The law of the land.** Penguin, 1987 ISBN 0140105867 [346.9404]

The thesis underlying this work is that Australia is a land of conquest not of settlement. Reynolds describes the role of the law (English law, the invisible cargo of the settlers) in the dispossession of the Aboriginal people and the ongoing injustices to which they have been subjected. He covers very fully the debates and decisions about Aboriginal land rights from 1788 to 1987. The theme is highlighted by an ironic tone and dramatic expression. The text is unrelieved by photographs or illustrations. Essential reading on land rights. D. Gearing

LEV: Upper secondary

AVAIL: Paper \$12.95

EVAL: Highly recommended

ASCIS 406668

**GILBERT, Kevin J. Living Black: Blacks talk to Kevin Gilbert.** Penguin Harmondsworth, 1978 ISBN 0140044590 [305.8]

A variety of Aboriginal people from both urban and tribal communities express their views in interviews with Kevin Gilbert. They speak of issues such as media stereotypes, land rights, lifestyles, as well as the general

impressions of Aboriginal people forced to live in a white society. The anecdotal approach and the language enhance the book's attractiveness for students; and it provides a fine model for those students of Aboriginal studies who wish to interview for their assessment project. Particular interviews will be of use to particular schools but overall this is essential reading for students to gain an understanding of the struggle of Aboriginal people. S. Holden

LEV: Upper secondary

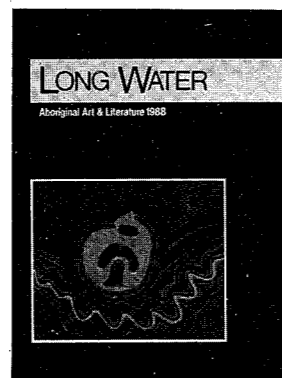
AVAIL: Paper \$11.95

EVAL: Highly recommended

ASCIS 131862

**Long Water: Aboriginal art and literature annual 1988.** Aboriginal Artists Agency, 1988 [709.94]

Aboriginal artists working in painting, pottery, literature, theatre and song are surveyed in this work, which also includes the contribution of white artists to the Aboriginal arts. The chapters of the book take various forms depending on the artist: short stories and poems, essays on theatre and painters, and interviews. The work is useful for exemplifying several themes including Aboriginal art; white and black collaboration in the arts; an evocation of mission life. D. Gearing



LEV: Upper secondary

AVAIL: \$13.00

EVAL: Highly recommended

ASCIS 618486

**SMITH, Diane Looking for your mob: a guide to tracing Aboriginal family trees.** Aboriginal Studies Press, 1990 ISBN 0855752092 [929]

Students and indeed all Aboriginal people who are tracing their roots will find this practical book, which is full of hints and addresses, immensely helpful. The addresses include local and state historical societies, genealogical societies, War Memorial, government archives, electoral rolls, museums, major libraries, court and police records, AIATSIS, church and mission records, government register of births, deaths and marriages, and a filmography of Aboriginal Australia from AIATSIS. Humble hints on using a tape recorder and labelling photographs are alongside sophisticated tips on how genealogists use microcomputers. The layout is inviting. D. Gearing

LEV: Upper secondary

AVAIL: \$10.00

EVAL: Highly recommended

ASCIS 648171

**ATTWOOD, Bain The making of the Aborigines.** Allen & Unwin, 1989 ISBN 004370185X [305.8]

Rather than focusing on the destructive colonists and the 'passive' Aborigines, Attwood claims that during the early phase of colonialism an identity was adopted by the Aborigines, who were not the homogeneous group implied by the name. The essays are thematic and chronological, inviting the reader to dip in anywhere. The work begins with a study of the missionaries and explores the dimensions of racial relations. Essential reading is chapter 6, a discussion of Aboriginal historiography in which Attwood describes his work as emerging from 3 related schools of Aboriginal history - the oppositional, revisionist and Aboriginal. It is a scholarly, highly crafted work. D. Gearing

LEV: Upper secondary

AVAIL: Paper \$17.95

EVAL: Highly recommended

ASCIS 605016

**ROBERTS, Jan Massacres to mining: the colonisation of Aboriginal Australia.** Dove Blackburn, 1981 ISBN 0859241718 [305.8]

Roberts, a white person, has attempted to rewrite the distorted history of Australia, concentrating on the importance of land to Aboriginal people, and including some important thoughts on the role multinational mining companies have played in the Aboriginal land rights struggle. Although it was written in the 1970s, this is an excellent book which could be used extremely effectively in the 2 unit Aboriginal studies syllabus. It makes splendid use of primary sources; has wonderful cartoons which grab student attention; and is well indexed. The information is well structured for student use. S. Holden

LEV: Upper secondary

AVAIL: \$14.95

EVAL: Highly recommended

ASCIS 125221

**WALKER, Della Me and you: the life story of Della Walker as told to Tina Coutts.** Aboriginal Studies Press, 1989 ISBN 0855752122 [944.404092]

The story of Della Walker, born in 1932 near the Clarence River, is powerful and dramatic. An ordained pastor, Della is intimately involved in the life of her community and has great pride in her Aboriginality; she shares things, traditional and contemporary. The book is a



transcription of 16 hours of recording which not only gives an immediacy, but is in itself symbolic of the collaboration of black and white women working in harmony. Those links between black and white and a message of hope are central to the story.

D. Gearing

LEV: Upper secondary

AVAIL: Paper \$12.95

EVAL: Highly recommended

ASCIS 607567

**COWAN, James Mysteries of the dreaming: the spiritual life of Australian Aborigines.** Prism Dorset, 1989 ISBN 1853270385 [298]

Cowan examines the similarities of Dreaming and other great religious traditions to gain some understanding of the importance of Dreaming, of the role of the body as a spiritual icon and of the spiritual life of the Aborigine. Although written in a good readable style and attractively printed, the format is unsuitable for students; language level is difficult and the subject too esoteric. Yet, for teachers it is a useful resource to provide a background for religion in the Aboriginal studies year 11 core study. S. Holden

LEV: Upper secondary

AVAIL: Paper \$13.95

ASCIS 677435

**Our land, our people.** N.S.W. Aboriginal Land Council Liverpool, 1990 [333.209944]

A brief, simply written and attractively and appropriately illustrated booklet outlining Aboriginal history from the beginning to now, the cultural basis of land rights, and its acceptance in principle by the Commonwealth government. The emphasis, however, is on what has been actually achieved, legally and practically, in New South Wales. Positive and forward-looking, it is an informative summary for both children and adults of a hitherto thorny topic. An excellent introduction to study and a pleasure to read. D. Gearing

LEV: Lower secondary Middle secondary Middle secondary

AVAIL: Free from the NSW Aboriginal Land Council

ASCIS 677672

**WILLMOT, Eric Pemulwuy the rainbow warrior.** Weldon McMahons Point, 1987 ISBN 0947116427

A celebration of the vision and courage of the first Australian hero defending his land from foreign invaders. Recreating the 'first contact' period, this story is written with authority and scholarship and linguistic fidelity to the Eora people who lived in the

area now occupied by Sydney. This is a notable contribution to Australian literary history which illumines the life and times of Pemulwuy whose resistance represents a significant chapter in the Australian story. A story for all but especially interesting to teachers and students of the 2 unit Aboriginal studies course. D. Gearing  
 LEV: Upper secondary  
 AVAIL: \$12.95  
 EVAL: Highly recommended ASCIS 398441

**Religion in Aboriginal Australia** / edited by Max Charlesworth...(and others)  
 ISBN 0702217549 [298]

Although this is a scholarly work, it is very worthwhile background reading for teachers and good material for students to dip into. Aboriginal religion is classified as a 'primal' religion; the comparison with other religions, primal and non-primal, is helpful in understanding Aboriginal culture. Myths, beliefs, symbolism, alcoholism and the law are discussed in a scholarly fashion, correcting misapprehensions and posing problems. Aboriginal women's experience, often ignored, is given a significant place in this anthology. The innovation and creative development that exists within Aboriginal religions corrects the view that it was static. D. Gearing  
 LEV: Upper secondary  
 AVAIL: \$22.95  
 EVAL: Highly recommended ASCIS 156542

**Seeing the first Australians** / edited by Ian Donaldson. Allen & Unwin, 1985  
 ISBN 0868616974 [994]

The way in which Aboriginal people were initially seen by Europeans and how the latter theorised and moralised about Aboriginal habits and lifestyles is explored in these 11 essays. There are excellent photographs and good maps and the book is well indexed. The language is difficult and the content too academic and esoteric for students. However, it is an excellent reference for teachers of the 2 unit Aboriginal studies syllabus. S. Holden  
 LEV: Upper secondary  
 AVAIL: \$17.95 ASCIS 197187

**BURGMANN, Verity Staining the wattle.** McPhee Gribble, 1988  
 ISBN 0140110585 [994]

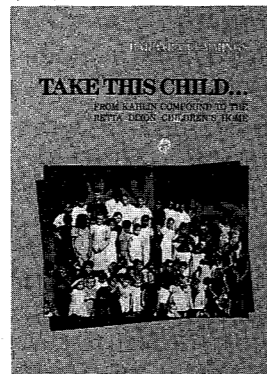
Although this is an excellent resource for background information to the Aboriginal movement, only 2 essays, one on land rights and the other on the development of

the Aboriginal movement are directly relevant to the 2 unit Aboriginal studies syllabus. The essays generally provide an historical view of how physical and legal force has been used in Australia to limit and control minority groups. The material is interesting and well expressed. Retrieval of information is assisted by an extensive index. The small print and poor quality paper and binding are unfortunate minuses. S. Holden  
 LEV: Upper secondary  
 AVAIL: Paper \$16.95 ASCIS 429020

**READ, Peter The stolen generations: the removal of Aboriginal children in New South Wales 1883 to 1969.** Govt. Printer (Sydney), 1982 [362.7]

A brief factual account of the effects on Aboriginal people of NSW government policies over nearly 80 years. The contrasting attitudes and assumptions underlying black and white child welfare legislation are revealed, as well as the brutality of the system and the sterility of the environment provided for the Aboriginal people. Some individuals are followed through to as late as 1981. Heart-rending but essential reading in studying government welfare, past and present. D. Gearing  
 LEV: Upper secondary  
 AVAIL: Free from Aboriginal Affairs Office  
 EVAL: Highly recommended ASCIS 677519

**CUMMINGS, Barbara Take this child: from Kahlin Compound to the Retta Dixon Children's Home.** Aboriginal Studies Press, 1990  
 ISBN 0855752084 [362.7]



This story of the Kahlin Compound and the Retta Dixon Children's Home which operated until 1980 examines the impact of institutionalism on part-Aboriginal people in the Northern Territory. It begins with a brief look at the Aborigines Inland Mission and early government policies and practices which sanctioned the removal of

Aboriginal or part-Aboriginal people to institutions and sets the story of the Compound and Home against changes in government policies. The book juxtaposes the official records with moving oral histories of the residents, creating a dramatic tension between the two. Photographs of the people and the place add to the impact. D. Gearing  
 LEV: Upper secondary  
 AVAIL: Paper \$14.95  
 EVAL: Highly recommended ASCIS 648255

**DHOULAGARLE, Koorie There's more to life.** Alternative Pub. Co-operative, 1979  
 ISBN 0909188327 [362.292]

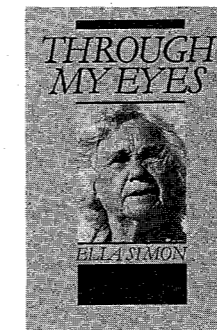
The author, who was 'born into alcohol', descended into alcoholism in his teens. This book recounts his painful withdrawal. The author's childhood and non-acceptance in a white society are vividly recounted, and the hell of the alcoholic is captured: drunkenness; sickness; violence; amnesia and confusion; jail; the 'horrors'. Bleak though it sounds, ultimately this is an encouraging book which makes the point that triumph over alcohol will restore to Aboriginal people much of their pride and self respect. D. Gearing  
 LEV: Middle secondary Upper secondary  
 AVAIL: \$8.95  
 EVAL: Highly recommended ASCIS 163111

**EDMUNDS, Mary They get heaps: a study of attitudes in Roebourne Western Australia.** Aboriginal Studies Press, 1989  
 ISBN 0855752149 [305.89]

Because this is written in an academic, wordy style, teachers will need to sift and rewrite information. The exercise will reap rewards, however, because the work provides an excellent coverage of all aspects of this particular community in Western Australia, analysing how inequality and attitudes are formed, maintained and reproduced. It also examines how specific government bureaucracies perpetuate racial and social distance. There is a good use and balance of opinions of various people. It would be especially useful in the 2 unit Aboriginal studies course as stimulus material and for a comparative study. S. Holden  
 LEV: Upper secondary  
 AVAIL: Paper \$15.00  
 EVAL: Highly recommended ASCIS 677167

**SIMON, Ella Through my eyes.** Collins Dove, 1987  
 ISBN 0859244601 [305.8]

Ella Simon, who fought against great odds to improve conditions for her people and gain respect for her Aboriginal culture, tells her story in a very easygoing, readable style. This is an excellent resource which covers many issues in a very humane manner. It highlights the discrimination, prejudice and racism suffered by Aboriginal people and shows young people the trailblazing done by individuals of older generations. It would be a motivating story for year 11 students of the 2 unit Aboriginal studies syllabus; it is essential reading for



students making a comparative study or local community study of Taree/Purfleet. S. Holden  
 LEV: Upper secondary  
 AVAIL: Paper \$12.95  
 EVAL: Highly recommended ASCIS 386743

**We are bosses ourselves: the status and role of Aboriginal women today** / edited by Fay Gale. AIAS Canberra, 1983  
 ISBN 039102616X [305.4889915]

The successor to Women's role in Aboriginal society, this book is also the result of an ANZAAS conference, this time the 1980 meeting. More than half the contributors are Aboriginal women who, with the white contributors, provide an interesting perspective on land rights and women. Other vital issues discussed are Aboriginal lifestyles since colonisation, health needs of women, Aboriginal styles of learning, and recording Aboriginal history. D. Gearing  
 LEV: Upper secondary  
 AVAIL: Paper \$14.95  
 EVAL: Highly recommended ASCIS 170001

**WILLEY, Keith When the sky fell down: the destruction of the tribes of the Sydney region, 1788-1850s.** Collins, 1979  
 ISBN 0002164345 [994.402]

Much use has been made of primary sources in this descriptive historical account of the effects of European settlement on the Sydney Aboriginal tribes. Excellent images are created of the area before European invasion; there is excellent detail of tribal life and a balanced assessment is given of the motives of Aboriginal and non-Aboriginal peoples. Although sometimes laborious in description it is essential reading for students in the Sydney region to give depth to the core study in year 11 (2 unit Aboriginal studies syllabus). Very interesting reading for all on the impact of British colonisation. There is an excellent index for reference purposes. S. Holden  
 LEV: Upper secondary  
 AVAIL: Out of print \*  
 EVAL: Highly recommended ASCIS 98365

**CANNON, Michael Who killed the Koories?** Heinemann Australia, 1990  
 ISBN 085561370X [994]

Light is shed on the dark deeds that have been concealed about the early white settlement of Victoria. This work provides a conclusive history of the struggle of the Aboriginal people to co-exist with early settlers and it shows how well-intentioned 'Protectors' aided the near genocide of the original people. It also highlights the difference in the value systems of Aboriginal and

non-Aboriginal settlers. The account is well researched and documented and there is a useful index.

S. Galleguillos  
LEV: Upper secondary  
AVAIL: \$34.95 ASCIS 646190

COE, Mary Windradyne, a Wiradjuri Koorie. Aboriginal Studies Press, 1989  
ISBN 0855752041 [994.402]

Written by an Aboriginal woman, this is an attempt to put a detailed Koorie view of the invasion of Australia and the consequent Aboriginal resistance. It would be excellent for individual projects and for the areas of Aboriginality, land rights and Aboriginal resistance. The illustrations and photographs are excellent but a more detailed list of contents would have been helpful. S. Galleguillos  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$10.95 ASCIS 623731

Woman's role in Aboriginal society / Fay Gale, editor. AIAS Canberra, 1978  
ISBN 0855750472 [305.8]

The papers given at the symposium on the role of women in Aboriginal society, at the ANZAAS conference in 1969, are published in this volume. It counteracts early writings which discount women's importance in Aboriginal society, and dispels many of the myths of women's roles so prevalent in the historiography of the past. All the contributors are anthropologists. This is a scholarly work which could be a useful resource for teachers. D. Gearing  
AUD: Professional  
AVAIL: \$6.95 ASCIS 82113

Women of the centre / edited by Adele Pring. Pascoe Apollo Bay, Vic., 1990  
ISBN 0947087230 [994.04]

Fifteen Aboriginal women, most of whom shared the experience of removal from their families as children, tell their stories with humour and honesty and a lack of rancour. The stories are of women overcoming bitterness and of government callousness. The women emerge from their changing roles as distinct individuals and as role models for the new generation. They tell of such diverse experiences as the atomic horror of Maralinga; of tribal life and punishment; of test cricket and a Miss Australia quest. These are no stereotypes. A highly readable and informative primary resource. D. Gearing  
LEV: Upper secondary  
AVAIL: Paper \$16.95  
EVAL: Highly recommended ASCIS 662070

BERNDT, Ronald M. The world of the first Australians: Aboriginal traditional life past and present. Aboriginal Studies Press Canberra, 1988  
ISBN 0855751843

This 1988 edition of the Berndts' definitive study of traditional Aboriginal life throughout Australia, gives also a detailed account of the history of Aboriginal studies and examines some contemporary issues. Too academic to be readily understood by senior students, it is essential reading for teachers and an invaluable reference resource on all aspects of traditional Aboriginal society. There are extensive contents and index sections. S. Galleguillos  
AUD: Professional  
LEV: Upper secondary  
AVAIL: Paper \$29.95 ASCIS 464683

PEPPER, Phillip You are what you make yourself to be: the story of a Victorian Aboriginal family 1842-1980. Hyland House Melbourne, 1989  
ISBN 0947062602 [929]

An excellent resource for students doing a comparative study in year 12 using Victorian examples. This is an extensive and detailed history of the Kurnai and Wotjabulluk tribes from first settlement to the present developing awareness and understanding of Aboriginal peoples in Victoria. There are contemporary photographs and much use is made of oral history. The vocabulary of the Kurnai language is well explained. There is no index. S. Holden  
LEV: Upper secondary  
AVAIL: Paper \$19.95 ASCIS 637949 ♦

*\* Although this book is out of print it is a valuable resource and the possibility of its being found in a public library or secondhand book shop should not be discounted.*

#### Acknowledgements

For permission to reproduce covers, the editors are indebted to: Random Century for Geoffrey Strangeways (Walker); Window (MacRae); The chocolate wedding (Jonathan Cape); The whale's song (Hutchinson). Franklin Watts for Force and movement; Good answers to tough questions about traumatic experiences (Children's Press); Seeds to Plants (Gloucester Press). Lothian for Sound and music (Wayland); Journey through China (Eagle Books). Pan for Misery Guts; Two weeks with the Queen; Herds of words (Macmillan); and The ragwitch. Ashton Scholastic for Catwings and Gardening for children (ABC enterprises) Oxford University Press for Twin and super twin; The snow country prince and Night of the wild geese. Penguin for The village witch doctor and other stories; Jim Hedgehog and the lonesome tower (Hamilton); Inside Black Australia; and The puffin book of Australian insects. Allen & Unwin for Aborigines and political power. Aboriginal Artists Agency for Longwater. Aboriginal Studies Press for Take this child... and Me and you. Collins Dove for Through my eyes. Octopus for Contact: an Australian history (Heinemann Educational).

## Presenting Information K-6

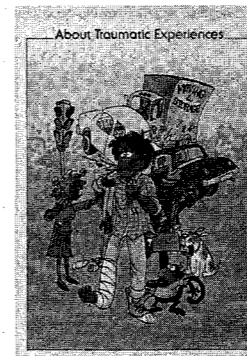
The resources reviewed in this collection have been included for their applicability across a range of primary curriculum areas. Some lower secondary areas are also represented. The titles have been arranged in Dewey order.

ELDIN, Peter Kingfisher children's handbook. Kingfisher London, 1990  
ISBN 0862724333 [030.2]

In compact, hardback format, this is a well-designed compendium of interesting information. Using concisely written text, lists of facts, colour photographs, diagrams and illustrations, it manages to introduce a lot of information in an easy-to-understand manner. Pages are full but uncluttered and provide some practical activities which sustain interest and encourage investigation. Chapters cover the natural world, science and technology, communication, history, art, sport and hobbies. This comprehensive and attractive resource is well suited to develop general knowledge. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 654309

BERRY, Joy Wilt About traumatic experiences. Childrens Chicago, 1990  
ISBN 0516029584 [152.4]

This resource is intended to introduce readers to ways of coping with trauma. Aimed at demonstrating that trauma can have a positive or negative effect on life depending on how you deal with it, the book uses a straightforward text placed above large cartoon illustrations. These depict young adolescent characters dealing with a range of traumas, including divorce and accidents. Using speech bubbles to show thoughts and emotions, the illustrations elaborate the closely written text. The thoughtful, commonsense approach of the work renders it suitable as a discussion starter for personal development courses. J. Buckley  
LEV: Upper primary  
AVAIL: \$15.95 ASCIS 669295



LAMBERT, Mark Information technology. Wayland Hove, 1990  
ISBN 185210788X [303.48]

As society's information needs have increased, new

technologies have developed. A wide range of such technologies, from earliest times, but more particularly from the 20th century, is investigated. The telephone, silicon chip, computer, laser, space communication and such future developments as home-based computers for shopping and banking are all treated. Several fascinating close-up photographs are included in the range of colour and black-and-white photographs and colour illustrations. The glossary is useful and a table of contents, index and a list of further reading are included. K. Channells  
LEV: Middle primary Upper primary Lower secondary  
AVAIL: \$24.95 ASCIS 670856

GRUNSELL, Angela Racism. Gloucester London, 1990  
ISBN 0749604328 [305.8]

The many aspects of racism are carefully examined in this resource. The text treats concepts individually and builds to a comprehensive discussion of how racism works both between individuals and in countries. Racism, prejudice and stereotyping are explained, the historical roots of racist behaviour introduced and the effects of racism discussed. Using colour photographs of children in social situations on well-designed pages, the work is also visually inviting. Concluding with advice on dealing with racist behaviour, this thought provoking resource is both simple and dignified. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$16.95 ASCIS 663928

SANDERS, Pete Death and dying. Gloucester London, 1990  
ISBN 074960431X [306]

With simplicity yet with depth, this resource explains societal and personal responses to death and dying. Organised as a series of questions with straightforward answers, the text explains what death and dying are, how death affects us all, the role of funerals, and different religious and philosophical approaches to what happens after death. Emphasising the need for honesty and facing emotion, it provides young readers with both factual information and a clear coverage of the issue. Well-designed pages incorporating large colour photographs increase the appeal of the work. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$16.95 ASCIS 663932

RICKARD, Graham *Wind energy*. Wayland Hove, 1990  
ISBN 1852109432 [333.92]

The limited supply of fossil fuels, their contribution to the greenhouse effect and the dangerous waste products of nuclear power are cited as reasons for the development of an alternative energy source. Harnessing the kinetic energy of the wind is recommended and the history of its use in sea transport and windmills briefly treated. Modern wind turbines which produce electricity are clearly described and examples of their application are provided. An interesting project section which gives directions for constructing model wind turbines is included.

K. Channells  
LEV: Middle primary Upper primary  
AVAIL: \$22.95 ASCIS 668879

SWALLOW, Su *Food for the world*. Evans London, 1990  
ISBN 023751155X [338.19]

The distribution of the world supply of food, community farming projects in developing countries, progress in food technology and issues such as organic farming and food irradiation are examined in this well designed resource. Technical terms are explained in small glossaries in each chapter. Colour photographs, discussion questions, clearly labelled diagrams and an index support the text. However this overview of the problem of world food supply does not examine international trade, food surpluses in developed nations or aid budgets from the developed nations to developing nations. J. Buckley

LEV: Upper primary Lower secondary  
AVAIL: \$24.95 ASCIS 670778

BRIGHT, M. *The greenhouse effect*. Gloucester London, 1991  
ISBN 0749604948 [363.7]

A short introduction explains in simple terms the threat that could be posed by the greenhouse effect. This is followed by double-pages of clearly explained information on different aspects of the greenhouse effect from a definition of what it is, to causes, and major effects. Possible ways of avoiding the problem are suggested. The large-print text is accompanied by labelled illustrations and diagrams. A glossary of simple definitions is included as well as an index. M. Ellis

LEV: Middle primary Upper primary  
AVAIL: \$16.95 ASCIS 671331

BRIGHT, M. *The ozone layer*. Gloucester London, 1991  
ISBN 074960493X [363.7]

Each double-page explains one aspect of the ozone layer and the effects it has on all living things. The sequence of information is well structured so that the reader will understand the importance of the ozone layer, its composition, the threats to it, and the steps that can be taken to protect it. The large-print text occupies one corner of the double-page with illustrations and clear, well-labelled diagrams filling the rest of the space. A facts page summarises the main points and a glossary and index are included. M. Ellis

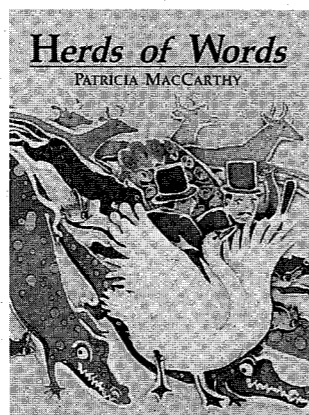
LEV: Middle primary Upper primary  
AVAIL: \$16.95 ASCIS 671339

HARE, Tony *Polluting the sea*. Gloucester, 1990  
ISBN 0749604417 [363.7394]

A simple introduction to the problem of pollution of the sea and the sea's importance to man is followed by a more detailed 2-page examination of each of the forms of pollution such as sewage, litter, oil and chemicals. Each more detailed examination is accompanied by well-labelled and relevant photographs, diagrams and maps. Further information is provided in the fact files and the reader is aided by a glossary, contents and index pages. Suggestions for the way in which the reader can take action to improve the situation are given and whilst contact addresses are English, similar organisations could be found in Australia. M. Ellis

LEV: Upper primary Lower secondary  
AVAIL: \$19.95 ASCIS 661272

MacCARTHY, Patricia *Herds of words*. Macmillan Children's Books, 1990  
ISBN 0333531256 [428.1]



illustrator's delight. Of interest for its vocabulary as well as illustration, each double-page spread provides

Using a picture book format with beautifully designed, batik inspired, colour illustrations, the meanings of 39 collective nouns are depicted. A parliament of owls, a bevy of swans, a leap of leopards and a raft of hippos, amongst others, adorn the pages in this

opportunities for discussion. J. Buckley  
LEV: Middle primary Upper primary Lower secondary  
AVAIL: \$16.95 ASCIS 656759

WILLIAMS, John *Time*. Wayland Hove, 1990  
ISBN 185210922X [529]

Simple activities illustrate the 12 different aspects of time examined in this resource. Aspects covered include day and night, the seasons, clocks of various designs such as ancient and modern water clocks and simple timers. Each area is covered on a double-page spread with practical activities on the 2nd page illustrating concepts on the 1st page. Step-by-step instructions, clear illustrations and a list of the simple materials needed are given for all activities. A glossary, short bibliography and index also assist the reader. M. Ellis

LEV: Lower primary Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 647049

McTAVISH, Douglas *Isaac Newton*. Wayland Hove, 1990  
ISBN 185210869X [530]

Sir Isaac Newton's extensive contributions to the development of scientific thought are well described in this biography. The importance of his discoveries is put into perspective against previously accepted scientific thought, and his ideas are clearly explained. The text reads well and is supported by a good index and appropriate illustrations. This resource adds an interesting perspective to physics and astronomy. J. Buckley

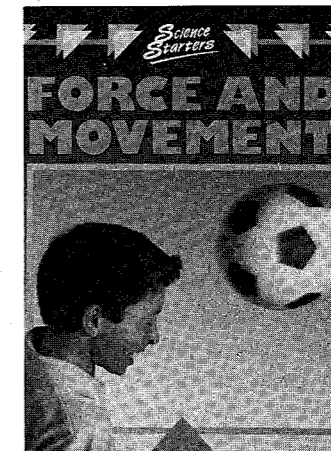
LEV: Upper primary Lower secondary  
AVAIL: \$22.95 ASCIS 651760

TAYLOR, Barbara *Weight and balance*. Watts London, 1990  
ISBN 0749601469 [530.8]

Brightly coloured photographs, a clear well-structured layout and simple text make this a very attractive treatment of balanced forces in structures and in living things. The book's 5 sections range from balance in action to measuring weights. Photographs of real life examples are followed by step-by-step investigations which for the most part use easily adapted everyday materials such as coat-hangers or rulers. Further experiments, a simple concise glossary, an inviting contents and an index make this a very valuable resource for pupils and teachers implementing the new science and technology syllabus. M. Ellis

LEV: Middle primary Upper primary  
AVAIL: \$18.95  
EVAL: Highly recommended ASCIS 641931

TAYLOR, Barbara *Force and movement*. Watts London, 1990  
ISBN 0749601450 [531]



Push and pull, stick and slip, pressure and simple machines make up the 4 sections in this resource which investigates the forces that make things start or stop moving, slow down or change direction. Each section has large colourful photographic examples which children could easily copy. Simple step-by-

step instructions using inexpensive, easily acquired resources are given for investigations of the forces. The glossary is simple and concise, the contents pages very well laid out and the index comprehensive. This resource is suitable for the science and technology syllabus. M. Ellis

LEV: Middle primary Upper primary  
AVAIL: \$18.95  
EVAL: Highly recommended ASCIS 641927

GRAHAM, Bob *Rupert's big splash: an early learner book about water*. Five Mile, 1991  
ISBN 0867883065 [532]

The displacement of water is demonstrated in this book using Bob Graham's wryly humorous illustrations. James is in the bath, his dog Rupert joins him, and the bath overflows. The principle involved is clearly shown, as the narrator's voice directs the reader to what is to be observed from the illustrations. Notes and suggested experiments complete this resource, styled to look like a picture book and designed to present a scientific concept to a young audience.

J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$5.00 ASCIS 667160

ARDLEY, Neil *Water*. Allen & Unwin, 1991  
ISBN 0044423152 [532]

Readers are provided with a series of simple and well-structured experiments with water. There is an example of the practical application of each experiment, such as how things float, density of liquids, surface tension, evaporation, water pressure. A double-page format is used and each experiment is supported by a set of colour photographs. Clear headings preface the

experiments, steps are clearly numbered, pictures are well labelled and the text is in large print. A table of contents and an index would have improved access to the information. K. Channells

LEV: Lower primary Middle primary  
AVAIL: \$11.95 ASCIS 667393

ARDLEY, Neil Air. Allen & Unwin, 1991  
ISBN 0044423128 [533]

Designed principally to allow children to investigate the properties of air for themselves this book provides simple, practical experiments which illustrate such aspects as air pressure and how a jet works. Each investigation begins with a statement or series of questions and ends with a real life application of the principle. Text is simple and step-by-step instructions are given for each practical activity with instructions reinforced by accompanying photographs. Materials suggested are readily available and inexpensive. Headings are large to compensate for the lack of contents or index. M. Ellis

LEV: Middle primary Upper primary  
AVAIL: \$11.95 ASCIS 669604

DAVIES, Kay Sound and music. Wayland Hove, 1990  
ISBN 185210998X [534]

This well-organised resource provides the younger reader with explanations of how sounds are produced and heard. Natural and musical sounds are identified and ways of creating similar sounds using easy-to-obtain materials are described. Simple ideas for amplifying sound, muffling sound and making a cup and string telephone are also included. Specially featured are the colour photographs and illustrations which range in size from full to quarter page. Print is very large and clear. The glossary provides further useful information. K. Channells

LEV: Lower primary  
AVAIL: \$19.95 ASCIS 670860

ARDLEY, Neil Light. Allen & Unwin, 1991  
ISBN 0044423144 [535]

This bright, attractive resource which is filled with simple, practical activities using everyday materials

for investigating the various properties of light would prove a valuable resource for students and teachers implementing the science and technology syllabus. Each activity begins with a statement or question and is followed by an activity which illustrates the concept. Simple text and step-by-step instructions are accompanied by large clear photographs to assist the reader. An example of a real life application of the concept is given at the end of the activity. Whilst there are no contents or index pages, large headings allow easy access to the information. M. Ellis

LEV: Middle primary Upper primary  
AVAIL: \$11.95 ASCIS 667398

WHYMAN, Kathryn Light and lasers. Watts, 1990  
ISBN 0749603828 [535]

This examination of a range of concepts from the production of light to its utilisation in medicine and credit card security is interspersed with simple experiments demonstrating how light travels in straight lines, sundials, mirror images and refraction. Other topics include lenses and vision; the special features of laser light; and the use of lasers in surgery. Of special interest are directions for constructing a model periscope. Using clear topic headings, the large print simple text is well supported by clearly labelled colour photographs and illustrations. K. Channells

LEV: Middle primary Upper primary  
AVAIL: Paper \$7.95 ASCIS 659106

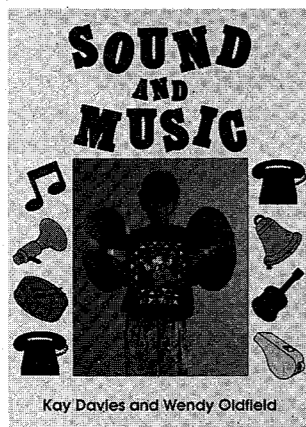
LYE, Keith The ocean floor. Wayland Hove, 1990  
ISBN 1852108797 [551.46]

The topography of the ocean floor, ocean formation and the science of oceanography are examined in this resource. Information is arranged in 2-page chapters, accompanied by maps, diagrams and colour photographs. The language level of the text is variable and paragraphs are undifferentiated by subheadings. Groups of facts, for example the dimensions of each ocean, are set out in boxes, but in general facts and concepts are embedded in the text. An index and glossary assist information retrieval. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: \$22.95 ASCIS 663892

WILLIAMS, John Air. Wayland Hove, 1990  
ISBN 1852109831 [551.5]

The ways in which the properties of air can be applied in technology are examined through a series of simple models which can be built by children. The book, suitable for the science and technology syllabus, looks first at the idea that air is everywhere and has a force



which can be harnessed. The double-page activities, organised under headings such as windmills, hovercraft, and parachutes illustrate ways in which the forces have been harnessed. Simple text and step-by-step instructions accompanied by large, bright photographs or illustrations assist the reader. Contents, glossary, a short bibliography and index pages are included. M. Ellis

LEV: Lower primary Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 670837

MASON, John Winter weather. Wayland Hove, 1990  
ISBN 648314 [551.5]

This is an attractively presented volume on seasonal weather which uses large clear type, uncluttered page design and useful diagrams. Although an English publication, it attempts to provide international coverage with numerous colour photographs, but depicts predominantly snowy scenes. Australia is mentioned only in passing, and its more temperate winter weather not discussed. Important terms are not defined in the text but the reader is referred to the glossary. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 648314

TAYLOR, Barbara Water and life. Watts London, 1990  
ISBN 0749601477 [553.7]

The importance of water to humans, animals and plants is investigated in this resource which would be useful for science and technology and also the environmental perspective. Each of the 6 sections, ranging from water for survival to pollution, is supported by simple investigations of some aspect of the topic. The simple text is matched by clear step-by-step instructions for the experiments. Colourful photographs and clear well-labelled diagrams accompany the text. Children are encouraged to investigate further by the inclusion of a double-page of extra activities. Contents, glossary and index pages are included. M. Ellis

LEV: Middle primary Upper primary  
AVAIL: \$18.95 ASCIS 657025

TAYLOR, Barbara Water at work. Watts London, 1990  
ISBN 0749601485 [553.7]

Simple, easily followed steps encourage the reader to undertake various investigations into the ways we use water, what it is like and what happens when we add things to it. This is a valuable resource for students and teachers implementing the science and technology syllabus. Aspects covered include using water, forms

of water, floating and sinking, mixing and dissolving, and water power. Materials suggested for investigation of the different aspects of water are inexpensive and readily available with further experiments suggested at the end of the book. An excellent contents, glossary and index further enhance this resource. M. Ellis

LEV: Middle primary Upper primary  
AVAIL: \$18.95

EVAL: Highly recommended ASCIS 657026

STIDWORTHY, John Plants and animals. Wayland Hove, 1990  
ISBN 0750200197 [574]

Living things from the simplest organisms, the microbes, through to the different plant groups, and finally invertebrate and vertebrate animals are examined in this well-structured resource. Information is arranged sequentially under such headings as algae, flowering plants, fish, and birds. Well-labelled illustrations, pictures and diagrams provide supplementary information. Each new section includes a series of fascinating spot facts. A contents page, glossary and comprehensive index are also included. M. Ellis

LEV: Upper primary Lower secondary  
AVAIL: \$24.95 ASCIS 670864

BATES, Jeffrey Seeds to plants. Watts London, 1990  
ISBN 0749604336 [581]



This resource is carefully structured so that readers will see the way in which plants grow and develop. Each developmental stage is examined in some detail with the function of each part of the plant, such as roots, stems and leaves, explained with accompanying large

colourful labelled illustrations or diagrams. Simple investigations which can be performed by students using readily available inexpensive materials are suggested. M. Ellis

LEV: Upper primary Lower secondary  
AVAIL: \$18.95 ASCIS 663291

PARSONS, Alexandra *Amazing poisonous animals*. RD Press, 1990  
ISBN 0864381298 [591.69]

After explaining the reasons for the use of poisons by some animals, namely food gathering or defence the author discusses techniques used and the effects of poisons on the victims. The effects of these poisons on people are also described and antidotes that have been developed are examined. The many colour illustrations, some humorous, and close-up colour photographs complement most effectively the clear, well-organised text. The table of contents and index mean easy access to the information. K. Channells

LEV: Lower primary Middle primary Upper primary  
AVAIL: \$12.95  
EVAL: Highly recommended ASCIS 654645

HEMSLEY, William *Jellyfish to insects*. Watts, 1990  
ISBN 0749604344 [592]

The most important groups of invertebrates, such as the different types of molluscs and arthropods are examined in this resource. The main features of each group of animals, their way of life and how to distinguish one group from another are outlined. Information organised under clear headings is accompanied by well-labelled illustrations, diagrams and photographs. Activities which students can do to observe the behaviour of the different groups are suggested. The inclusion of a classification diagram and contents, glossary and index pages further assist the reader. M. Ellis

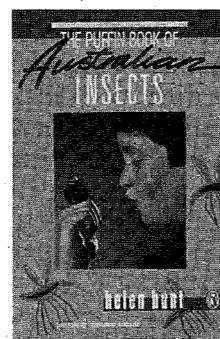
LEV: Upper primary Lower secondary  
AVAIL: \$18.95 ASCIS 663288

PARSONS, Alexandra *Amazing spiders*. RD Press, 1990  
ISBN 0864381263 [595.44]

Characteristics of a wide range of spiders are examined, as is the contribution made by spiders to the balance of nature. Readers will be reassured to learn that despite their appearances, most of the 30 000 types of spiders in the world are not harmful to people. Examples of the interaction between people and spiders are provided in references to mythology, folk medicine and first aid. A double-page spread format is used, with clear headings and large print. The text is extremely well supported with close-up colour photographs and colour illustrations. A table of contents and index are included. K. Channells

LEV: Lower primary Middle primary Upper primary  
AVAIL: \$12.95  
EVAL: Highly recommended ASCIS 632986

HUNT, Helen *The Puffin book of Australian insects*. Penguin, 1990  
ISBN 0140342125 [595.70994]



This alphabetically arranged resource examines the food, home and characteristics of a wide range of Australian insects. Black-and-white illustrations showing magnification size and other diagrams accompany the text. A small number of colour photographs is also included. The alphabetical arrangement is a mixed blessing because it scatters information about insects in

general through entries such as Insects, Just for fun, Keeping and catching insects, Larva, Names, Orders and Pupa. The glossary is an entry entitled Words. An index is included but not a contents page. M. Ellis

LEV: Upper primary  
AVAIL: Paper \$9.99 ASCIS 618313

CHINERY, Michael *Snake*. Eagle London, 1991  
ISBN 1855110105 [597.96]

Well-sequenced close-up colour photographs of a corn snake accompany short paragraphs of text and clear line drawings on each double-page spread of this introductory level resource. One concept is discussed on each page, with cohesive use of illustrations, photographs and text. The simple text is easy to read but omits some information, for example scientific names and natural habitats. The mating process is poorly explained. Concluding with a 2-page appendix of miscellaneous facts and an index, this is a visually appealing but incomplete examination of a snake's life cycle. J. Buckley

LEV: Lower primary Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 670824

BISHOP, Pamela R. *Exploring your skeleton funny bones and not-so-funny bones*. Watts, 1991  
ISBN 0531109704 [611]

A comprehensive explanation is provided of the bone structures, the purposes they serve and how they are maintained and preserved. The importance of diet is emphasised. There is great humour in the colour illustrations. A very useful glossary is included but there is no table of contents or index. The pronunciation guide included for some words is more appropriate for U.S. readers than Australian children. K. Channells

LEV: Lower primary Middle primary Upper primary  
AVAIL: \$17.95 ASCIS 675538

DRAKE, Peter *Flight in focus*. Watts, 1990  
ISBN 0749603240 [629.13]

Beginning with the bird this book looks at aspects of flight, moving from animals through such things as kites and gliders to high performance aircraft. The principles that underlie each example of flight are examined along with an outline of some of the history of different forms of flight. Organised under headings and subheadings information is accompanied by well-labelled diagrams, illustrations and photographs. A small activities section which students can use to explore the principles is included in each chapter. Activities suggested are simple and use everyday materials. A glossary, contents and index pages are included. M. Ellis

LEV: Upper primary Lower secondary  
AVAIL: \$19.95 ASCIS 663284

SWANE, Valerie *Gardening for children*. ABC Crows Nest, 1990  
ISBN 0733300685 [635]

This introduction to gardening is comprehensive, well organised and readable. It contains information on soil and compost, drainage and fertilizers, growing vegetables and flowers and lots more. The text is clearly divided using headings and subheadings and is supported by an index and glossary. Line drawings by Helen Semmler on almost every page combine information and humour, contributing much to the appeal of this resource, which aims to convey the joys of gardening as well as its practicalities. J. Buckley

LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.99 ASCIS 664942

SUZUKI, Laura *Did you know - about food and feeding?* Allen & Unwin, 1991  
ISBN 1863730516 [641]

David Suzuki's reputation is an initial attraction to this small format paperback, but his contribution is little more than the use of his name. Compiled by his daughter and illustrated by cartoonist Peter Cook, this series of questions and answers covers many aspects of nutrition, physiology and food types. Each page is a single black-and-white captioned cartoon headed by a question. Browsing through these interesting and amusingly presented facts may introduce nutrition information to a wider readership. J. Buckley

LEV: Upper primary Lower secondary  
AVAIL: Paper \$4.95 ASCIS 674312

JACKMAN, Wayne *My first cookery book*. Firefly Hove, 1990  
ISBN 1854850504 [641.5]

These recipes for young cooks include suggestions for breakfast, lunch, sweet things, drinks and party food. One recipe is presented on each page with ingredients clearly listed and method simply explained. Attractive colour illustrations by Tizzie Knowles depict the ingredients, some of the actions involved and the finished product. Simple to prepare and using readily available inexpensive materials, these recipes will encourage activity in the kitchen. J. Buckley

LEV: Lower primary Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 670865

CONDON, Judith *Recycling glass*. Watts, 1990  
ISBN 0749601523 [666]

The reasons for recycling glass are succinctly explained in this comprehensive and well-organised resource. Starting with the problems associated with waste removal and clearly explaining the properties of glass and its suitability for recycling, a strong case for individual commitment to recycling is presented. Although British examples and follow-up addresses are used, the issue is universally applicable. Clear uncluttered page design and well captioned photographs and diagrams increase the impact of the text. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: \$19.95 ASCIS 663929

PALMER, Joy *Recycling plastic*. Watts, 1990  
ISBN 074960154X [668.4192]

After a brief history of the development of plastics, their types, structures and uses are identified. The inappropriate uses of plastics, e.g. in the fast food industry, and the dangers to the environment in the disposal of plastic products are explained. Solutions in recycling and pre-cycling (use of biodegradable and recyclable materials) are discussed and practical methods of environmental action suggested. Predominately British and US examples are cited, but Australian parallels can be easily identified. A table of contents, index and glossary are included, with a list of Australian addresses for obtaining further information. K. Channells

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

EVAL: Highly recommended ASCIS 661366

CONDON, Judith *Recycling paper*. Watts, 1990  
ISBN 0749601515 [676.142]

The impact of the increasing demand for paper on the environment is clearly explained. Methods of recycling paper, including measures that should be undertaken



by local and national governments are identified. Practical suggestions for readers are listed. Statistics and examples are mostly from Britain and the U.S. but Australian examples could be readily identified. An extremely useful glossary is included, as are a table of contents, an index, and a list of Australian addresses for obtaining further information. K. Channells  
**LEV:** Middle primary Upper primary Lower secondary  
**AVAIL:** \$19.95  
**EVAL:** Highly recommended ASCIS 661261

HODGE, Anthony Painting. Watts, 1991  
 ISBN 0749604999 [750.28]

Basic principles of painting are explained and demonstrated in a series of projects in this clearly structured resource. The uses of colour, composition and perspective are explained, and coupled with many suggestions on self expression and imagination. Aimed both at beginners and at readers with some experience, the exercises suggested are appropriate for developing understanding of the concepts. Pages are well designed, illustrations well captioned and a positive tone used to convey information. J. Buckley  
**LEV:** Middle primary Upper primary Lower secondary  
**AVAIL:** \$19.98 ASCIS 667070

WILLIAMS, Paul A kid's guide to cubby houses. Hodder & Stoughton, 1991  
 ISBN 0340539666 [790.1]

Captioned cartoon style illustrations carry most of the information in this light-hearted survey of types of cubbyhouses. The short, tongue-in-cheek text covers tree houses, underground cubbies, furnishing a cubby and lots more. The book's most practical feature is a diagram of a basic structure for building your own cubbyhouse. More like a picture book than an information resource, it may motivate readers to start work on their own cubby. J. Buckley  
**LEV:** Middle primary Upper primary  
**AVAIL:** \$16.95 ASCIS 673529

WILKES, Angela My first party book. Hodder & Stoughton, 1991  
 ISBN 0340541350 [793.2]

Despite its title, this very large format book is not aimed at children involved in their early years of birthday parties. Considerable skills are needed to produce its invitingly photographed creations. It employs full size colour photographs of materials and ingredients needed to produce culinary and crafty birthday delights which include funny face dips, iced biscuits, masks, invitations and a cake. Clear, useful captions and simple directions accompany photographs of the stages involved in making each

item. This is a visually stimulating resource which will inspire lots of party ideas. J. Buckley  
**LEV:** Middle primary Upper primary  
**AVAIL:** \$17.95 ASCIS 673550

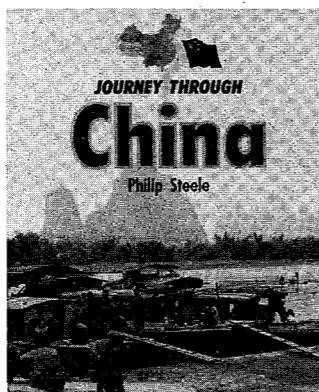
FRASER, Sheila Swim. Watts, 1991  
 ISBN 0749604220 [797]

Aimed at developing confidence in young readers, this resource uses a story format to outline the stages involved in learning to swim. Told from the viewpoint of the young learner, the text highlights both the physical skills involved and the emotions the experience generates - fear, frustration and eventual triumph. Authentic and appropriate in its level and scope, the text is well supported by colour illustrations. Notes for parents and carers on water safety are included. J. Buckley  
**LEV:** Preschool Lower primary  
**AVAIL:** \$13.95 ASCIS 671305

MATTHEWS, Rupert Knights. Firefly Hove, 1990  
 ISBN 1854850105 [940.1]

The status and roles of lords, knights, squires, archers and minstrels are described in this short, simple examination of the Middle Ages. Colour illustrations show architecture, weapons and clothing of the period. Text is large and sentence structure simple. An index is included and words in bold print are included in the glossary. A short list of further reading is also included. K. Channells  
**LEV:** Lower primary  
**AVAIL:** \$14.95 ASCIS 655116

STEELE, Philip Journey through China. Eagle London, 1991  
 ISBN 185511013X [951]



An overview of the history, geography, population and culture of China is simply presented in this introductory resource. Organised as a journey through China, the short chapters provide descriptive information on landscape, lifestyles and sights of various cities and provinces. Colour illustrations and photographs accompany the text. A time chart, fact page and index assist information retrieval. J. Buckley  
**LEV:** Middle primary Upper primary  
**AVAIL:** \$19.95 ASCIS 670788 ♦

## Picture books

Following is a list of picture books that have recently been reviewed by the Curriculum Resources Information team. They appear alphabetically by title.

JONG, Eveline de Aren't they wonderful! Deutsch, 1990  
 ISBN 0233985395

Through demonstration of many activities, this picture book aims to develop understanding of the tasks carried out by fathers for their families. One page shows a man in his occupation, for example cook, swimming teacher or carpenter; the following page shows Dad performing the same activity. Simply written, very directed text states what is depicted in Charlotte Firmin's detailed colour illustrations. Although offering opportunities for discussion on family tasks and sex role stereotyping, the book may not sustain the reader's interest as a story. J. Buckley  
**LEV:** Preschool Lower primary  
**AVAIL:** \$16.95 ASCIS 667368

BACON, Ron The banjo man. Ashton Scholastic, 1990  
 ISBN 1869430158

The banjo man visits but once a year and then only briefly before moving on to his next audience. But he does linger long enough to entrance his listeners with brilliantly evocative musical pictures. So says Bacon's brilliantly evocative and metaphorical prose which is well matched by Kelvin Hawley's splendidly detailed and rich illustrations. The use of language would provide a fine model for various forms of imagery, particularly metaphor, simile, onomatopoeia and alliteration. F. Gardiner  
**LEV:** Lower primary Middle primary Upper primary  
**AVAIL:** \$14.95 ASCIS 667681

STEVENS, Kathleen The beast at the beach. Childers, 1991  
 ISBN 0949130052

Lewis meets a big, genial beast on a trip to the beach. The beast joins Lewis and shares in swimming and building sandcastles. He also helps him to deal with the selfish bully Max. Brightly coloured, large illustrations by Ray Bowler depict the beast as a beguiling creature and provide a neat twist to the conclusion of this pleasant, but undemanding fantasy picture book. J. Buckley  
**LEV:** Preschool Lower primary  
**AVAIL:** \$16.95 ASCIS 667687

MARTYR, Andrew Beeswax the bad's noisy night. Hamilton, 1990  
 ISBN 0241129117

Using a smoothly flowing rhyming text and numerous lively colour illustrations this picture book recounts the nocturnal escapades of Beeswax the Bad, a cat with a distinct personality. After resting all day, Beeswax causes havoc at night with noise which causes the family to investigate. Their misadventures, which include Dad falling in the compost heap and Grandma losing her teeth, are the source of much humour. Mum's new plan ensures that Beeswax sleeps soundly in future. Lots of fun with text and illustrations which work well together, this one is sure to appeal. J. Buckley  
**LEV:** Lower primary Middle primary Upper primary  
**AVAIL:** \$18.95 ASCIS 672287

BERRETT, Rebecca Bits and pieces. Angus & Robertson, 1991  
 ISBN 0207171386

Thursday is 'collection day' at school and the unnamed heroine of this picture book lacks a suitable collection to show. Her search turns up a range of interesting objects which include feathers, a pine cone, an old teapot and a potted cactus. Although not what she hopes for, this collection of bits and pieces brings approval from family, friends and her teacher. The first person narration of the story allows young readers to share in the girl's thoughts, becoming involved in her quest as Thursday draws near. Well-designed colour illustrations add to the story's appeal. J. Buckley  
**LEV:** Lower primary Middle primary  
**AVAIL:** \$17.95 ASCIS 670614

De PAOLA, Tomie Bonjour, Mr. Satie. Ashton Scholastic, 1991  
 ISBN 0868966452

Mr Satie not only knows what he likes; he also knows about art - enough, that is, to be able to make the cliched decision that to compare the paintings of Picasso and Matisse is a pointless exercise. Peppered with undisguised characters who were focal points of the Parisian salon scene earlier this century (notably Gertrude Stein and Alice B. Toklas), the strength of de Paola's book is, as always, the luxuriant artwork. It would be a good discussion starter for art lessons which examine a variety of styles. F. Gardiner  
**LEV:** Lower primary Middle primary Upper primary  
**AVAIL:** \$16.95 ASCIS 661514

SHIPTON, Jonathan *Busy! Busy! Busy!* Andersen, 1991

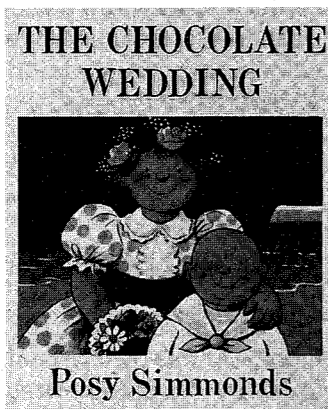
ISBN 0862643104

One fine day the little narrator's mum is in a very bad mood, so he manages to retrieve the situation with a Great Big Kiss, freeing them both to run outside in time to see (presumably) the geese returning from the south. Simple text tells part of the story but far more is told by the detailed, watercolour illustrations. And beyond that, there is much that neither text nor illustration tells, providing scope for discussion. F. Gardiner  
LEV: Preschool Lower primary  
AVAIL: \$17.95 ASCIS 672257

SIMMONDS, Posy *The chocolate wedding.* Cape, 1990

ISBN 022402759X

Lulu is to be bridesmaid at her aunt's wedding, an event which provides food for her imagination. Lulu dreams of the chocolate wedding, which involves her younger brother, the cake decoration figures, mice and chocolate soldiers. She eventually misses the wedding but stars in her fantasy. This



wryly observed view of family life uses humour and numerous small illustrations with cartoon style speech bubbles and captions. J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: \$14.95 ASCIS 654591

WRIGHT, Cliff *Crumbs!* Hutchinson, 1990  
ISBN 009174363X

Thomas's mother bakes a chocolate cake which he is not allowed to touch until tea time. Confined to his bedroom, he looks into his bottom drawer and is drawn into a fantasy world with the mice of the household. They disguise him and set off on an expedition to eat the cake. Charming colour illustrations invite close examination, bringing the world of the mice to life and giving depth to the minimal, onomatopoeic text of this picture book. J. Buckley  
LEV: Preschool Lower primary Middle primary  
AVAIL: \$14.94 ASCIS 667366

CARMINE, Mary *Daniel's dinosaurs.* Ashton Scholastic, 1990  
ISBN 1869430247

An obsession with dinosaurs becomes too much for

Daniel's mother, who tries to provide an alternative interest with a trip to the aquarium. Daniel, who sees everyone in the world around him as a dinosaur, then becomes obsessed with sharks. Softly coloured illustrations by Martin Baynton do much to bring this simple text to life, providing humour and interesting detail. Daniel's abrupt change of emphasis at the picture book's conclusion may not be initially understood by young readers. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$13.95 ASCIS 655558

ROSS, Tony *Don't do that!* Andersen, 1991  
ISBN 0862643449

If she hadn't done *that*, Nellie would not have ended up with her finger stuck in her nose. An assortment of wild schemes fail to remove her finger, not until her friend, Henry, gets his chance to try his simple plan, is it extricated. Little children, who will have been admonished for this misdemeanour, will identify with and appreciate her plight. The zany text is suitably complemented by Ton Ross's usual humorous line and wash illustrations. F. Gardiner  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 672253

AMBRUS, Victor *Dracula's late-night TV show.* Oxford University Press, 1990  
ISBN 0192798707

Count Drac takes over British television when Professor Frankenstein builds Sky Drac, a new television satellite. Much to the amazement of viewers, both programs and advertisements display the Count's unique world view. Sport, detective stories and game shows are satirised. Commercial breaks promote cat food, washing-up liquid and holidays with a difference. The funny, detailed illustrations carry the satire, adding levels of meaning. This new Count Drac picture book offers readers a polished satire in an accessible form. It is sure to appeal to older reluctant readers and could be a useful discussion starter in media studies programs. J. Buckley  
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary  
AVAIL: \$16.95 ASCIS 655412

DODD, Lynley *A dragon in a wagon.* Penguin, 1990  
ISBN 0140540857

Susie Fogg pretends that Sam her dog takes on a number of different personas - as a dragon in a wagon, a snake eating cake and a shark in the dark amongst others. Her fantasy ends with a fall and the friendly, reliable Sam is there to cheer her. This picture book is a humorous combination of Lynley Dodds's strongly

rhyming text and her brightly coloured illustrations. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: Paper \$6.99 ASCIS 663630

SAUNDERS, Dave *The duck's tale.* Five Mile, 1990  
ISBN 0867882549

Beautifully designed colour paintings by Dave Saunders distinguish this simple picture book. Using greens, blues and yellows, the illustrations convey the atmosphere of an English river and its animal inhabitants. Dibble and Dabble, 2 inquisitive ducks, think they see a furry snake, enlist the help of many other animal friends, and then discover that they had jumped to a hasty conclusion. This attractive picture book gently demonstrates how easily misunderstandings can occur. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: Paper \$10.00 ASCIS 619812

DAVEY, Gwenda *The great Australian pumpkin.* Houghton Mifflin, 1991  
ISBN 0867701277

In the tradition of the tall tale for the young, we have barny characters, exaggerated events and, later in the story, cumulative text. The farmer's pumpkin grows so large that it accommodates a spade, a billy can, a jersey cow, a mob of sheep and a team of bullocks. The crazy text is amplified perfectly by Ron Edwards's zany line and wash illustrations. F. Gardiner  
LEV: Lower primary Middle primary  
AVAIL: Paper \$7.95 ASCIS 669578

SELWAY, Martina *Greedyguts.* Hutchinson, 1990  
ISBN 0091741513

When Greedyguts arrives, the villagers watch in despair as this greedy giant helps himself to their food. Taking the pick of their harvest, he returns to his cave while the villagers await the next onslaught. A solution appears when a travelling circus arrives in the village. After lots of practice and cooperation a plan is devised which succeeds in humiliating and terrifying the giant. Large colour illustrations are well displayed on each double page of this simple and unified picture book. J. Buckley  
LEV: Preschool Lower primary Middle primary  
AVAIL: \$16.95 ASCIS 660431

COONEY, Barbara *Hattie and the wild waves.* Viking, 1990

Hattie is part of a large extended family of prosperous Germans who have come to America in the 19th century in the pursuit of happiness and wealth. She is raised in a world of servants, privilege and mansions in New

York and Long Island. Though the text therefore has little relevance for Australian children in 1991, it is an interesting record of another world. It is also a beautiful record visually: the presentation is flawless and the illustrations, by the author, who is the daughter of the real Hattie, are splendid. F. Gardiner  
LEV: Lower primary Middle primary  
AVAIL: \$18.99 ASCIS 670603

PARK, Ruth James. *Viking*, 1991  
ISBN 0670824267

James usually travels by ferry, but one day when the ferry is broken down he simply walks across the water and arrives at school. No one believes him and when he demonstrates his ability before an audience he gets very wet. A lost dog befriends James, becoming his new pet and discouraging him from further experiments. Bright and lively illustrations by Deborah Niland, using predominantly blues and yellows, make this an eye-catching picture book which explores the power of belief. J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: \$17.95 ASCIS 670369

FIELD, Susan Anna J.J. and the washing machine. *Firefly Hove*, 1990  
ISBN 1854851144

JJ is intrigued by his washing machine, an interest which is vindicated when the washing machine finally introduces itself and asks JJ to take it for a walk. After admiring the back garden, Ken the washing machine sets off to visit the local laundromat. JJ and lots of friends try to save the situation. The unusual fantasy in this picture book is enhanced by the lively colour illustrations. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 670815

WILD, Margaret *Let the celebrations begin!* Omnibus, 1991  
ISBN 1862910235

Beware the title! These are not celebrations that any of us would choose to have earned: the book centres on the preparations for the first children's party following the liberation of an unnamed concentration camp. The concept may seem an odd one for a children's picture book; but the realisation of it is a celebration of life. Both the text and Julie Vivas's uncharacteristically gaunt illustrations are filled with the harmony of 'sisterhood', and the humour and hope of indomitable spirit that must have been present in every survivor. This is an excellent discussion starter for a never-to-be-forgotten topic. F. Gardiner  
LEV: Middle primary Upper primary Lower secondary  
AVAIL: \$17.95 ASCIS 670480

FRENCH, Fiona *The magic vase*. Oxford University Press, 1990  
ISBN 0192798758

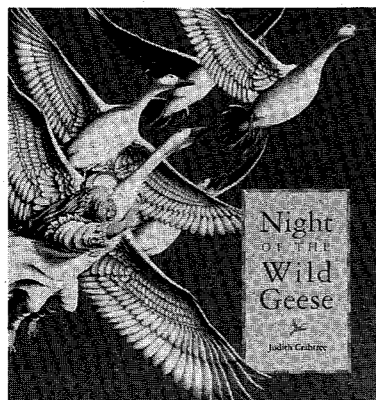
An art dealer greedily pursues his passion for antique vases and pots, seeking to make his collection the best in the world. On hearing of a very valuable vase he returns to the village of his birth where he tries to obtain the vase by cunning. Maria, the village potter, creates a vase with magic and the help of the desert animals to teach the art dealer the real value of things. Using the rich glowing colours of the desert Fiona French has created a picture book that speaks to readers beyond the normal picture book audience. M. Ellis  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$16.95 ASCIS 644552

BRADMAN, Tony Michael. Andersen, 1990  
ISBN 086264271X

The strengths of individuality are wonderfully depicted in this picture book, which is a powerful combination of Tony Bradman's sparse, elegant text and Tony Ross's wickedly funny satirical illustrations. Michael is an underachiever at school, categorised by his teachers and with behaviour which sets him apart from his peers. He succeeds in building his rocket, however, and his teachers need to revise their opinion. Aligning the reader firmly with Michael and poking fun at school authority, this picture book should raise both laughs and discussion. J. Buckley  
LEV: Middle primary Upper primary Lower secondary  
AVAIL: \$14.95 ASCIS 663272

CRABTREE, Judith *Night of the wild geese*. Oxford University Press, 1990  
ISBN 0195532171

Bereft of her mother whose death was attributable to the lure of the wild geese, Eliza too falls prey to their spell. Her goose-shootin' dad eventually does the right thing, however, and the enchantment is revoked. The text, flavoured with a soupcon of the archaic, is undoubtedly ideologically sound; the illustrations are magnificent in their detail, colour and execution but many of them are also ugly; the format and presentation is lavish and impeccable. F. Gardiner  
LEV: Middle primary  
AVAIL: \$18.95 ASCIS 648783



WILLIAMS, Marcia *Not a worry in the world*. Walker, 1990  
ISBN 0744515394

This picture book examines many of the worries felt by children using a simple text which is elaborated by very detailed colour illustrations. The worries are depicted as troubling little clouds, which hover in all sorts of situations. These include concerns about getting lost, being embarrassed, confronting burglars and monsters, upsetting family members and getting into trouble at school. The small illustrations offer much detail, and would be best suited to individual or small group reading. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 650864

AHLBERG, Allan *The pet shop*. Heinemann, 1990  
ISBN 0434924989

Allan Ahlberg's amusing and well-structured text combines well with Andre Amstutz's stylish illustrations in this picture book in the Funnybones series. The big skeleton and the little skeleton decide to swap their dog for another pet. They try out a range of others. The goldfish is too boring, the parrot too rude, all the others unsuitable, and so eventually their dog returns. Young readers will be helped by the carefully arranged rhythmic text and won over by the humour of the story, in particular the parrot with its cheeky vocabulary. J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: \$14.95 ASCIS 667410

DAVIES, Andrew *Poonam's pets*. Methuen, 1990  
ISBN 0416151221

A special assembly with the chance to bring pets to school is the means by which small and quietly spoken Poonam becomes the focus of attention in her Year 1 class. Amid the general chaos of pets and students, Poonam arrives with lions. She has her chance to speak out, and succeeds. This picture book will strike a chord with young students sorting out their classroom roles and relationships. Colour illustrations by Paul Dowling provide lots of detail of busy classroom events and help focus the story on Poonam and her development. J. Buckley  
LEV: Lower primary Middle primary  
AVAIL: \$18.95 ASCIS 635359

LEIGH, Susannah *Puzzle Island*. Usborne, 1990

Readers work out the story of Sam's adventures as a pirate using visual clues in this picture book. To follow

the journey to Puzzle Island the reader must find the relevant clue in each illustration, as well as extra items of pirate equipment. Brenda Haw's detailed, full-page colour drawings hold all the clues, while the simple text sets the scene and gives instructions. The puzzles are easily solved and despite the repetitive nature of the tasks involved, young readers, and reluctant older readers, will enjoy this format. Answers are provided on the last 2 pages. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: Paper \$6.50 ASCIS 667008

GLEN, Maggie Ruby. Hutchinson, 1990  
ISBN 0091745489

Ruby Bear's spotted fur and crooked nose, the consequences of an absent-minded machinist, relegate her status to that of a 'second'. Undaunted, Ruby interprets the 'S' stamped on her paw as standing for 'special' and behaves accordingly. The mass escape of 'special' bears, instigated by Ruby, appears to ensure that the wrong ears and unmatched eyes will not prove a hindrance to their futures. The somewhat routine story is told in simple text and gentle crayon drawings. F. Gardiner  
LEV: Preschool Lower primary  
AVAIL: \$14.95 ASCIS 660119

IKEDA, Daisaku *The Snow Country prince*. Oxford University Press, 1990  
ISBN 0192798863

Large pages filled with Brian Wildsmith's beautifully composed colour illustrations characterise this picture book. Mariko and her brother Kazuo dread the winter because their father must leave them to work. When he is injured the children are left with their grandmother. Tending an injured swan is their means of coping with loneliness and observing the passing of time. Evocative of landscape and winter climate, this Japanese tale explores emotions with power and simplicity. J. Buckley  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$16.95 ASCIS 656675



ANHOLT, Catherine *The snow fairy and the spaceman*. Heinemann, 1990  
ISBN 0434926078

A fancy dress birthday party brings excitement for the snow fairy, but is a struggle for the rather shy spaceman. Unwilling to join in the party games, the spaceman creeps into the garden and then needs to rescue the snow fairy, who becomes trapped in a tree while looking for a hiding place. He now has the confidence to return indoors to the party in time for the food. Accurately capturing the high emotion which can surround birthday parties, this simple story is complemented by delicate, humorous colour illustrations. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: \$19.95 ASCIS 661179

HUGHES, Shirley *The snow lady*. Walker, 1990  
ISBN 0744515173

Relations between Sam and her elderly neighbour, Mrs Dean, are often strained as Mrs Dean does not approve of Sam's dog Mick or the games Sam's friends play in the street. When Mrs Dean goes away just before Christmas and snow falls, Sam and her friend Barney make a snow lady that they call Mrs Mean. Mrs Dean's unexpected return could prove a disaster but fortunately warm weather intervenes. Shirley Hughes provides the reader with the opportunity to empathise rather than find glib solutions to the problem of the generation gap in this gentle picture book. M. Ellis  
LEV: Lower primary  
AVAIL: \$14.95 ASCIS 648819

GRETZ, Susanna *Teddybears in the swim*. Scholastic, 1991  
ISBN 0590762249

This addition to Susanna Gretz's teddybears stories focuses on coping with rude behaviour. John and Sara arrive at the pool at the same time as Warren, who pushes in and takes everything for himself. The tables are turned, however, when his watch falls into the water and only Sara is able to retrieve it. The strength of this picture book is its cohesive use of text and illustration to explore, humorously, the consequences of self-centred behaviour. J. Buckley  
LEV: Preschool Lower primary  
AVAIL: Paper \$6.95 ASCIS 666818

LESTER, Alison Tessa *snaps snakes*. Oxford University Press, 1990  
ISBN 0195532155

Tessa and her 6 companions demonstrate emotions and activities of interest to children in this picture

book. Using the same pattern as its predecessors Alison Lester celebrates the similarities and differences between individuals. She explores the children's approaches to laughter, pocket money, secrets, dislikes, fears, messages, fancy dress and midnight snacks. Her colour illustrations abound with humour and detail, resulting in a well observed picture of middle childhood. J. Buckley

LEV: Preschool Lower primary Middle primary  
AVAIL: \$16.95 ASCIS 656998

VELTHULIS, Max Too much noise. Andersen, 1990  
ISBN 0862642701

Elephant and Crocodile engage in the great battle of the musical instruments. When Crocodile's violin playing drives Elephant to the point of nervous exhaustion, Elephant decides to retaliate in kind - with a trumpet. The battle escalates until they realise that there may be a more positive solution. The predictable story is told in simple, colloquial text and unpretentious but effective illustrations. F. Gardiner

LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 641879

The Walker bear. Walker, 1990  
ISBN 0744515157

This treasury of 35 picture books commemorates 10 years of publishing from Walker Books. And it really is a treasury - each story retains its essence and charm, and the parts build to a whole volume which is both beautifully presented and a pleasure to read. The picture books are mostly reprinted in their entirety with judiciously selected illustrations and excellent page design. Displaying the talents of Helen Oxenbury, Shirley Hughes, Martin Waddell, Jan Ormerod and Colin McNaughton amongst many others, this is a most appealing anthology. J. Buckley

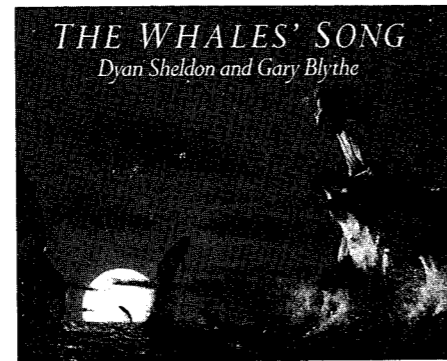
LEV: Preschool Lower primary Middle primary  
AVAIL: \$29.95  
EVAL: Highly recommended ASCIS 674296

WADDELL, Martin We love them. Walker, 1990  
ISBN 0744512786

Two children find a rabbit lost in the snow, and are delighted when it is cared for by their dog Ben. Zoe the rabbit grows, then Ben dies. Finding another puppy to care for completes the circle. Gentle but uncloying, this polished story is beautifully illustrated by Barbara Firth. The colour illustrations, depicting the changing seasons in an English pastoral setting, capture the liveliness of the children and their pets and the love they share. J. Buckley

LEV: Preschool Lower primary Middle primary  
AVAIL: \$12.95 ASCIS 617775

SHELDON, Dyan The whales' song. Hutchinson, 1990  
ISBN 0091742501



If you want a book which is a series of breathtaking paintings, you cannot go past this gem. The story is a modest one in which Lilly's fascination is aroused by her grandmother's tale of the whales' dancing and singing. It is told in lyric language; that and the conflict between the grandmother and, presumably, the grandmother's brother give the story a depth beyond being a mere vehicle for stunning artwork. Gary Blythe's paintings, which are oil on canvas, truly illustrate the story so that each one imbues the page with its own mood. F. Gardiner  
LEV: Lower primary Middle primary Upper primary  
AVAIL: \$19.95  
EVAL: Highly recommended ASCIS 671321

ORMEROD, Jan When we went to the zoo. Walker, 1990  
ISBN 0744515262

A single line of text accompanies each double page in this picture book about a day spent in a zoo. The illustrations invite detailed study through Ormerod's use of a comic book style of visual presentation to show what is happening, whilst the map of the zoo, in the end papers, invites the reader to work out from the text the route the children took around the zoo. The children's choice of the sparrow, over the exotic zoo animals, as their favourite provides a gently humorous insight into the world of the child. M. Ellis

LEV: Preschool Lower primary  
AVAIL: \$14.95 ASCIS 654570

COSGROVE, Marilyn A. Who woke the baby? Collins/Angus & Robertson, 1991  
ISBN 0207170258

A broad range of suggestions, ranging from the tooth fairy to an elephant cooking in the kitchen, are made in answer to the question, who woke the baby? The answer is much more prosaic. Small children will appreciate the possibilities offered, and the 'correct' answer. The opportunity to make up their own scenarios will rescue this book from being a one-off read. Maija Tillers's vibrant and detailed illustrations invite further language activity. F. Gardiner

LEV: Preschool Lower primary  
AVAIL: \$16.95 ASCIS 655852 ❖

## ■ Fiction for younger readers

The following list is arranged alphabetically by title.

PRIOR, Natalie Jane The amazing adventures of Amabel. Allen & Unwin, 1990  
ISBN 004442163X

Amabel's adventures are amazing indeed. This Victorian heroine survives a shark attack, an underground landslide and a kidnapping. She also averts a railway disaster, a bombing and a hold-up by bushrangers. Suspend disbelief and enter the melodrama of Amabel's world, with Miss Paperknife her governess, her somewhat remote parents, and adventure galore. The action is fast and furious; coincidence and improbable situations abound. Diary extracts, scrapbook entries and captioned line drawings by John Nicholson add interest to this humorous novel, which would be good to read aloud. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: Paper \$7.95 ASCIS 648392

WORTHY, Judith Amy the in-de-fat-ig-able autograph hunter. Angus & Robertson, 1990  
ISBN 020716116X

Collecting autographs is Amy's most successful activity. Her parents trip over her constantly increasing collection, until events at a bank robbery give Amy her chance at fame. The discovery that she enjoys being famous herself changes her course. This short bridging novel in a large format is generously illustrated; each opening has at least one illustration. Although undifferentiated by chapters, the story flows well, uses simple and appropriate language and is clearly set out. J. Buckley

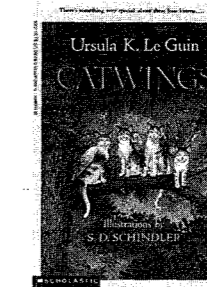
LEV: Middle primary Upper primary  
AVAIL: \$14.95 ASCIS 641772

MARTIN, Toy A bird in the hand. Millennium, 1991  
ISBN 0855743247

The Taronga Road Riders are 5 friends whose horse rides in the nearby national park result in adventure. They discover evidence of bird trapping, and suspect visitors to the neighbourhood. Written for readers keen on horses, much information on riding and caring for horses is interspersed throughout the story. Set within a middle class environment, the characters come to terms with people who are different - rough opal miners visiting city relations, and intellectually handicapped children learning to ride. Although there is little character development and some events strain credibility, this fast-paced adventure will be well liked by readers interested in horses. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: Paper \$5.95 ASCIS 669570

Le GUIN, Ursula K. Catwings. Scholastic, 1990  
ISBN 0590428330



Mrs Jane Tabby accepts her 4 winged kittens with equanimity and decides that the kittens can use their alar peculiarities to transport themselves away from the dangers of their city environment. The country environment has its own dangers but the little cats' sense and caution enable them to settle in and their future looks very

promising. Le Guin's gentle short story is simply told and is further enriched by S.D. Schindler's charming illustrations. It is an excellent bridging novel and would also be suitable for reading aloud. F. Gardiner

LEV: Middle primary  
AVAIL: Paper \$5.50 ASCIS 651459

SWINDELLS, Robert Dracula's castle. Doubleday, 1990  
ISBN 0385400233

Marvin is greedy and selfish, but Laura and Sam are worried when he enters the deserted old house they call Dracula's castle. They need to solve the mystery of Marvin's changed behaviour. This well-paced mystery offers suspense and action for young readers. Simple language structure with a lot of dialogue, large print and numerous black-and-white illustrations by John Riley assist newly independent readers. J. Buckley

LEV: Middle primary  
AVAIL: \$17.95 ASCIS 660105

MATTHEWS, Andrew Dr Monsoon Taggert's amazing finishing academy. Mandarin Paperbacks, 1990  
ISBN 0749703199

Arabella, thanks to the excesses of her parents, is a very overweight young lady, who seeks assistance from Dr Monsoon Taggert in shedding the kilos. Because it is founded on the basic premise that fat equals ugly, equals unpopularity and failure, and 'curly blond hair, blue eyes and a slender figure' equals popularity and success, it should be looked at carefully both because it promulgates myth and because it could cause hurt to overweight children. It does, however, redeem itself a little by making it clear that Arabella alone can change things. Language is simple and some of the humour is very appealing. F. Gardiner

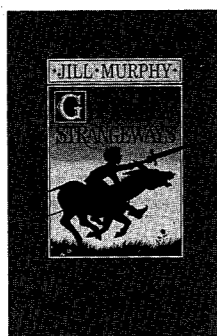
LEV: Middle primary Upper primary  
AVAIL: Paper \$5.95 ASCIS 663715

**BERNARDSON, Derek Emma's rat-tastic adventure.** Allen & Unwin, 1990  
ISBN 0044423020

A chance meeting between Emma and the Rata family of rats proves to be most fortunate when Emma is mistakenly kidnapped. It is the young Rata children who outwit the dastardly Mr Titch and restore Emma to her family. The fast-paced humorous plot is matched by the eccentric range of characters including the rat children themselves, the private detective Mickey Complain, and the incompetent henchmen Pongo and Slug. Occasional black-and-white illustrations and humorous asides add to the appeal of the story. M. Ellis  
LEV: Middle primary Upper primary  
AVAIL: \$14.95 ASCIS 655007

**MURPHY, Jill Geoffrey Strangeways.** Walker, 1990  
ISBN 0744519047

Geoffrey Strangeways meets Sir Walter of Winterwood, a knight involved in heroic rescue. Geoffrey's efforts to become a knight himself are full of adventure and humour. Light-hearted and entertaining, this delicately written novel provides the reader with glimpses of a medieval world. The simple language style, good use of dialogue and well-developed



characters make this a good book to read aloud. It is well presented using large text and numerous appealing black-and-white illustrations. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$17.95 ASCIS 660113

**BRADMAN, Tony Gerbil crazy!** Viking, 1990  
ISBN 0670827789

Sarah finally manages to persuade her parents that she should be allowed to have a pet gerbil, Georgie, but from the beginning there are problems as Georgie proves to be a very adept escape artist. Hours are spent chasing him as he turns up in the most unusual places from dad's pyjamas to the teapot. Disaster appears to have struck when Sarah takes Georgie to school where he escapes, his journey traced by the screams and commotion in various classrooms. The large print and occasional black-and-white illustrations make this humorous and appealing story attractive to newly independent readers. M. Ellis  
LEV: Lower primary Middle primary  
AVAIL: \$12.99 ASCIS 646619

**DANN, Colin A great escape.** Hutchinson, 1990  
ISBN 0091744377

Eric, frustrated by the seeming lack of care of Mr Dobson, the pet shop owner, frees the remaining pets from the run-down shop. Thrust into the world, the animals journey towards a distant windmill which they had observed from the shop. Numerous adventures befall the animals before they eventually return, or are returned, to the sanctuary of the pet shop. The animals, although able to speak, remain true to their natures and their exploits are realistic in this sustained and involving adventure story. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$16.95 ASCIS 667415

**TRESEDER, Terry Walton Hear o Israel a story of the Warsaw Ghetto.** Atheneum New York, 1990  
ISBN 0689314566

Isaac, the narrator, is a little boy, who even before his bar mitzvah has seen most of his family die in a Warsaw ghetto. The destination of a journey, supposedly to work in the country, proves however to be Treblinka, where those who are left will die in the gas chambers. This is a short, simple but very powerful story, illustrated sombrely in black and white by Lloyd Bloom. As well as telling the story of the holocaust, it imparts quite a lot of information about Jewish rites and festivals. F. Gardiner  
LEV: Upper primary  
AVAIL: \$19.95 ASCIS 667747

**KUDLINSKI, Kathleen Hero over here.** Viking New York, 1990  
ISBN 067083050X

Theodore is 10 years old and envious of his older brother who has just enlisted in the army to fight in World War I. He is sure he can never be a hero staying at home. But when his mother and sister catch the often fatal flu which is sweeping the world Theodore must draw on inner strength and courage to take charge and care for them. Encounters with others also reveal something of the nature of compassion and heroism. Kudlinski creates a very realistic picture of the horror of the worldwide epidemic of 1918 and this combined with the universality of her themes gives a wider audience to a book set firmly in a small American town. M. Ellis  
LEV: Middle primary Upper primary  
AVAIL: \$15.99 ASCIS 660908

**HATHORN, Libby Jezza sez.** Angus & Robertson, 1990  
ISBN 0207167265

An entirely predictable plot and a set of characters

whom we have met in real and literary life a hundred times before will probably not diminish the enjoyment that this short novel will impart to the young reader. Jezza, the creative member of the gang, has decided that they need to buy an inflatable dinghy, ostensibly for the play they are devising, but chiefly for enjoyment. Of course there is a happy ending, preceded by the customary disappointments and disasters. The large print, simple language and identifiable characters make this novel accessible to the newly independent reader. F. Gardiner

LEV: Middle primary  
AVAIL: \$16.95

ASCIS 649542

**HOBAN, Russel Jim Hedgehog and the lonesome tower.** Hamilton, 1990  
ISBN 0241129834

Jim Hedgehog is an unlikely hero, but proves to be unflappable as he investigates a mysterious noise. His enthusiasm for loud rock music stands him in good stead as he deals with Mr Strange and the mystery music maker. Written with wry humour, this bridging novel is a welcome change in that not everything is clearly explained to the reader.



Suspense is created as details are unresolved and the mystery deepens. Large pages, clearly defined chapters and numerous line drawings by John Rogan further increase the appeal of this short novel for newly independent readers. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: \$19.99

ASCIS 654580

**DICKS, Terrance Meet the MacMagics.** Piccadilly, 1990  
ISBN 185340070X

From the first chapter where Mike MacMagic is nearly late for school because he turned his clock into a frog we know that the MacMagic family is far from ordinary. Mike and his eccentric family all possess magical powers which they utilise with varying degrees of success. When their quiet home is threatened by a bypass all the members of the family rally to save it, but their magical schemes produce little but hilarity and it is up to Mike to deal with the problem of corruption in high places. The accompanying black-and-white illustrations add to the humour and appeal of the story. M. Ellis

LEV: Lower primary Middle primary  
AVAIL: \$19.95

ASCIS 638025

**GLEITZMAN, Morris Misery guts.** Pan Macmillan Australia, 1991  
ISBN 0330272314

Keith is convinced that his parents have been ground down by the grey misery of England's weather and have become misery guts. Having devised various hilarious but ill-fated schemes to cheer them up he finally decides they must emigrate to paradise, tropical northern Australia. Paradise, however, has killers - jellyfish, coconuts, snakes and crocodiles. He goes to incredible lengths to prevent his parents finding out the truth and in a moment of great irony is labelled a misery guts and whinger himself. A cyclone brings this witty and engaging novel to a satisfying and colourful conclusion. M. Ellis

LEV: Middle primary Upper primary

AVAIL: Paper \$7.99

ASCIS 663573

**WISEMAN, David Mum's winning streak.** Blackie London, 1990  
ISBN 0216928737

Angie's 4-leaf clover proves to be lucky indeed and is, as a result, borrowed by her competition obsessed mother Rosemary in order to win a night out with her favourite actor. In Rosemary's case it is Wallace Windle a once famous actor. To the rest of the family's horror, including the cat's, Wallace moves into the spare room and appears set to stay for a long time until the cat intervenes. The final contest Rosemary wins provides an unexpected sighting of Wallace. Some humorous moments are to be found but the tedious nature of Wallace tends to dampen these moments. M. Ellis

LEV: Middle primary Upper primary

AVAIL: \$19.95

ASCIS 642799

**CARR, Roger Vaughan Nipper and the gold-turkey.** Houghton Mifflin Australia, 1991  
ISBN 0867701382

Nipper has a pet turkey, one he believes can fossick for gold. Caring for the turkey is just one of Nipper's activities on the farm at Split Creek. Life is far from dull, as Nipper is chased by a motorcycle, enjoys a birthday party, takes part in a concert and sets out to save his beloved turkey from its Christmas fate. Full of warmth and wry humour, this short novel offers an authentic picture of life in an Australian country community. A sequel to 'The Split Creek kids', it combines adventure, emotion and interest in a worthwhile short novel. J. Buckley

LEV: Middle primary Upper primary

AVAIL: Paper \$8.95

ASCIS 669587

REUTERSWARD, Maud *Noah is my name*. Turton & Chambers, 1991  
ISBN 1872148352

Life seemed so simple for Noah Sten. Until his mum produced the 'tiddlers', twin girls who yell a lot, have the usual infant illnesses and are mischievous. He sees his mother become exhausted, his father irritable and he wonders about the logic of it all. By the time Noah is 7 more changes have come into his life, notably the lonely, rejected, affectionate Klas, Noah's first real friend. Told entirely through the eyes of Noah, the novel is appropriately and intentionally fragmented so that the reader, like Noah, is obliged to fill in the many gaps in plot and motivation of characters. It is also clever and wonderfully warm. F. Gardiner  
LEV: Middle primary Upper primary  
AVAIL: Paper \$14.95 ASCIS 665017

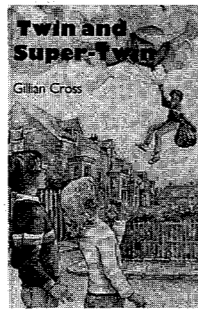
EDWARDS, Hazel *The O gang again*. Jacaranda Milton, 1991  
ISBN 0701629010

Orienteering and solving mysteries are the interests of the 5 members of the O gang. Each of these short stories involves a mystery which is solved by observation and deduction. The stories are pitched at the interest level of middle primary students, but their presentation is not ideal for newly independent readers. Each is about 10 pages long, with small print and a single illustration, and will require perseverance from readers, particularly those unfamiliar with orienteering. J. Buckley  
LEV: Middle primary Upper primary  
AVAIL: Paper \$7.95 ASCIS 668867

CONLY, Jane Leslie RT, *Margaret and the rats of NIMH*. Gollancz London, 1991  
ISBN 0575048328

Though it is the 3rd in the rats of NIMH series, this novel is discrete. The rats meet 2 lost children, Margaret and Artie, who is a selective mute, when the children stumble upon the rats' hidden home. The children become part of the rodent community and experience significant personal changes as a result. When the demands and difficulties of winter dictate that the children return to the human community, the rats' security is in jeopardy. Conly tackles the difficult fantasy genre with distinction; though there are a few minor flaws in the plot, they are forgivable in the light of the general credibility, the delineation of character and the simple sophistication of the writing. F. Gardiner  
LEV: Upper primary  
AVAIL: \$19.95 ASCIS 660234

CROSS, Gillian *Twin and super-twin*. Oxford University Press, 1990  
ISBN 0192715941



Bonfire night is coming and the Nelson Square gang, Mitch and twins Ben and David, would like to share the Wellington Street gang's bonfire. Instead they become locked in combat with them when a prank goes wrong and the bonfire is destroyed. Extraordinary things begin to happen with David's arm which at first only incites further conflict between the two groups

but which ultimately leads to a peaceful settlement. The adventurous elements of this somewhat English story are punctuated by hilarity as David's arm causes him some embarrassing moments. M. Ellis  
LEV: Middle primary Upper primary  
AVAIL: \$23.95 ASCIS 663569

HAHN, Mary Downing *Wait till Helen comes: a ghost story*. Heinemann, 1990  
ISBN 043493481X

If you want to give your students an examples of the conventions of the ghost story genre, you can't go beyond this one. It has every cliché: possessed child mirrored by the frequent appearance of a malevolent child ghost; graveyard; abandoned old house; slowly revealed secrets; storm; skeletons. This spooky tale is told against the background of a newly blended family which is experiencing problems in the form of one of the children who refuses the constant, almost Pollyanna-like affectionate overtures of her new stepmother and step-siblings. Triteness and clichés aside, it is not a bad yarn. F. Gardiner  
LEV: Upper primary  
AVAIL: \$21.95 ASCIS 648807

FORRESTAL, Elaine *The watching lake*. Penguin, 1991  
ISBN 0140343776

Bryn is thoughtful, in tune with the natural world, and a possible victim of the Min Min, a spirit in the form of a ghostly light which lures him to the lake. An atmosphere of menace pervades a perceptive story of childhood in this short novel which weaves Australian folklore into an involving account of Bryn's developing maturity. Line drawings by Keith McEwan contribute to the appeal of a simple and moving story. J. Buckley  
LEV: Upper primary  
AVAIL: Paper \$7.95 ASCIS 669589 ♦

## ■ Fiction for older readers

The following list is arranged alphabetically by title.

SWINDELLS, Robert *Daz 4 Zoe*. Hamilton, 1990  
ISBN 0241128986

Britain in the 21st century is a bitterly divided society, with middle class 'Subbies' living in fenced suburbs, and the disenfranchised 'Chippies' inhabiting the remains of the cities. Maintained by authority and violence, these lifestyles prove too much for Daz and Zoe, 14-year-olds who fall in love and defy the system. Zoe flees from her comfortable world and faces the grim reality of life as a Chippie. Structured in alternating chapters from Daz and Zoe, this novel builds a chilling picture of societal control, delicately explores the developing understanding of the protagonists and builds to a tense conclusion. J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: \$23.00 ASCIS 667352

NOONAN, Michael *The December boys*. University of Qld. Press, 1990  
ISBN 0702222933

Although this novel was written over 50 years ago, it is as fresh as the morning mist and fully justifies UQP's decision to re release it. The 5 December boys, so named because it is thought their birthdays all fell in that month, are residents of a Catholic orphanage in the far west but we observe their Christmas holidays at a seaside village. There we meet a Dickensian collection of unique characters as the boys become engaged in a series of exploits which they hope might lead to a new home for one of them. Noonan's ability to create warm-hearted, hilarious characters and his enviable powers of description make this a very special book. F. Gardiner  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$12.95  
EVAL: Highly recommended ASCIS 649009

GUTMAN, Claude *The empty house*. Turton & Chambers, 1991  
ISBN 187214845X

Using the stream of consciousness technique, well refined and tailored to the adolescent reader, Gutman tells his story through 15-year-old David, a Jewish boy who is observing the disintegration of his life as the Nazis take over France early in the 1940s. The harrowing story is told very effectively with a pathos and honesty that is perhaps possible only in the first person, and that is likely to evoke empathy within the narrator's contemporary peers. F. Gardiner  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$14.95 ASCIS 667422

KERR, M.E. *Fell back*. Collins, 1990  
ISBN 0001934457

Back at the exclusive Gardner school, Fell is embroiled in investigating the death of a fellow student. This is an unreal world where students live in decadent luxury, drive BMWs, take drugs, and apparently have no experience of discipline. The corruption, of both the student and parent/professional groups, renders it vaguely redolent of the Chocolate war novels but it conspicuously lacks the power that Cormier packs. The characters are reasonably well drawn but the plot is not always easy to follow and the prose is unspectacular. Though familiarity with the first novel, Fell, is not essential, it is preferable. F. Gardiner  
LEV: Middle secondary  
AVAIL: \$16.95 ASCIS 662590

SHIRREFS, Mark *The girl from tomorrow*. Hodder & Stoughton, 1990  
ISBN 034053463X

Adapted from the television serial of the same name this is a fast-paced adventure story involving the future, time travel, kidnapping and intrigue. Alana has been kidnapped and brought into the present day from the year 3000 by the ruthless Silverthorn, a man from the year 2500. He uses the powers from Alana's space capsule to amass wealth and power for himself. To do this he must stop Alana returning to her own time in the capsule. Alana finds much needed help and protection from Jenny Kelly, a girl her own age, and her family. Light humorous moments are cleverly interwoven into this tension-packed novel. M. Ellis  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.95 ASCIS 639734

MAZER, Norma Fox *Heartbeat*. Heinemann, 1990  
ISBN 0434951625

The most disconcerting aspect of this novel is the incompatibility of the cover and the audience. The story concerns the competition between 2 teenage boys for the affection of one girl. Although it is not great literature, the story, which encompasses tragedy as well as comedy, is quite sensitively told and one would hope that teenage boys, who surely need to explore their emotions from the distance of the novel, might read it. The femininity of the cover makes this highly unlikely. Teenage girls, who already have plenty of similar material, will enjoy it. F. Gardiner  
LEV: Lower secondary Middle secondary  
AVAIL: \$26.95 ASCIS 675355

ROSE, Malcolm *The highest form of killing*. Deutsch London, 1990  
ISBN 0233985891

A hideously decomposed body of a dog, washed up onto a beach is the catalyst for intrigue, protest, official cover-ups and deaths of innocent people. The issue is bacterial warfare and the villains are officialdom and human frailty. Underpinning the intrigue is a romantic triangle, the structure of which is sometimes a little shaky, and some elements of the plot are contrived. In spite of these criticisms, however, it is primarily a gripping and well written novel. Most characters are strongly and realistically depicted and engage the empathy of the reader. F. Gardiner

LEV: Upper secondary  
AVAIL: Paper \$12.95

ASCIS 648297

MAYFIELD, Sue *I carried you on eagles' wings*. Deutsch London, 1990  
ISBN 023398576X

Tony's life is bleak: his mother is dying after years of struggle with multiple sclerosis; his father, the local vicar, is bound by his grief and the need to show strength and leadership not only to his wife and son, but to his parishioners; and his (Tony's) male peers have the culturally defined lack of sensitivity common to many adolescents. The only rays of light are his burgeoning friendship with a female peer, Clare, and his rescue and restoration to health of a gull. The novel fails because Mayfield relies solely on sentiment to engage the reader who is told rather than allowed to have the story subtly unfold for him or her. The background music from the weepy violin almost wafts from the page. F. Gardiner

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$14.95

ASCIS 648377

DIGGLE, Giles *Inside the glasshouse*. Faber, 1990  
ISBN 057114280X

What begins as a brilliant novel degenerates into foolishness. Wayne is a classic 15-year-old underdog, bullied by the physically bigger kids at school and treated with merciless cruelty by his stepfather. The early scenes are intensely and horrifyingly gripping, making sharp comments on life in the 1990s; though set in England it is relevant to the Australian arena. But when Wayne decides to take some control of his own destiny, the story-line falters as badly as Wayne's actions which are not only lacking in wisdom but undesirable. The crudeness, forgivable in the early part in the name of realism, becomes merely crudeness as the novel deteriorates. Sad - it could have and should have been a classic of social comment. F. Gardiner

LEV: Middle secondary Upper secondary  
AVAIL: \$22.99

ASCIS 652492

ROBERTSON, Claire *Letters of a lovestruck teenager*. Arrow London, 1990  
ISBN 0099713209

In the tradition of *Adrian Mole*, Gilly vents her teenage anguish, which stems from the evasiveness of romance, the fragility of friendship and the failure of her body to mature, upon the reader, not in diary form but in a sequence of letters to Alexa Deerheart of 'The Bizz', a teen magazine. Although the genre is rapidly becoming overcrowded, this is a well-written novel with characters that exude all the venom, glory, hopelessness, loyalty and disloyalty that may or may not exist but which teenagers visit upon themselves anyhow. Often satirical, the humour is pervasive and very successfully mollifies the gloom. F. Gardiner

LEV: Lower secondary Middle secondary

AVAIL: Paper \$7.95

ASCIS 671197

ROSEN, Billi *The other side of the mountain*. Faber London, 1990  
ISBN 0571141897

In this second book about Andi, she and her father have left the bitter tragedy of the Greek civil war and her mother's and brother's deaths behind them and have moved to Sweden. Expecting an escape from turmoil Andi must face an alien society in which acceptance is mingled with bigotry and violence. Her relationship with her father too is soured as Andi struggles to accept Marianne, the woman her father marries, and Max, her newly born half brother. Whilst lacking the intensity of Andi's war this is nevertheless a compelling story of a girl's journey to maturity. M. Ellis

LEV: Lower secondary Middle secondary

AVAIL: \$22.99

ASCIS 637918

McKINLEY, Robin *The outlaws of Sherwood*. Macdonald London, 1989  
ISBN 0356179400

Once again Robin McKinley has taken a classic tale and written an entertaining novel - less successfully than her stunning *Beauty*, but enjoyable nonetheless. We follow the formation of the band of outlaws, their exploits, triumphs and disasters until the return of Richard the Lionheart. The outlaws are drawn in 3 dimensions: Robin, for example, as well as being idealistic and devoted to his cause and his band, is bad tempered, impulsive, and possesses the see-sawing wisdom of youth. The language is difficult because of the use of archaic words and forms; nor is it helped by an unacceptable number of text errors. F. Gardiner

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$32.95

ASCIS 675589

Midnight dip: award-winning stories from young Australian writers. Millennium, 1990  
ISBN 0855749911

The title says it all; here is a collection of short stories that promises to be tantalising, exciting, fresh and unusual, and the reader's expectations are not disappointed. The stories, written by secondary students, explore universal themes in a variety of styles. The farcical humour of the railway guard's swim in the fully laden milk tanker in 'Midnight dip' gives way to the desperate loneliness of the fat child scorned and ridiculed by her peers in 'Sticks and stones'. Short notes on each author and his/her thoughts about writing and admired writers introduce the stories. M. Ellis

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$8.95

EVAL: Highly recommended

ASCIS 638165

CARR, Roger Vaughan *Piano Bay*. McVitty, 1991  
ISBN 0949183520

A study of the effects of isolation on human behaviour, a challenging moral problem - a description which may sound dull. But this tense and interesting novel offers a range of complex issues within an involving adventure story. Tam and his father wreck a ship, Tam hoping for the promised new boots, his father for salvage. The immense consequences of their action result in their previous understandings of the world being overturned, with Tam seeing his father's beliefs against a wider context. An interesting natural and historical setting and well-developed characters sustain the reader's interest in this unusual story. J. Buckley

LEV: Lower secondary Middle secondary

AVAIL: \$16.95

ASCIS 670473

PORTER, James G. *Piya*. Hodder & Stoughton, 1991  
ISBN 0340535784

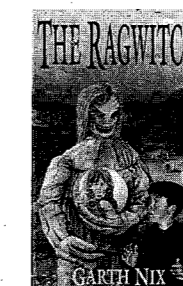
Piya is a feisty little Aboriginal girl who is left to fend for herself following the disastrous effects of a cyclone in northern Queensland. And fend for herself she does. The child of parents who had retained their Aboriginality and were immersed in the land, she cannot be found by white rules. Her liaison with 2 empathetic white people, Len and Susan, invokes problems initially but ultimately is fortunate. Although the dialogue is sometimes stilted, the novel is very readable. Porter does seem a little unsure as to who is his audience: will the young adult reader be interested in a novel which has a 7-year-old heroine? F. Gardiner

LEV: Lower secondary Middle secondary

AVAIL: \$16.95

ASCIS 663547

NIX, Garth *The ragwitch*. Pan, 1990  
ISBN 0330271997



Julia finds an unusual doll, which is the rag body of the evil North-Queen, who possesses Julia and transports her to a fantasy world. Her younger brother Paul sets out to save her, becoming involved as an epic struggle between the forces of good and evil develops. The Ragwitch is able to imprison people within her

own consciousness, adding an interesting dimension to the story. Credible and genuinely scary, this fantasy is involving and written with vigor. J. Buckley

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$7.99

ASCIS 656733

FRENCH, Jackie *Rain stones*. Collins/ Angus & Robertson, 1991  
ISBN 0207167842

The 5 stories in this collection are linked by their evocation of the Australian landscape; their blending of the ordinary with the mysterious, and their deftly developed characters. Helen locates the rain stones which break the drought; an afternoon with Grandma goes back in time; a blind boy shares his perception of the bush; Michael is receptive to the dance of the dinosaurs; and a grandfather's life on the farm develops new meaning for his grandchildren. Conserving the natural environment and valuing the sometimes fragile bonds between people are recurring themes in these simply written and dignified stories.

J. Buckley

LEV: Upper primary Lower secondary

AVAIL: \$16.95

ASCIS 667657

TOMLINSON, Theresa *Riding the waves*. Walker, 1990  
ISBN 0862034760

Matt's life is changed when, in order to complete a history assignment, he interviews Florrie, an elderly resident of Matt's seaside hometown. How this leads to his acceptance into the coveted surfer gang and to a greater understanding of his own life, is told mostly with competence and simplicity, though the last few pages lapse into implausible cliché. This is particularly unfortunate because the story and the characters are very appealing and the novel presents to young teenage readers worthwhile values. F. Gardiner

LEV: Upper primary Lower secondary

AVAIL: \$19.95

ASCIS 677212

CORRIN, Ruth *Secrets*. Oxford University Press, 1990  
ISBN 0195582187

Almost despite herself, Liz becomes friends with Marion, the odd one out at school, who is set apart both by her behaviour and her parents' affluent circumstances. Marion's life is vastly different from life in Liz's easygoing and affectionate family, and in this atmosphere Marion develops the confidence to face her major problem - her father's incestuous behaviour. Both Marion and her mother, and in a different way Liz and her mother, tackle family secrets and are enlarged by the experience. Well-crafted characters, authentic dialogue and a subtle approach make this understated treatment of incest and its effects involving and believable. J. Buckley  
LEV: Middle secondary Upper secondary  
AVAIL: \$18.95 ASCIS 665024

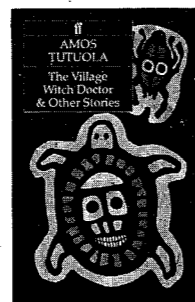
MYERS, Walter Dean *Scorpions*. Collins London, 1990  
ISBN 0001847899

Although this novel tells the story of Jamal, a young black kid from Harlem, it has reverberations for all people who are on the edge of any society - 'thrown away people' as one of the characters so graphically refers to those who have lost the battle to get inside. For a safely ensconced reader, the sense of helplessness as Jamal and his very innocent friend Toto are sucked into a violent and drug-ridden world of the colour gangs is overwhelming. The language is deliciously spiced with the black idiom and humour which exacerbate the sadness and plight of the protagonists. F. Gardiner  
LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: \$17.95  
EVAL: Highly recommended ASCIS 656072

GERAS, Adele *The tower room*. Hamilton, 1990  
ISBN 0241129567

Sent to boarding school at 11, Megan has lived there for the past 6 years following the death of her parents soon after they arrived in Africa whence their work had taken them. The arrival of a young male lab assistant changes her life irrevocably - or does it? This is the first in a trilogy so we'll have to wait to find out. It is a very odd book, spattered with seemingly irrelevant references to fairy tales, peopled with characters who seem bent on acting out of character, furnished with a plot that is decidedly dubious. It's a little like a 50s 'schoolgirls' own' dressed in nineties clothing; on the other hand it appears to be a parody. But I suspect it isn't intended to be either. F. Gardiner  
LEV: Lower secondary  
AVAIL: \$19.99 ASCIS 643225

TUTUOLA, Amos *The village witch doctor: and other stories*. Faber, 1990  
ISBN 057114215X



Nigerian legends and folklore provide the basis for this collection of short stories. Themes such as jealousy, loyalty, friendship, greed and generosity are explored in fables where the concluding moral grows naturally from the traditional images of the story. Two of the stories 'Akanke and the jealous pawnbroker' and 'The duckling brothers and their disobedient sister' bear a remarkable resemblance to European fairy tales and illustrate the universality of storytelling among different culture. M. Ellis  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$11.99 ASCIS 644257

MORPURGO, Michael *Waiting for Anya*. Heinemann, 1990  
ISBN 043952052

The events of World War II have scarcely impinged on Jo and his small Pyrenean mountain village until a chance meeting with a stranger draws him into the dangerous world of those attempting to smuggle Jewish children out of France. Suddenly trust and friendship, first on an individual level, and then involving the whole village, become very important to survival. Morpurgo adds an extra dimension to this poignant novel by examining the relationships which develop between German soldiers stationed in the village and the inhabitants. M. Ellis  
LEV: Upper primary Lower secondary  
AVAIL: \$26.95 ASCIS 667356

HAUGEN, Tormod *Zeppelin*. Turton & Chambers, 1991  
ISBN 1872148301

Nina has always measured out her happiness in relation to her parents (Eva and Martin), their expectations and their decisions. All this changes when, on their annual holiday, they discover someone else has been living in their summer house. This unseen person terrifyingly dominates the whole summer for Eva and Martin. Nina, however, has discovered the person, a young boy, and this secret acts as a catalyst; Nina takes her first steps to adulthood, free of the constraints and fears of her parents. The short, sharp sentences of the text powerfully convey the confusion and alienation of the 2 young people moving to independence. M. Ellis  
LEV: Upper primary Lower secondary  
AVAIL: Paper \$14.95 ASCIS 663462 ♦

## columns III

### Children's Book Council

The first National Conference of the Children's Book Council of Australia will be held at the Manly Pacific Parkroyal Hotel from Thursday evening May 14 to Sunday afternoon May 17, 1991. For further information contact Margaret Hamilton, President of the Children's Book Council of Australia (02) 816 5144 or Sandy Campbell, Conference Publicity Coordinator (043) 28 3555

An exciting development for those people to the west of Sydney is the formation of 2 new sub-branches of the Children's Book Council. One sub-branch covers the area to the south of the Great Western Highway, broadly from Blackheath to Bowral, and including Liverpool, Camden and Penrith. Their next meeting on Saturday August 31 promises to be special: the whole day will revolve around Jeannie Baker's *Window*, with various sessions catering for adults and children. For details contact Di Bates, phone 606 0985. On Friday September 27, Mark McLeod will be the guest speaker at a formal dinner; phone Linda Dunn, 821 9444, for details and bookings.

The other sub-branch covers the area to the north of the Great Western Highway, including Parramatta, The Hills, Dural, Hornsby and the Bell's line of road. Contact Marion Robertson, phone 689 9311, if you want to know more about this group, who meet next on August 27 at the Parramatta Community Centre.

### Aloud West

Aloud West is a new program coordinating visits by writers and illustrators to schools in the west and south west of Sydney. The writers/illustrators read, discuss their work and run workshops for students, according to the requirements of the school. An information kit has been sent to schools in the west and south west regions; if you have not received this kit and would like to know more about the program, please contact Nicola Robinson Event Marketing Department John Fairfax Group GPO Box 506 Sydney 2001. Phone (02) 282 1669.

### Children's Film Festival

The Sydney Film Festival in association with the State Library of NSW and Liverpool City Library will present a children's film festival, Kids' Kinema, at: State Library Sunday: September 29 - Friday October 4 Liverpool City Library: Wednesday October 2 - Sunday October 6. For further information contact the Sydney Film Festival office at (02) 660 3102.

### Viewpoints part II

The Editor, *scan*

*scan* is a great publication. In fact I couldn't be without it. It is a bridge, a crutch, a solace, a light in a sometimes grey world of schools.

However, am I going mad? Where is your index — your index to books reviewed in the current issue, and your annual index?

Daily I swear that I will never buy resources without indexes.

Patricia Grant  
Librarian, Loreto (Normanhurst)  
9 May 1991

The Editor, *scan*

As a librarian I find *scan* terrific both for bibliographic information on books that are worthwhile purchasing and as an information disseminator to keep us up-to-date with what's happening in schools and libraries today.

What are the chances of putting together an index of books and topics reviewed in each issue in the last issue for the year (with cross references of course).

I find that when I want to look up 'that terrific article on big books' or whatever, I can never remember which issue I found it in.

I'm sure other librarians have had the same thoughts.

Pat Lamir  
Librarian, Bellingen and Urunga Public Schools

Jill Vernon  
Bellingen Public School  
4 June 1991

*The scan team couldn't agree more that an index is just what scan needs. We've been aware for some time that we really should be practising what we preach and providing an index, preferably to each issue as well as some sort of a cumulative one. We know, too, that to be most useful an index needs careful planning and thorough execution. At this stage our resources simply don't stretch to an index, but we're hopeful that a cumulative one will be a possibility by the end of the year. Stay tuned for further developments!*